

Timeline of the 2011 UGC Teaching Award

<u>Activity</u>	<u>Timeline</u>
Nomination period	March to mid-June 2011
Review of submissions from nominating institutions and candidates by the selection panel	Mid-June to mid-August 2011
Shortlisting of candidates by the selection panel	Mid-August 2011
Second stage of selection; interview by the selection panel	Early September 2011
Announcement of results & presentation ceremony	September 2011

Structure and Selection Criteria of the UGC Teaching Award

Structure

- Each UGC-funded institution will be invited to nominate no more than two academics from within its faculty. There should be no more than three awardees.
- The Award is “discipline-neutral” i.e. institutions may nominate outstanding academics from any discipline.
- The Award is opened to all full-time staff with teaching duties (excluding visiting staff), regardless of their number of years of teaching experience.
- The award is in the form of a grant of \$500,000 for each awardee, which includes a cash award of \$25,000.

Selection Criteria

All nominees for the Award will be assessed on the evidence/information they provide in relation to the following four criteria. The examples given are not meant to be exhaustive.

- (a) **Adoption of learner-centred approaches, ability to engage/inspire/impact on students**, which may include understanding how students learn and adopting suitable teaching and assessment approaches that can achieve better student learning outcomes; being able to engage students in learning with enthusiasm; and inspiring and supporting students, with respect for their diverse learning needs, to build confidence and capability (including critical thinking, analytical skills, values, *etc.*).
- (b) **Course/programme/curriculum design that can reflect a command of the field**, which may include demonstrating up-to-date knowledge of the field of study in the design of the curriculum and student learning resources (e.g., textbooks, e-learning resources); and developing appropriate student learning outcomes and adopting innovative

approaches to teaching and assessment which can facilitate students' achievement of the learning outcomes.

- (c) **Scholarly activities and approach to learning and teaching**, which may include adopting teaching practices that are informed by research in learning and teaching; participating in educational research in the field of study; strengthening the teaching-research nexus; and demonstrating educational innovations in the field of study.

- (d) **Past/present achievements and leadership in teaching and potential scholarly contribution to the development of effective teaching practice with impact within his/her own institution and/or in other institutions**, which may include participation in and contribution to professional activities related to learning and teaching; active involvement in the promotion of teaching excellence within the institution and/or in other institutions; and demonstrating leadership through activities that aim to enhance learning and teaching.

The four criteria carry no specified weighting. The selection panel will consider each nomination on its own merit with reference to the criteria.