



# **VICE-CHANCELLOR'S EDUCATION EXCELLENCE AWARDS**

**Procedures and Guidelines  
2020**

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## THE VICE-CHANCELLOR'S EDUCATION EXCELLENCE AWARDS

The Vice-Chancellor's Awards are designed to recognise the contribution of Monash staff to quality student learning experiences and to Monash's reputation for world-class university education.

The following Award categories are open for application.  
This document outlines the procedures and guidelines for:

- Vice-Chancellor's Citations for Outstanding Contribution to Student Learning
- Vice-Chancellor's Awards for Teaching Excellence
- Vice-Chancellor's Awards for Innovation in Learning and Teaching
- Vice-Chancellor's Awards for Programs that Enhance Learning
- Vice-Chancellor's Award for Excellence in Honours Supervision

### Why should I apply?

Awards are an opportunity for you to gain recognition in the University for your contributions in the area of teaching and learning. Benefits of receiving a Vice-Chancellor's award:

- Personal recognition;
- Recognition for your faculty or unit;
- \$1,000 for Citations, \$2,000 for a Program Award, \$3,000 for a Vice-Chancellor's Award for Teaching Excellence with the option of an additional \$2000 to support a small, higher education project, \$5000 for an Award for Innovation in Learning and Teaching; and \$5000 for an Honours Supervision Award;
- Nomination may lead to a national award nomination; and
- Preparation for this award will assist in compiling a teaching record and/or preparation for an application for promotion.
- Recipients of awards are expected to demonstrate educational leadership and to promote engagement of their innovations by other Monash staff through, for example, running workshops, giving presentations, mentoring, etc.

### Summary of changes to VC teaching awards in 2020

- New selection criteria for 3 awards: Citations for Outstanding Contribution to Student Learning, Award for Teaching Excellence and Award for Innovation in Learning and Teaching. Monash's education performance standards have changed necessitating updating of these selection criteria. The selection criteria from 2020 will adopt the national Australian Awards for University Teaching selection criteria.
- A new process of support for Citations, Teaching Excellence and Innovation awards will now be operating across all of Monash's 10 faculties from 2020.
- **Completed nomination forms for each award category are required from faculties by June 11th 2020.**

The following sections provide a summary of the five available categories of awards along with the Monash procedures for 2020. Potential nominees should note that individual faculties and divisions will have their own processes and deadlines for faculty awards and VC nominations. **All nominees must have sought endorsement from their Faculty** before applying for VC awards via the Monash Education Academy.

## Nomination procedures

Number of nominees allowed to each Faculty/Division in each award category					
Faculty/Division	Teaching Excellence	Innovation	Citation	Program Awards	Honours Supervision
Faculty or Administrative Division	2 General + 1 Early Career	1 Curriculum + 1 Technological	1 general + 1 Early Career + 1 teaching associate	1	2
Monash Malaysia	2 General + 1 Early Career	1 Curriculum + 1 Technological	1 general + 1 Early Career + 1 teaching associate	1	2

## Nomination process

Nomination for all Vice-Chancellor's award nominees is done by Faculty.

Nominees for all Vice-Chancellor's teaching award categories are due by June 11 2020. Faculty ADEs will be sent a link to a file in a timely manner in order for them to submit the names and details of their faculty nominations.

## Eligibility for applying

### Citations, Teaching Excellence, Innovation and Program Awards:

Nominees must have worked for at least one year at Monash University and must be employed by the University at the time of their nomination. Applications are open to academic and professional staff, and include Teaching Associates, full-time or fractional, fixed term, tenured or casual staff.

**Both team and individual nominations are encouraged.** Teams may be of any size and be composed of both, or either, professional and academic staff. If a team has five or more members, a team name must be provided.

Early Career award recipients are eligible to renominate under the General category at any time. All other previous recipients of a Citation, Teaching Excellence Award, Innovation Award or Program Award are eligible for **renomination after a minimum of five years**, however the new nomination should be for teaching or programs with a different focus and that do not substantially replicate the original Award or program. For Teaching Excellence awards, at least three criteria should be substantially new and the other should show sustained excellence.

If the recipient/s of a previous award form part of a team nomination but are not the lead nominee, they are eligible to reapply within the 5-year timeframe. However, the application should not replicate the work of the previous award application.

Nomination for, or receipt of, a Citation or Innovation award does not affect eligibility for a Teaching Excellence Award. Recipients of a Teaching Excellence award are eligible to apply for an Innovation award if the focus of the application is for something new and does not replicate the original work or program. Innovation Award recipients are not eligible for nomination for a Citation.

Teaching Associate Citation recipients are eligible to apply for another Citation after three years, but the application should be for teaching that does not substantially replicate the original program of work.

**Definition: Early Career – Citation, Teaching Excellence and Innovation:**

Nominees with no more than five (5) years' experience teaching in a higher education institution, including part-time teaching, may apply as an Early Career applicant. The five years can be non-sequential and must be counted on a semester basis.

**Honours Supervision:**

Nominees must be members of academic staff, tenured or contract, and have at least three (3) years of current and continuous experience at the University supervising Honours students, at the time of nomination. Nominees must be employed by Monash University at the time of their nomination.

For staff whose supervision activity has been interrupted (e.g. maternity leave, secondments, outside studies programs) while still being continuously employed by Monash, 'continuous' can be taken to mean a minimum total of 3 years supervision experience at the University.

Previous winners are not eligible.

**Key Dates**

Date	Detail
11 June 2020, 5pm	Faculty nominations to reach Academy team for VC Citations for Outstanding Contribution to Student Learning, Awards for Teaching Excellence, Award for Programs that Enhance Learning, Awards for Innovation in Learning and Teaching, and Award for Honours Supervision
17 August 2020, by 5pm	Full applications due
September 2020	Selection Panel Meetings
23 November 2020	Presentation of Certificates at Education/Research Awards Event

## Selection Panels

The Vice-Chancellor's Awards Panel reviews all applications and makes recommendations to the Vice-Chancellor. It is usually the same panel as the one that selects Monash's nominees to national teaching awards.

The Panel will be constituted as follows:

1. Academic Director, Teaching and Learning
2. President, Academic Board, or nominee
3. One Deputy or Associate Dean, Education or Teaching
4. One Monash Education Academy Fellow or affiliate
5. One member of Monash Education Innovation (MEI)
6. Past teaching award winner
7. One student representative

For the Honours Supervision Awards, the panel will be constituted as follows:

1. Vice-Provost (Faculty and Graduate Affairs), or nominee (Chair)
2. Two Faculty nominees
3. Previous award winner

Members of the Monash Education Academy Team observe meetings of the Monash Teaching Awards Panels. On the basis of those observations, they provide general advice to Monash and AAUT teaching award applicants and to faculties and divisions seeking to refine their awards procedures.

## Support and Contact

The Monash Education Academy encourages nominees to participate in a peer support process. This supports the writing process and improves their chances of success.

Staff in the Monash Education Academy team can be contacted via email: [mea@monash.edu](mailto:mea@monash.edu).

## Submission of nominations and applications

- **All faculty nominations** should be submitted using the link that will be sent by the MEA to ADEs (and other administrative units who contact MEA) by email.
- All **applications** must be submitted via the [Monash Education Academy website](#).

# THE VICE-CHANCELLOR'S CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

Up to five (5) Citations of \$1000 each will be awarded in total to individual or team nominees who demonstrate superior performance. Each faculty/service area (including Monash Malaysia) may nominate up to three (3) nominees for Citations (see the table on page 3). This includes one (1) Citation for an Early Career nomination plus one (1) Citation to a Teaching Associate nomination which will be awarded to nominees who demonstrate superior performance for their career stage. Citation recipients will receive a permanent citation on the [Records and Archives](#) website.

Nominations are encouraged from academic staff, professional staff, Teaching Associates, full-time or fractional, fixed term, tenured or casual staff.

## Selection criteria

Nominees must choose **one** of the following selection criterion to respond to in their nomination, as appropriate to their particular contribution. Nominations will be assessed on evidence provided in relation to the selected criterion.

### 1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn

This may include:

- Fostering student development by stimulating curiosity and independence in learning.
- Participating in effective and empathetic guidance and advice for students.
- Assisting students from equity and other demographic subgroups to participate and achieve success in their courses.
- Encouraging student engagement through the enthusiasm shown for learning and teaching.
- Inspiring and motivating students through effective communication, presentation and interpersonal skills.
- Enabling others to enhance their approaches to learning and teaching.
- Developing and/or integrating assessment strategies to enhance student learning.
- Provision of support services or programs that improve the student experience and enable learning.

### 2. Development of curricula, resources or services 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 to those involved in the development of curricula and resources.
- Contributing professional expertise to enhance curriculum or resources.

### 3. Evaluation practices that bring about improvements in teaching and learning

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education.

This may include:

- Showing advanced skills in evaluation and reflective practice.
- Using a variety of evaluation strategies to bring about change.
- Adapting evaluation methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through evaluation.

Please note that evaluation practices do not include student assessment.

#### **4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience**

This may include:

- Participating in and contributing to professional activities related to learning and teaching.
- Innovations in service and support for students; 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.
- Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- Influencing the overall academic, social and cultural experience of higher education.

### **Assessment Criteria**

With a focus on the chosen selection criterion, applicants are required to make a case that they have:

- a. Impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.
- b. Gained recognition from colleagues, the institution, and/or the broader community.
- c. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.
- d. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

This case needs to be **strongly supported by a wide range of evidence** in the form of qualitative and quantitative data. This may include: formal and informal evaluation, student data, institutional student surveys, references and selected teaching materials

In assessing the evidence supporting Early Career nominations, consideration will be given to the career stage of the nominee.

## Lodgement information

### Essential documentation for VC Citations

The following essential documentation is required to complete the application:

1. Application form (google form provided online).
2. Written statement (citation wording, synopsis and statement addressing **one** of the selection criteria).
3. 2 references

### Citation Application Instructions and Checklist

Essential component	Word limit	Page limit	Formatting requirements	Notes
Application form	n/a	n/a	n/a	online google form provided on website
Title of Citation	25 words max	n/a	n/a	Catchy encapsulation of the main focus of your contribution to teaching and learning
Synopsis	100 words max	n/a	n/a	Written in third person. Should describe the nominee's contribution to student learning and engagement and the resulting impact on students.
Written statement addressing <b>one</b> of the selection criteria	n/a	4 A4 pages max (including Citation and synopsis)	<ul style="list-style-type: none"> <li>● 11 point Arial or Calibri</li> <li>● Single line spacing</li> <li>● Margins of 25mm all around</li> <li>● Include page numbers and section headings</li> </ul>	Must address the selection criterion and provide evidence in response to the assessment criteria (see p.7).
References x 2	n/a	1 A4 page each	n/a	<ul style="list-style-type: none"> <li>● One of the referees must be the head of the nominee's faculty, department or school</li> <li>● Must be signed by referee, on letter head</li> </ul>

## THE VICE-CHANCELLOR'S AWARDS FOR TEACHING EXCELLENCE

Up to four (4) awards are available for teaching excellence by individuals or teams (including one for Early Career). Each faculty/service area (including Monash Malaysia) may nominate up to three (3) staff for a Teaching Excellence award (see the table on page 3). This includes one (1) Early Career nomination.

Nominations are open to all staff: academic or professional staff, full-time or fractional, fixed term or tenured, Teaching Associates or casual staff, as individuals or team members.

Each award consists of a medallion, a permanent citation on the [Records and Archives](#) website, a grant of \$3,000 to be used at the discretion of the award winner to further their teaching career; the option for an additional \$2,000 to support a small project to be undertaken by the award winner, in consultation with the Monash Education Academy, to share their expertise with other staff and faculties.

### Selection criteria

All nominations will be assessed on the evidence provided in response to the following four criteria which will be given equal consideration by the assessors:

#### 1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn

This may include:

- Fostering student development by stimulating curiosity and independence in learning.
- Participating in effective and empathetic guidance and advice for students.
- Assisting students from equity and other demographic subgroups to participate and achieve success in their courses.
- Encouraging student engagement through the enthusiasm shown for learning and teaching.
- Inspiring and motivating students through effective communication, presentation and interpersonal skills.
- Enabling others to enhance their approaches to learning and teaching.
- Developing and/or integrating assessment strategies to enhance student learning.
- Provision of support services or programs that improve the student experience and enable learning.

#### 2. Development of curricula, resources or services 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 to those involved in the development of curricula and resources.
- Contributing professional expertise to enhance curriculum or resources.

#### 3. Evaluation practices that bring about improvements in teaching and learning

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education.

This may include:

- Showing advanced skills in evaluation and reflective practice.
- Using a variety of evaluation strategies to bring about change.
- Adapting evaluation methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through evaluation.

Please note that evaluation practices do not include student assessment.

#### **4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience**

This may include:

- Participating in and contributing to professional activities related to learning and teaching.
- Innovations in service and support for students; 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.
- Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- Influencing the overall academic, social and cultural experience of higher education.

#### **Evidencing Your Contribution**

In addressing the above selection criteria, applicants are required to make a case that they have:

- a. Impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.
- b. Gained recognition from colleagues, the institution, and/or the broader community.
- c. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.
- d. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

This case needs to be **strongly supported by a wide range of evidence** in the form of qualitative and quantitative data. This may include: Formal and informal evaluation, student data, institutional student surveys, references and selected teaching materials

#### **Lodgement information**

##### **Essential documentation for VC Teaching Excellence Awards**

The following essential documentation is required to complete the application:

1. Application form (online google form provided on website)
2. Written statement (synopsis and statement addressing the selection criteria)
3. Curriculum vitae
4. Two references

### Optional supporting materials

In line with the AAUT, evaluation of applications will be based primarily on the written statement addressing the selection criteria. However, nominees can include **up to two** of the following supporting materials:

- Website (URL);
- Digitised video or audio tape;
- 10 pages of teaching materials.

The relevance of this material must be made clear in the written statement.

### Teaching Excellence Award Application Instructions and Checklist

Essential component	Word limit	Page limit	Formatting requirements	Notes
Application form	n/a	n/a	n/a	online google form provided on webpage
Synopsis	150 words max	n/a	n/a	Written in third person
Written statement addressing all 4 selection criteria	n/a	8 A4 pages max (including synopsis)	<ul style="list-style-type: none"> <li>• 11 point Arial or Calibri</li> <li>• Single line spacing</li> <li>• Margins of 25mm all around</li> <li>• Include page numbers and section headings</li> </ul>	Written in first person. The main statement should address the selection criteria and provide evidence in response to the assessment criteria. (See p.10).
Curriculum vitae	n/a	3 A4 pages	11 point font	One additional page per team member
References x 2	n/a	1 A4 page each	n/a	<ul style="list-style-type: none"> <li>• One of the referees must be the head of the nominee's faculty, department or school</li> <li>• Must be signed by referee + be on letterhead</li> <li>• If the nomination is for a team, the references should refer to the team as a whole.</li> </ul>
Optional supporting materials				Up to 2 may be may be supplied

## THE VICE-CHANCELLOR'S AWARDS FOR INNOVATION IN LEARNING AND TEACHING

Two (2) awards for individuals or teams are available for innovation in learning and teaching. One focuses on technological innovation and another on curriculum innovation. Each faculty/service area (including Monash Malaysia) may nominate one nominee (1) for technological innovation and one nominee (1) for curriculum innovation for the award (see the table on page 3). The award is open to both academic and professional staff (full-time or fractional, fixed term or tenured).

Each award consists of a medallion, a permanent citation on the [Records and Archives](#) website, a grant of \$5,000 to be used at the discretion of the award winner to further their teaching career.

### Selection criteria

This award recognises innovation driven by technologies or curriculum which improves student engagement, teaching, learning or assessment.

The nominee must address **one (1)** of the following selection criterion:

#### **1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn through curriculum or technological innovation**

This criterion focuses on the innovative nature of technologies or curriculum which enable, motivate and inspire students to learn in various learning environments or spaces. Innovations refer to the design and development of new thinking or practice that relates (but is not restricted) to the design and execution of assessment, the use of data analytics to personalise student learning, developing flexible learning environments, cross-disciplinary teaching, supporting or enabling the creation of engaging learning environments for students, building inclusive learning communities etc.

The innovations may reference the following:

- Fostering student development by stimulating curiosity and independence in learning.
- Participating in effective and empathetic guidance and advice for students.
- Assisting students from equity and other demographic subgroups to participate and achieve success in their courses.
- Encouraging student engagement through the enthusiasm shown for learning and teaching.
- Inspiring and motivating students through effective communication, presentation and interpersonal skills.
- Enabling others to enhance their approaches to learning and teaching.
- Developing and/or integrating assessment strategies to enhance student learning.
- Provision of support services or programs that improve the student experience and enable learning.

## **2. Development of curricula, resources or services that reflect a command of the field**

This may include innovation in the following:

- Learning resources and materials for units or courses/ degrees
- 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 to those involved in the development of curricula and resources.
- Contributing professional expertise to enhance curriculum or resources.

## **3. Evaluation practices with a focus on technology or curriculum innovation that bring about improvements in teaching and learning**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include:

- Showing advanced skills in evaluation, including in sources of data, and in reflective practice.
- Using a variety of evaluation strategies and data sources to bring about change.
- Adapting evaluation methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through evaluation.

Please note that evaluation practices do not include student assessment.

## **4. Innovation, leadership or scholarship focusing on innovation related to curriculum or technology that has influenced and enhanced learning and teaching and/or student experience**

This may include:

- Participating in and contributing to professional activities related to learning and teaching that focus on using and analysing data on student engagement to improve learning.
- Innovations in service and support for students; 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.
- Providing innovative learning and teaching for different contexts, including technology enhanced environments, or multi/cross-disciplinarity, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- Influencing the overall academic, social and cultural experience of higher education including on-campus, off-campus and online courses.

## **Assessment Criteria**

With a focus on the chosen category, applicants are required to make a case that they have:

- a. Impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.
- b. Gained recognition from colleagues, the institution, and/or the broader community.
- c. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.
- d. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

This case needs to be **strongly supported by a wide range of evidence** in the form of qualitative and quantitative data. This may include: Formal and informal evaluation, student data, institutional student surveys, references and selected teaching materials.

## Lodgement information

### Essential documentation for VC Innovation in Learning and Teaching Awards

The following essential documentation is required to complete the application:

1. Application form (online google form provided on awards webpage)
2. Written statement (synopsis and statement describing the innovation and its impact)
3. Curriculum vitae or short biographical statement.
4. Two references in support of the innovation

### Optional supporting materials

Evaluation of applications will be based primarily on the written statement. However, nominees can include **one or both** of the following supporting materials:

- Website (URL);
- Digitised video or audio tape;

The relevance of this material must be made clear in the written statement.

## Innovation Award Application Instructions and Checklist

Essential component	Word limit	Page limit	Formatting requirements	Notes
Application form	n/a	n/a	n/a	online google form on webpage
Synopsis	Up to 150 words	n/a	n/a	Written in third person, and covering the teaching and learning context of the innovation, teaching area or discipline of the students impacted by the change, the teaching, technical or professional experience of the nominee(s), with a particular focus of their work in relation to student learning.
Written statement	n/a	3 A4 pages max	<ul style="list-style-type: none"> <li>• 11 point Arial or Calibri</li> <li>• Single line spacing</li> <li>• Margins of 25mm all around</li> <li>• Include page numbers and section headings</li> </ul>	Written in first person Should address the chosen selection criteria in terms of the innovation and provide evidence of impact.
Curriculum vitae or role description form	n/a	3 A4 pages	11 point font	Outlining the nominee's (nominees') educational qualifications, brief employment history and current role at Monash, and the contribution to the project of each nominee if it is a team application. One additional page per team member (i.e. a team of three may have five pages (3+2)).
References x 2	n/a	1 A4 page max each	n/a	One of the referees must be the lead nominee's head of the nominee's faculty, portfolio, division, department or school Must be signed by referee If the nomination is from a team, the references should refer to the team as a whole
Optional supporting materials				Up to 2 may be may be supplied

## THE VICE-CHANCELLOR'S AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

One (1) award to the value of \$2,000 a permanent citation on the [Records and Archives](#) website, may be awarded for programs that enhance student learning. Each faculty/service area (including Monash Malaysia) may nominate one (1) staff nomination for the award (see the table on page 3). The award is open to both academic and professional staff (full-time or fractional, fixed term or tenured, Teaching Associates or casual).

In line with the national AAUT Programs Award, this award is designed particularly to recognise 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. The programs and services that receive this Award must have demonstrated their effectiveness through rigorous evaluation that will set benchmarks for similar activities at Monash. Both **individuals and teams**, whether they are academic and/or professional staff, or a mix of both, are encouraged to apply. Teams may be of any size. If a team has five or more members, a team name should be given.

It is intended that eligible programs are **broader than a single unit or a limited service that involves only a few students**. Program award nominees may derive from teams of academic and professional staff working collaboratively, cut across year levels, or across units at one level, or be offered across the University. For example, programs may involve a service or program provided at the institutional, faculty or school level, a program of study across a year or number of years, or a service or program directed at particular groups of students.

### Categories

There are six program award categories:

1. **Widening participation**, encompassing approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.
2. **Educational partnerships and collaborations with other organisations including industry**, encompassing partnerships between universities, and universities and other organisations - such as schools, private higher education providers, registered training organisations, professional bodies, businesses and industries in collaborative approaches to learning and teaching.
3. **Innovation and flexibility in curricula, learning and teaching**, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning and innovations that encourage novel approaches to learning and teaching, innovations that align assessment with curriculum design, innovations that encourage or support multi-disciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.
4. **Higher Degree Research**, encompassing programs and other activities that focus on postgraduate research students, postgraduate research supervision and research higher degree candidature, and postgraduate learning support and professional development.
5. **Student experiences and services supporting learning, development and growth in higher education**, encompassing services directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counselling and disability support. Quality of learning engagement and other learning and teaching experiences within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.
6. **Global citizenship and internationalisation**, including valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

## Selection criteria

Applications for this award must **address all four (4) selection criteria** below.

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 led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program
4. **Addressing 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 assessment will also take into account:

- a. evidence of the effectiveness of the program in formal and informal evaluation
- b. the degree of creativity, imagination or innovation
- c. evidence of sustained effectiveness of the program for no less than three years.

It is expected that winners of VC awards will be well placed for the AAUT Program Awards in succeeding years.

## Lodgement information

### Essential documentation for VC Program Awards

The following essential documentation is required to complete the application:

1. Application form (online google form provided online)
2. Written statement (synopsis and statement addressing the selection criteria)
3. Curriculum vitae
4. Two references

Nominees' written statement includes:

1. A 150-200 word synopsis, written in the third person, providing a description of the program and its teaching areas, the program's contribution to student learning and engagement and the program's impact on students.
2. The remainder of the written statement should address the category of the nomination and each of the selection criteria. Evidence to support the claims must be provided. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of nominations.

## References

- Two references, limited to one (1) A4 page each must be provided by colleagues who are able to comment on the nominee's claims against the selection criteria. One of the referees must be the head of the nominee's faculty, department or school. It is encouraged that one referee be external to the nominee's institution who can comment on the wider impact of the program.
- If the nomination is from a team, the references should refer to the team as a whole.

- References must be signed by the referee (electronic signatures supplied by the referee to the nominee are acceptable).

### Optional supporting materials

In line with the AAUT, evaluation of applications will be based primarily on the written statement addressing the selection criteria. However, nominees can include up to two of the following supporting materials:

- Website (URL);
- Digitised video or audio tape;
- Or 10 pages of teaching materials.

The relevance of this material must be made clear in the written statement. Only one copy of supporting materials should be sent.

### Program Award Instructions and Checklist

Essential component	Word limit	Page limit	Formatting requirements	Notes
Application form	n/a	n/a	n/a	online google form supplied on webpage
Synopsis	150-200 words max	n/a	n/a	Written in third person Describes the program and its teaching areas, the program's contribution to student learning and engagement and the program's impact on students
Written statement addressing <b>all four</b> of the selection criteria	n/a	9 A4 pages max	<ul style="list-style-type: none"> <li>11 point Arial or Calibri</li> <li>Single line spacing</li> <li>Margins of 25mm all around</li> <li>Include page numbers and section headings</li> </ul>	Written in first person The main statement should address the selection criteria and provide evidence in response to the assessment criteria. (See p. 17).
Curriculum vitae	n/a	3 A4 pages	11 point font	Outlines the nominees' educational qualifications, employment history, teaching positions held and teaching experience  One additional page per team member e.g. a team of three may have 5 pages (3+2)
References x 2	n/a	1 A4 page each	n/a	The referees must be the head of the nominee's faculty, department or school signed by referee
Optional supporting materials				Up to 2 may be may be supplied

## VICE-CHANCELLOR'S AWARD FOR HONOURS SUPERVISION

One (1) award to the value of \$5,000, which consists of a medallion, a permanent citation on the [Records and Archives](#) website, may be awarded for Excellence in Honours Supervision. Each faculty/service area (including Monash Malaysia) may nominate up to two (2) staff for the award (see the table on page 3).

Certificates of Special Commendation may be awarded to other nominated honours supervisors who demonstrate superior performance in supervision but who are not award winners. Supervisors of final year projects in four-year degree programs are considered honours supervisors for the purposes of this award.

### Note

The Honours Supervision award is intended to recognise outstanding contribution to honours supervision. It is not intended to recognise leadership in Honours such as the contribution to Honours by Coordinators, and applicants in these positions would more suited to apply under criteria 4 of the Citations (See p. 7) or for a Teaching Excellence Award.

### Eligibility

The nominee must:

- be a current member of academic staff, tenured or contract, and
- have at least four (4) years of current and continuous experience at the University supervising Honours students, and three years of data on their impact, at the time of nomination.

For staff whose supervision activity has been interrupted (e.g. maternity leave, secondments out, outside studies programs) while still being continuously employed by Monash, 'continuous' can be taken to mean a minimum total of three years supervision experience at the University.

Previous award winners are not eligible to apply.

### Nominations

Nominations for the VC Award for Honours Supervision are made by the faculty. Nominations can be from a variety of sources, either by a faculty award, or by honours students, academic colleagues or the panel has no objection to faculties approaching supervisors for nomination. Staff may also express interest in nominating to their faculty. Regardless of how nomination is made, the nominee is responsible for completing the application form. All nominees must have sought endorsement from their faculty and provided details of the referees at the time of nomination. Each faculty is restricted to a maximum of two nominees per faculty.

## Selection Criteria

The award nominee is responsible for the preparation of the written statement.

In the written statement, the nominee must **address all four (4) selection criteria** below. The application should address how the nominee demonstrates excellence in relation to each criterion. While being an honours coordinator is valuable, the focus of the application should be on honours supervision. The content should be clearly structured into four sections, each relating to one of the four defined criteria, and should be written in the first person.

1. **The supervisor as a teacher** which may encompass: their context or background in their current academic position; their philosophy of honours supervision; the development of the student as a researcher and an academic; encouragement of student supervision in project planning and development; development of academic skills; the practicalities or 'how to' of effective supervision; provision of timely and constructive feedback; problem management; developing student independence; the underpinning of honours supervision by engaging in education-based research and/or professional development.
2. **The supervisor as a mentor** which may include: support and encouragement given to students; assisting students to establish and use networks with other students and academics in their field of study; assisting the student to access specialist expertise (e.g. statistics, computing, language); availability to students; provision of a sympathetic atmosphere; knowledge and communication of the University's administrative processes relating to supervision; advice to students on further study and career pathways; facilitation of a cohort.
3. **The supervisor as a model** which may include: evidence of the nominee's research quality and impact; publications record, especially jointly with research students; the supervisor's record of finding support for her/his scholarship and research; peer recognition as indicated by journal editing; speaking invitations, invited chapters or articles; invitations to be an external examiner; evidence of collegiality and teamwork; evidence of open-mindedness about the knowledge interpretations of others.
4. **Supervisor's track record** Nominees should include a tabulated summary of their honours supervision outcomes *in the past five years only*, as in the examples shown below:

Number of honours students supervised, benchmarked against faculty average	
Honours completion rate	

No	Student name	Cohort year	Supervision role (main/co)	Grade	% of students in cohort with H1 (or equiv) for the year or average cohort mark for the year	Award?	Destination	Publication	Presentation
1		2016	Main	E.g. H1		Top student in Genetic Honours	E.g. PhD	2017, Global Change Biol	Oral presentation at AIMB
2		2015	Co				E.g. Research position, private sector	Submitted, conference proceedings	

## Lodgement information page

### Essential documentation for VC Honours Supervision Award

The following essential documentation is required to complete the application:

1. Application form (online google form provided on webpage)
2. Written statement (synopsis and statement addressing the selection criteria)
3. Curriculum vitae
4. Four references – 1 past student, 1 current student, a senior colleague and Head of School

### References

**All references will be sought by the Monash Education Academy team on behalf of the nominated supervisor.** For this reason the honours nomination form completed by the nominee must include the names, email address and signature (or date of agreement to be a referee) of the referees **at the time of nomination** (not of final application). They will be provided by:

1. One current student supervised by the nominated supervisor;
2. One past student supervised by the nominated supervisor;

*Current and past students should include in their reference an answer to the following questions:*

- a. *What are the exceptional qualities of this person as a supervisor?*
- b. *What is your personal experience of the supervisor?*

3. A senior academic colleague who has at least seven years of supervision experience and who is able to comment on the nominee's claims against the selection criteria. The academic referee will need to supply the following information about themselves: number of years of supervision experience, total number of supervisions, the number of first class honours awarded to those students.
4. A reference from the nominee's Head of Department or School or Associate Dean of the faculty.

**References are strictly limited to two (2) A4 pages each.**

The views of students, co-supervisors, collaborators and/or colleagues as appropriate, will be a key element in the assessment of nominations.

## Honours Supervision Instruction and Checklist

Essential component	Word limit	Page limit	Formatting requirements	Notes
Application form	n/a	n/a	n/a	online google form provided on webpage
Synopsis	150 words max	n/a	n/a	Written in third person Covers the nominee's area or discipline, their honours supervision experience, its focus and impact on students, and their research/supervision interests.
Written statement addressing <b>all four</b> of the selection criteria	n/a	5 A4 pages max	<ul style="list-style-type: none"> <li>• 11 point Arial or Calibri Single line spacing</li> <li>• Margins of 25mm all around</li> </ul>	Written in first person Should address each of the four selection criteria. Evidence to support the claims must be provided in the application.
Curriculum vitae	n/a	7 A4 pages	11 point font Arial or Calibri	Outlining the nominee's educational qualifications, employment history, teaching positions held and teaching and supervision experience, and publications in the past 5 years.
References	n/a	2 page max each	n/a	Names & details of 4 references to be supplied at nomination stage: <ul style="list-style-type: none"> <li>• One current student</li> <li>• One past student</li> <li>• One senior academic colleague</li> <li>• Head of Dept/School or Associate Dean</li> <li>• 2 page max for each reference</li> </ul>