



# 2017 Excellence Awards Guidelines

Applications must be submitted as a **single PDF** by email no later than the following date;

**12pm Friday 31 March, 2017**

All applications and enquiries direct to  
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## 1. Summary Table

The following table outlines the University of Melbourne Excellence Awards available.

<b>The Melbourne Research Excellence Awards</b>
Award for Outstanding Research Higher Degree (RHD) Supervision
Award for Excellence in Team-Based Research Programs
Award for Excellence in Industry-Engaged Research
<b>The Melbourne Teaching Excellence Awards</b>
Barbara Falk Award for Teaching Excellence
David White Award for Teaching Excellence
Edward Brown Award for Teaching Excellence
Award for Excellence and Innovation in Indigenous Education
Norman Curry Award for Innovation and Excellence in Educational Programs
<b>The Melbourne Engagement Excellence Awards</b>
Award for Excellence in Engagement – Public Value
Award for Excellence in Engagement – Research
Award for Excellence in Engagement – Teaching
<b>The Melbourne Professional Excellence Awards</b>
Award for Professional Excellence and Innovation
Gerry Baretto Award for Outstanding Student Services
Bronwyn Jane Adams Memorial Award
<b>The Melbourne Strategic Priorities Excellence Awards</b>
Award for Excellence in Internationalisation of the Student Experience
Award for Excellence in Internationalisation of Research
Award for Excellence in Social Inclusion
Patricia Grimshaw Award for Mentor Excellence
Cornelius Regan Trust Award

## 2. Goals of the University of Melbourne Excellence Awards

The University of Melbourne has a national and international reputation for excellence thanks to a community of highly committed staff. Each year the University celebrates the work of staff at the university through the Melbourne Excellence Awards. These awards recognise the outstanding achievements of academic and professional staff in the key areas of research, teaching, engagement, professional excellence and strategic priorities.

As an integral part of the Universities institutional strategy, the three strands of the triple helix are acknowledged. The Melbourne Research Excellence Awards recognise the outstanding achievements of academic staff in the areas of research higher degree supervision, team-based research programs and industry-engaged research. The Melbourne Teaching Excellence Awards celebrate excellence in contributions to teaching and student learning. The Melbourne Engagement Excellence Awards recognise the achievements of staff in advancing public value contributions and the development and delivery of engaged teaching and research.

The University also supports the integral work of professional staff through the Melbourne Professional Excellence Awards. And finally The Melbourne Strategic Priorities Excellence Awards recognise excellence and innovation in priority areas for the University including internationalising the student experience, enhancing the Universities international research profile and impact through key research initiatives, facilitating diversity, social inclusion and equity and providing outstanding mentoring to University colleagues.

Each award includes a trophy and a grant of \$10,000. An end-of-year award ceremony is held to acknowledge and celebrate recipients' success in all University of Melbourne Excellence Awards.

## 3. Application Process

### 3.1 2017 Schedule

Late January 2017	Awards launched
12pm Friday 31 March 2017	Applications close
May 2017	Award winners announced
December 2017	University Award Ceremony

### 3.2 Eligibility Criteria

The University of Melbourne Excellence Awards is open to all University of Melbourne academic and professional staff in continuing, contract or sessional roles. Some awards are specific to either academic or professional staff, if this is the case it is specified in the award descriptions in section 4. Applicants should have been working in the University for at least two years. Academic staff seeking to apply for the Research Excellence Award must be registered supervisors whose training is up-to-date to be officially eligible for consideration of the Award.

Applications from early career staff are also encouraged. (Past winners of other University of Melbourne *Awards for Excellence* and/or *Australian Awards for University Teaching* are eligible). Additional eligibility criteria specific to a particular award are outlined under that awards description.

These awards are intended to complement faculty-based award schemes, and winners of faculty awards are encouraged to apply.

### **3.3 The portfolio of documentation for application** *(essential information for applicants)*

Applicants prepare a written application, consisting of the following components, which must be presented in the following order:

1. An **application cover sheet**, completed by the applicant and signed by the applicant and Dean of Faculty or Head of Division (form provided in the Section 5 of this document and also available from the Melbourne CSHE website [www.cshe.unimelb.edu.au](http://www.cshe.unimelb.edu.au)).
2. A **written statement** prepared by the applicant. This is core to the application and must include:
  - An introduction of 150 – 200 words. This introductory paragraph should briefly describe the application and the work for which the applicant is seeking an award.
  - The applicant's response to the selection criteria as outlined under each award description in section 4.

The written statement is limited to five pages (minimum 11 point type in Arial, Times New Roman or similar font).

#### **3. Two references:**

- One (1) from the applicant's Dean of Faculty, Head of Department or Head of Unit.
- The second referee may be internal or external to the University and should be able to comment specifically on the work for which the applicant applying.

Each referee statement is limited to no more than one page.

4. Abbreviated **curriculum vitae** of no more than three (3) A4 pages (minimum 11 point type in Arial, Times New Roman or similar font). Teams may allow one additional page per extra team member i.e. a team of three may have five pages (3 + 2).
5. Where the applicant is applying for a teaching award and the described activities include University subjects, a summary of results from the University's **Subject Experience Survey and/or Quality of Teaching** surveys in all relevant subjects for each of the last two years.
6. **Supporting material** is optional and limited to five (5) pages. The reason for including supporting material should be made clear in the written statement. In the case that supporting material is a website (URL), media files or similar they should be in an accessible format (e.g. .MP3; .MOV) and a link or the appropriate information to access these should be provided in the application. Such material should be equivalent of up to five pages.

It is strongly recommended that applications are proofread prior to submission. Page limits should be adhered to as additional pages will not be taken into consideration by the selection committee. Nominees should note that assessors are likely to come from a range of disciplines and so should not presume they have detailed knowledge of their discipline.

The Bronwyn Jane Adams Memorial and Cornelius Regan Trust Awards are valued at \$5,000 each; for these awards the applicant must specify how the award money will be used when addressing the selection criteria.

All other awards are valued at \$10,000 each. An end-of-year award ceremony is held to acknowledge and celebrate recipients' success in all University of Melbourne Excellence Awards. The award monies will be paid to the recipient's school or department to support a project related to the recipient's career development or work in research or teaching.

### **3.4 Submissions**

All applications require endorsement from the relevant Dean of Faculty or Head of Unit (Application Cover Sheet). Multiple applications from faculties are encouraged. In cases of multiple applications, Deans will be invited to rank applicants.

Please be aware that some faculties have their own internal processes for submission, applicants are encouraged to investigate these.

#### **SUBMISSION OF APPLICATION**

Applications must be submitted as a **single PDF** by email no later than  
**12pm Friday 31 March, 2017**

For enquiries and submission please contact:

Erin Turner

[erin.turner@unimelb.edu.au](mailto:erin.turner@unimelb.edu.au)

03 8344 2591

All applications received will be acknowledged via reply email. All submissions are confidential.

The Selection Committee meets soon after the closing date for submissions. All applicants are contacted individually and notified of the outcome.

It is noted that all applicants are considered when the University selects nominations for the national teaching awards (for which there are additional categories and award types).

## 4. Award Descriptions and Criteria

### 4.1 The Melbourne Research Excellence Awards

The Melbourne Research Excellence Awards recognise outstanding achievements of academic staff in the areas of research higher degree supervision, team-based research programs and industry-engaged research.

There are **three categories** available:

#### 1. Award for Outstanding Research Higher Degree Supervision

This award was introduced in 2006. It is a named award, named each year in honour of a leading University researcher and supervisor, past or continuing. The University confers one Award for Outstanding Research Higher Degree Supervision annually.

Applicants for the Award for Outstanding RHD supervision should have supervised at least ten research higher degree students (PhD, professional doctorate and/or Masters by Research) to completion at the University. Applicants must be registered supervisors whose training is up-to-date to be officially eligible for consideration of the Award.

**Application Selection Criteria** (*applicants must address one (1), or a maximum of two, criteria from the following list*):

1. Approaches to supervision that influence, motivate and inspire students to excel. This may include: fostering students' development as researchers by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; inspiring and motivating students through high-level communication and interpersonal skills; effective approaches to guidance during the planning of research projects; structures established for ongoing interaction with students.
2. Research outcomes for students arising from a commanding knowledge of the field. This may include: supervision practices that lead to research projects and research theses judged by examiners to be of outstanding quality; supervision practices that lead to candidates publishing books, chapters and articles, presenting papers at prestigious conferences, and winning prizes and awards; supervision practices that ensure students successfully complete their research and thesis writing in a timely manner.
3. Approaches to feedback that foster independent learning. This may include: strategies for supporting students' development of high level writing skills; providing timely, worthwhile feedback to students on their research progress; approaches to feedback that foster independence in problem solving and research; adapting approaches to feedback to the diverse needs of individuals, and to their changing individual needs over time.
4. Support for the development of students as individuals, including their career development. This may include: the engagement of research students in the broader intellectual life of the department, faculty and University; support and encouragement for students to develop as independent researchers; support and encouragement for students to develop the full range of graduate attributes; the induction of students into the national and international research

communities in their fields; the mentoring of students in their career development following completion of their research higher degrees.

5. A contribution to the development of excellent supervision practices within faculties or the wider University. This may include: the mentoring of staff new to supervision; involvement in and contribution to supervisor workshops and training; development of faculty and department policies and programs to enhance the postgraduate community and the quality of the environment for postgraduate research.

In assessing applications, the Selection Committee will take into account evidence of claims against the nominated criteria (including student feedback, peer feedback, and other forms of recognition).

In addition to the particular Criterion/Criteria nominated from the list above, the Selection Committee will consider:

- the extent and range of supervision activity;
- the successful outcomes of students; and
- contributions that have influenced and enhanced the supervisory practice of others.

## **2. Award for Excellence in Team-Based Research Programs**

This award was introduced in 2017. Recognising excellence in team-based research programs, building intra- and/or inter-disciplinary collaboration to produce high-quality, sustained research outputs. The University confers one Award for Excellence in Team-based Research Programs annually.

**Application Selection Criteria** (*applicants must address the criteria below*):

1. An established record of team engagement and collaboration
2. An established record of sustained excellence in team-based research
3. Demonstrated impact and value of team-based research

## **3. Award for Excellence in Industry-Engaged Research**

This award was introduced in 2017. Recognising excellence in industry-engaged research through effective partnerships with industry leading to effective and sustained research application and collaboration. The University confers one Award for Excellence in Industry-engaged Research annually.

**Application Selection Criteria** (*applicants must address the criteria below*):

1. An established record of engagement and collaboration with industry
2. An established record of sustained excellence in industry-engaged research
3. Demonstrated impact and value of industry-engaged research

## 4.2 The Melbourne Teaching Excellence Awards

The Melbourne Teaching Excellence Awards celebrate excellence in contributions to teaching and student learning. Each year academic staff from a variety of disciplines and roles in the University are acknowledged for their outstanding achievements across the various elements that constitute excellence in teaching in higher education: approaches to learning and teaching that influence, motivate and inspire students to learn; development of curricula and resources that reflect a command of the field; approaches to assessment that bring about improvements in teaching and learning; respect and support for the development of students as individuals; scholarly activities that have influenced and enhanced learning and teaching.

There are **five categories** of awards available:

### 1. Barbara Falk Award for Teaching Excellence

The Barbara Falk Award is an annual, University-wide teaching award that recognises overall *teaching excellence* in any of the following, or related, fields: *Arts; Education; Law; and Music*.

### 2. David White Award for Teaching Excellence

The David White Award is an annual, University-wide teaching award that recognises overall teaching excellence in any of the following, or related, fields: *Science; Health; Agriculture; and Veterinary Science*.

### 3. Edward Brown Award for Teaching Excellence

The Edward Brown Award is an annual, University-wide teaching award that recognises overall teaching excellence in any of the following, or related, fields: *Architecture; Engineering; and Economics, Commerce and Business*.

### 4. Award for Excellence and Innovation in Indigenous Education

Recognising excellence and innovation in the development of curriculum and higher education programs where the subject matter relates to Indigenous Australians.

For the purposes of this award, Indigenous higher education is a broad concept that embraces:

- curricula and programs for Indigenous students; and
- curricula and programs for non-Indigenous students, where the subject matter relates to Indigenous Australians.

The activities described may include those within a particular faculty or course; and/or across the University; and/or reaching beyond the University in terms of community engagement. Examples could therefore include teaching Indigenous students; teaching Indigenous Studies; embedding projects about Indigenous development in other curricula; or preparing students to work with Indigenous communities.

The award is open to both Indigenous and non-Indigenous staff.

### 5. Norman Curry Award for Innovation and Excellence

Recognising a wide variety of programs and initiatives, all of which demonstrate innovation and excellence in support of, and service to, teaching and learning. The Norman Curry Award recognises excellence in programs, demonstrating: distinctiveness, coherence and clarity of purpose; a positive influence on student learning and student engagement; breadth of impact; and

concern for equity and diversity. The Award is open to individuals and teams providing projects or services relating to teaching and learning within any organisational unit of the University. The nomination of programs involving professional staff members of the University is encouraged, as are programs involving collaboration with partner organisations.

**Application Selection Criteria** *(The application selection criteria are the same for all Melbourne Teaching Excellence Awards. Applicants must address all criteria):*

1. Approaches to learning and 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 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; effective approaches to guidance during the planning of research projects; structures established for ongoing interaction with students.
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.
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.
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.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

### 4.3 The Melbourne Engagement Excellence Awards

The University of Melbourne places a strong emphasis on engagement as an integral element of the institution's academic mission. The Melbourne Engagement Excellence Awards recognise the achievements of staff in advancing the University's engagement priorities. These priorities include public value contributions – the value the University creates with and for the communities it serves – and teaching and research that engages beyond the academy.

There are **three categories** of awards available:

#### 1. Excellence in engagement – public value

This award recognises initiatives and staff members that demonstrably enrich the intellectual, cultural, social and economic life of wider society through the academic enterprise. This award particularly recognises exemplary engagement: how applicants have responded to, and influenced, communities of interest beyond the academy, and creatively applied academic resources to create public value. Evidence of the impact and how it has furthered the strategic priorities of the University must also be shown.

#### 2. Excellence in engagement – research

As a comprehensive, research-intensive and globally engaged university, the University engages beyond the academy to enrich our research and share advances that shape the world. This award seeks to identify an innovative project that demonstrates significant impact and reach in terms of research collaboration and dissemination. Evidence must also be shown of the value to users and wider society.

#### 3. Excellence in engagement – teaching

A University of Melbourne education prepares graduates for lives of professional contribution, leadership and active citizenship as engaged alumni. This award will be given to an initiative that shows innovation in the way curriculum has been developed, delivered and assessed. The initiative must also demonstrate significant positive impact through:

- the development of leadership and active citizenship attributes in participating students; and
- the value of students' work or the course itself on the community beyond higher education.

**Application Selection Criteria** (*The application selection criteria are the same for all Melbourne Engagement Excellence Awards. Applicants must address all criteria*):

1. Proven record of excellence and innovation as outlined in the award descriptions.
2. Demonstrated impact and value as outlined in the award descriptions.
3. Alignment with the strategic priorities of the University, as outlined in the [Engagement at Melbourne](#) document and the University's [Growing Esteem](#) Strategic Plan.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

## 4.4 The Melbourne Professional Excellence Awards

The Melbourne Professional Excellence Awards recognise the outstanding contributions made by the University's professional staff. The awards provide development opportunities for the recipients and benefits to the University through the advancement of its administrative and management practices.

There are **three categories** of awards available:

### 1. Awards for Professional Excellence and Innovation (2 Awards)

These awards recognise excellence and innovation in professional staff contributions towards fulfilling the goals, values and mission of the University. They are awarded to individuals and teams who have given outstanding service to their work area, made a significant contribution to innovation, displayed outstanding teamwork and who have exhibited the values to which the University aspires. The University awards up to two Awards for Professional Excellence and Innovation annually to individuals and/or teams.

**Application Selection Criteria** (*applicants must address one or more criteria from the following list*):

1. Outstanding service and client focus. This may include: maintaining a consistently high quality of service to the University community including staff, students and alumni; effective stakeholder management; resolving a client issue or situation; inspiring others and serving as a role model with their actions, attitude and behaviour; and contributions and support to the Melbourne Experience.
2. Exceptional leadership and/or vision. This may include: demonstrating exemplary leadership, providing a sense of purpose, vision and mission to their co-workers and/or staff; managing and leading change initiatives smoothly and effectively; investing time and effort in coaching and/or mentoring; and contribution to the University's strategic directions.
3. Excellence in process improvement and/or innovation. This may include: taking a proactive and innovative approach toward finding solutions to business and workplace challenges; the development of new approaches, methods and systems to improve organisational effectiveness and efficiency; breaking down boundaries and/or creating new relationships to improve the way work gets done; and introducing creative and effective ways of achieving the University's strategic objectives.
4. Exceptional team work or team contribution. This may include: providing initiative and vision within a team; contributions to problem-solving in the team; contributing positively to team outcomes; and contribution to the University's strategic direction.
5. Creating connections; Contribution to engagement. This may include: engagement in knowledge partnership activities in line with the University's strategic directions; initiating and maintaining sustainable, collaborative partnerships with local, national and international communities and business; serving as mentors and/or model citizens to University students, staff or community members; and utilising external knowledge to inform and build University capabilities.
6. Demonstration of staff values. This may include: staff who exemplify the University's staff values in day to day interactions; promote a work environment that is collegial, supportive, and

characterised by positive morale; demonstrate dedication to enhancing one or more aspects of work/life (e.g. diversity, opportunities for professional development, work/life balance); support and/or initiate activities that encourage community-building and foster a sense of joy in the workplace.

7. Service to the community. This may include: providing care or support for disadvantaged persons in the community; working with organisations to improve the health of communities; working with local communities to address local issues (e.g. health, education, skills development, literacy); contributing expertise to promote broad community agendas (e.g. environmental issues, social inclusion issues); providing discipline-specific skills and expertise in a pro-bono capacity; lifelong learning initiatives for members of the public; bushfire emergency services; outreach programs in community-based arts regeneration; and contributing to the provision of community sports, arts or cultural activities.

In assessing applications, the Selection Committee will take into account evidence of claims against the nominated criteria.

## **2. Gerry Baretto Awards for Outstanding Student Services (2 Awards)**

Gerry Baretto was Manager of Examinations, Graduations and Academic Records at the University of Melbourne, and made a 30-year contribution to the University. The Gerry Baretto Awards were established in recognition of this contribution. Gerry Baretto died in December 2007 at the age of 50 after a short illness. The Gerry Baretto Awards were established in Gerry Baretto's honour and memory, and are presented annually to professional members of staff who demonstrate excellence in the provision of service to students.

These awards recognise the outstanding contributions made by professional staff to the quality of students' University experience. Award recipients are acknowledged for records of excellence and innovation in areas that contribute to a high quality student experience, delivering services that are sustained over time and are of outstanding quality. The University awards up to two Garry Baretto Awards annually, to individuals and/or teams.

### **Application Selection Criteria** *(Applicants must address all criteria):*

1. A proven record of excellence and innovation in areas that contribute to creating a high quality student experience;
2. A proven record of delivering sustained service outcomes over time; and
3. Evidence of outstanding quality of service.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

### **3. Bronwyn Jane Adams Memorial Award**

This award was established in memory of Bronwyn Adams, a former member of the University who passed away suddenly in 1999 at the age of 48. Ms Adams was widely acknowledged as an exemplar of best practice as a manager and was passionate about the development of staff at all levels of the organisation. The award provides recognition and assistance to an outstanding professional staff member by helping them pursue a worthwhile activity in relation to their work, such as a course of study, attendance at a conference or other activity. The proposed development activity must be linked to a specific project or outcome.

**Application Selection Criteria** (*Applicants must address all criteria*):

1. Proven record of excellence and innovation in professional work.
2. The proposed development activity is distinctive, coherent and clear in its purpose and links to a specific project/outcome.
3. The proposed development activity demonstrates potential for career development.
4. The proposed development activity links to achieving outcomes to the Faculty/ business area and the University.
5. The proposed development activity shows breadth of impact across the University and discipline/department (addressing short-term and long-term tangible outcomes).
6. The applicant shows leadership potential.
7. The applicant has the ability to be a good 'ambassador' for the University.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

## 4.5 The Melbourne Strategic Priority Awards

The Melbourne Strategic Priorities Awards recognise excellence and innovation in priority areas for the University including internationalising the student experience, enhancing the Universities international research profile and impact through key research initiatives, facilitating diversity, social inclusion and equity and providing outstanding mentoring to University colleagues.

There are **five categories** of awards available:

### 1. Award for Excellence in Internationalisation of the Student Experience

This award recognises outstanding contributions to internationalising the student experience, including through international mobility and internationalisation of the curriculum, *which may include* the contribution made by individuals and / or teams of academic and / or professional staff to specific curricular or extracurricular programs or to the institutional relationships that underpin student mobility and the University's international standing.

**Application Selection Criteria** (*Applicants must address all criteria*):

1. Proven record of innovation in internationalisation of the student experience.
2. Proven record of sustained excellence in contributions to internationalisation of the student experience.
3. Demonstrated impact and value of contributions to internationalisation of the student experience.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

### 2. Award for Excellence in Internationalisation of Research

This award recognises outstanding contributions to internationalising research and research training, including through development of international partnerships and networks *which may include* the contribution made by individuals and / or teams of academic and / or professional staff to development specific international research or research training programs or joint research centres or to the institutional relationships that underpin international research and the University's international standing.

**Application Selection Criteria** (*Applicants must address all criteria*):

1. Proven record of innovation in internationalisation of research or research training.
2. Proven record of sustained excellence in contributions to internationalisation of research or research training.
3. Demonstrated impact and value of contributions to internationalisation of research or research training.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgements according to the selection criteria.

### 3. Award for Excellence in Social Inclusion

This award recognises a program or initiative that has made an outstanding contribution towards achieving the University's equity, diversity and social inclusion goals. Applications must clearly demonstrate distinctiveness, coherence and clarity of purpose, breadth of impact and the positive contribution made by programs and initiatives these University goals. Activities to be considered may include recruitment and retention efforts, teaching, student support, research, community outreach activities, or other initiatives. These may be activities that support the access, participation and success of, for example:

- Indigenous Australians;
- People with a disability;
- Women in disciplines, professions or roles in which they are under-represented;
- People with family or carer responsibilities;
- People from culturally/linguistically diverse backgrounds;
- People who identify as lesbian, gay, bisexual, transgender, intersex and questioning or;
- Students from financially disadvantaged backgrounds;
- Students from low socio-economic areas; and/or;
- Students from rural or remote areas.

#### **Application Selection Criteria** (*Applicants must address all criteria*):

1. **Distinctiveness, coherence and clarity of purpose:** The extent to which the program or initiative directly targets identified needs and has clear objectives and systematic approaches to coordination, implementation and evaluation within the context of equity, diversity and social inclusion at the University of Melbourne.
2. **Contribution and outcomes toward furthering the University's equity, diversity and inclusion goals and aspirations;** The extent to which the program or initiative promotes and supports equity, diversity and inclusion by improving access, participation and outcomes for both students and/or staff.
3. **Breadth of impact:** Extent to which the program or initiative has led to widespread benefits for students, staff and the University, consistent with the purpose of the program or initiative.

In assessing nominations, the Selection Committee will also take into account:

- the degree of creativity, imagination and innovation;
- evidence of the sustained effectiveness of the program and;
- contribution towards key institutional priority areas.

#### 4. Patricia Grimshaw Award for Mentor Excellence

This award recognises excellence in the mentoring of University colleagues, both professional and academic. Award recipients are acknowledged for their outstanding contributions as mentors, involving: a sustained record of effective mentoring, exceptional skills in the provision of support and the sharing of knowledge and respect for the development of colleagues as individuals.

##### Definitions

**Mentor:** An individual who serves with positive influence as an experienced and trusted advisor in encouraging and promoting the professional development of others.

**Mentorship:** A mentorship is a relationship formed between a mentor and mentee with the goal of mutually sharing knowledge and expertise.

**Application Selection Criteria** (*Applicants must address all criteria*):

1. An established and sustained record of effectively mentoring others. This may include: demonstrating a commitment to the role of mentoring; demonstrating a history of successful mentorships; providing intellectual or professional leadership; acting as a successful role model.
2. Skill at providing support and sharing knowledge with mentees. This may include: communicating effectively in different interpersonal contexts; providing access to a network of professional colleagues; facilitating opportunities and advocating for colleagues; advising staff on career options and opportunities within and external to the University.
3. Respect for the development of colleagues as individuals. This may include: fostering the development of individual talents and strengths; maintaining and communicating the highest ethical standards; providing objective and considered advice; empathising with colleagues; encouraging optimism; building mentee confidence and self- sufficiency.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.

## 5. Cornelius Regan Trust Award

This trust originated from a bequest of £5,000 from the will of Cornelius Regan to the University in 1943. The net income of the trust may be used by academic and professional staff to assist them to attend a relevant course of study, to attend a career development program or for other educational purposes in connection with their work at the University. The proposed development activity must be linked to a specific project and/or outcome. The objective of any award from this fund is to provide recognition and assistance to academic and professional staff, by enabling them to pursue a worthwhile activity in relation to their work.

**Application Selection Criteria** (*Applicants must address all criteria*):

1. Proven record of excellence and innovation in the applicant's work.
2. The proposed development activity is distinctive, coherent and clear in its purpose and links to a specific project/outcome.
3. The proposed development activity demonstrates potential for career development.
4. The proposed development activity links to organisational capability and achieving the Growing Esteem strategy.
5. The proposed development activity shows breadth of impact across the University and discipline/department (addressing short-term and long-term tangible outcomes).
6. The applicant has the ability to be a good 'ambassador' for the University.

All selection criteria will be given equal consideration by the Selection Committee. Applicants should provide sufficient details and evidence to enable the Committee to make judgments according to the selection criteria.