2017 FMDHS EXCELLENCE IN TEACHING AWARDS GUIDELINES

The Excellence in Teaching Awards are a way of recognising and rewarding teaching excellence within the Faculty. They are an opportunity to acknowledge the considerable time and effort many staff devote to enhancing the teaching and learning experience of our students and provide an appropriate forum in which to support the development of high quality and innovative teaching across the Faculty.

In recognising the various ways in which staff contribute to the teaching and learning experience, the awards scheme aims to generate awareness of the quality of teaching and service delivery by engaging staff and students in the nomination and selection process and in so doing, seeks to demonstrate that good teaching practice is valued in the Faculty.

Since the University devolved coordination of the awards to Faculties in 2006, the Faculty has gradually streamlined its processes to align as much as possible with the procedures and timelines governing the University and national awards schemes whilst reflecting the characteristics and context of teaching that occurs on campus and in clinical and practicum settings.

Nominations for the 2017 awards are invited from 14th October – 2nd December 2016 and can be submitted by Faculty staff or any student enrolled in units taught within the Faculty.

Accepting nominees will be invited to provide a full electronic submission by 20th March 2017 for the consideration of the Excellence in Teaching Awards Judging Panel.

1. AWARD SCHEMES

There are fourteen award categories across the following three award schemes below:

Awards for Teaching Excellence

- Individual Teaching
- Team Teaching
- Small Group Teaching
- Early Career
- Postgraduate Coursework Teaching
- Research Supervision

Awards for Programs that Enhance Learning

- Widening Participation
- Educational Partnerships and Collaborations with other Organisations
- Innovation and Flexibility in Curricula, Learning and Teaching
- Postgraduate Education
- Student Experiences and Services Supporting Learning, Development and Growth in Higher Education
- Global Citizenship and Internationalisation

Awards for Outstanding Contribution to Student Learning

- Citation for Outstanding Contributions to Student Learning (Academic Staff)
- Service Award for Outstanding Contribution to Student Learning (Professional Staff)
2. ADJUDICATION

The Judging Panel for the awards has been formulated to ensure transparency and objectivity in the selection process and is drawn from the following staff and student representatives:

- Associate Dean (Education)
- Non-Faculty teacher/staff mentor based on campus
- A postgraduate research coordinator from one of the Faculty Schools
- A hospital based clinician
- A Professor in Medical Education

Student representatives from the following disciplines:
- Dentistry
- Medicine
- Pharmacy
- Podiatric Medicine
- Science
- Social Work

Head of School (or senior member of academic staff) from the following disciplines:
- Dentistry
- Medicine
- Pharmacy
- Podiatric Medicine
- Social Work

The Judging Panel may select one recipient per award category. Where the panel deems justifiable, up to two commendations may be awarded for each award category. The Dean will have final approval for all selections made by the Committee.

3. AWARDS SCHEDULE

- 14 October 2016: Call for nominations
- 2 December 2016: Close of nomination period
- 20 March 2017: Deadline for nominee submissions
- April 2017: Judging Panel convenes and deliberates
- May 2017: Faculty Awards Ceremony

4. SELECTION CRITERIA

Nominees will be assessed on evidence they provide in relation to their chosen criteria for categories under the following awards' schemes:

**Awards for Teaching Excellence**

- Approaches to teaching and the support of learning that influence, motivate and inspire students to learn
- Development of curricula, resources or services that reflect a command of the field
- Evaluation practices that bring about improvements in teaching and learning
- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.
Awards for Programs that Enhance Student Learning

- Distinctiveness, coherence and clarity of purpose - extent to which programme has clear objectives and systematic approaches to coordination, implementation and evaluation
- Influence on student learning and student engagement - extent to which the programme targets identified needs and directly or indirectly, enhances student learning, student engagement and/or the overall student experience of higher education
- Breadth of impact - extent to which the programme has led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the programme
- Addressing equity and diversity - extent to which the programme promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

Awards for Outstanding Contributions to Student Learning

- Approaches to teaching and the support of learning that influence, motivate and inspire students to learn
- Development of curricula, resources or services that reflect a command of the field
- Evaluation practices that bring about improvements in teaching and learning
- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

5. ASSESSMENT OF CRITERIA

In assessing nominations against the criteria, the judging panel will take into account the following:

Awards for Teaching Excellence

- extent to which the claims for excellence are supported by formal and informal evaluation;
- extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- information contained in student data or institutional student surveys, references and selected teaching materials submitted by the nominee.

Awards for Programs that Enhance Student Learning

- evidence of the effectiveness of the programme in formal and informal evaluation;
- the degree of creativity, imagination or innovation; and
- evidence of the sustained effectiveness of the program for no less than 3 years.

Awards for Outstanding Contributions to Student Learning

- influence on student learning, student engagement or the overall student experience;
- gained recognition from fellow staff, the institution, and/or the broader community; and
- been sustained for a period of no less than three years.

6. ELIGIBILITY

6.1 Nominations are open to academic, professional, sessional and Faculty associates (full time or fractional; continuing or contract).
6.2 Accepting nominees must be employed by the Faculty at the time of nomination or teach units within the Faculty.
6.3 Previously unsuccessful nominees in preceding years are eligible for renomination under the same or other categories.
6.4 Previous recipients of a Faculty Excellence in Teaching (EIT) Award cannot receive the same award in two consecutive years.

6.5 Previous recipients of a UWA or Office of Learning and Teaching (OLT) Award in the current or preceding three years are ineligible for nomination.

6.6 Previous recipients of a UWA or Office of Learning and Teaching (OLT) Citation are eligible for nomination for an EIT Award.

6.7 The Early Career Award is open to staff who have been teaching for 5 years or less. This includes all tutoring, part-time teaching and teaching in higher education institutions.

6.8 The Team Teaching Award is open to teams of any size, however, teams larger than five members are required to name no more than five persons in their submission. Evidence for the award must demonstrate collaboration between team members.

6.9 Students nominating a staff member for the Research Supervision Award must have worked with that person for a minimum of 12 months.

7. NOMINATIONS

7.1 Nominations can be submitted by Faculty staff and by any student enrolled in units taught within the Faculty.

7.2 Self-nominations are accepted.

7.3 If nominees wish to be considered under more than one category they must complete a separate submission for each category as no two submissions can be the same. Each submission must reflect the unique contributions of the nominee against the context of the category.

7.4 Nominees are not required to submit in the category specified in their nomination and may choose any category they believe is most applicable to the style and context of their teaching.

7.5 In assessing nominee submissions and in consultation with nominees, the judging panel may move nominations across categories and assess candidates in a different category to what has been nominated on the application. This also applies to selected candidates for the University and OLT Awards.

7.6 All nominees who accept their nomination must complete the application process by observing the deadlines and processes associated with their chosen award category.

7.7 Appeals regarding the selection of successful applications will only be considered where there is a fault in the application process; any appeals in relation to the merits of submissions relative to the criteria will not be considered.

8. NOMINATION ACCEPTANCE

In seeking to promote shared approaches to teaching and learning in the Faculty, award recipients and/or other successful applicants at the Faculty, University or national award levels may be identified as potential mentors for other staff. We therefore ask that nominees be aware of the following:

- Recipients and/or other successful awards’ candidates may be asked to present a talk on their teaching innovation to colleagues within the Faculty and/or wider academic community at a time or event specified by the Faculty.
- Winners may be asked if they are willing to have their nomination portfolio, or part thereof, made available for interested colleagues and students.
- During the awards nomination period, the names of nominators and nominees will be kept confidential. However, as a reasonable part of the selection process and in seeking peer review, the selection committee may need to divulge some of the nomination materials of short-listed candidates. If nomination materials are shared with an additional peer reviewer (such as someone experienced in the teaching of particular subject matter) that reviewer will be directed to maintain confidentiality.
9. AIMS AND BENEFITS

Nominees who apply for these awards, benefit from:

- critical reflection on individual teaching practice and learning outcomes i.e. what you are doing, why you do it and what it means to do it well;
- the opportunity to engage on all levels with your institution: from students to peers to the people who form policy and make decisions that affect what happens on the ground;
- the streamlining of a number of UWA processes. The awards process and submission requirements contribute to the documentation necessary for professional development reviews and applications for tenure and promotion. They are also aligned to the wider UWA and national awards processes and requirements; and
- the promotion of teaching and learning portfolio development by encouraging reflection and sharing of teaching strategies among peers.

In 2017, winners in the awards categories will receive:

- a framed certificate and monetary prize to be used at the discretion of the recipient or to support research and/or teaching needs;
- recognition of achievement at the Faculty Excellence in Teaching Awards ceremony; and
- the acknowledgment of recipient success through internal media.
10. AWARDS FOR TEACHING EXCELLENCE

This awards scheme recognises both UWA and non-UWA teachers, including individuals and teams, who demonstrate excellence in teaching and who contribute to enhancing the quality of teaching and learning within the Faculty.

Non-UWA employees may include clinical tutors/academics, clinicians, health placement supervisors and non-clinicians teaching in a variety of settings such as hospitals, general practice, rural placements or other clinical/practicum/laboratory settings.

10.1 Award Categories

There are six categories within the ‘Awards for Teaching Excellence’ scheme:

- **Individual Teaching Award**
  This category recognises individual teaching excellence and is open to both UWA and non-UWA employees.

- **Team Teaching Award**
  This category recognises that teaching can often be a collaborative effort where no one individual can be rewarded and where a team approach has been taken in the delivery of teaching. Open to UWA Employees.

- **Small Group Teaching Award**
  This category is open to both UWA and Non-UWA employees and recognises excellence in teaching in the following small group settings both on and off campus (e.g. tutorials):
  - In a Campus Setting
  - In a Clinical/Practicum Setting

- **Early Career Award**
  Open to staff with no more than five years’ experience teaching in a higher education institution. The five years can be non-sequential and includes all tutoring (including tutors and/or upper level students involved in teaching junior students) part-time teaching, and teaching at other higher education institutions. Open to UWA employees.

- **Postgraduate Coursework Teaching**
  This category applies to those involved in teaching students at the postgraduate level in any of the Faculty's disciplines. Open to UWA Employees.

- **Research Supervision Award**
  The aim of this award is to give recognition and appreciation of excellence in research supervision. Open to UWA and Non-UWA employees.*Please note that separate selection criteria apply for this category.* Please refer to pg. 7 (10.4.1) for further information.

10.2 Selection Criteria

All nominees will be assessed on evidence they provide in regards to evaluation, innovation, leadership and scholarship in the written statement for any two of the following selection criteria:

- Approaches to teaching and the support of learning that influence, motivate and inspire students to learn
- Development of curricula, resources or services that reflect a command of the field
- Evaluation practices that bring about improvements in teaching and learning
- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience
10.3 Assessment of Criteria

In assessing the nominations the judging panel will take into account the following:

- extent to which the claims for excellence are supported by formal and informal evaluation;
- extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- information contained in student data or institutional student surveys, references, and selected teaching materials submitted by the nominee.

10.4 Submission Requirements

Submissions for categories within the 'Awards for Teaching Excellence' scheme must include the following:

(a) Cover Sheet
A coversheet will be made available to accepting nominees to provide their personal details and to nominate their chosen award category.

(b) Written Statement
The written statement is the core element of a nomination and is used to describe the nominee’s teaching activities and achievements in relation to the selection criteria. The written statement should include all information that might be referred to in the submission. The written statement is limited to four pages in total and should be presented in the following order:

- **Synopsis**: the synopsis must cover the nominee’s teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods, and their research/teaching interests. The synopsis must be between 150–200 words and written in the third person.
- **Overview** of the nominee’s teaching and its context within the nominated category. The overview provides an opportunity for nominees to commence the written statement with a focus on the specific character of their teaching, teaching methods and their research or teaching interests. It may include the nominee’s educational philosophy and beliefs, description of the teaching context and an integrated summary of the claims relating to the selection criteria.
- **Selection criteria**: The remainder of the written statement should be devoted to addressing the chosen selection criteria.

(c) Supporting Material
Supporting documentation is limited to ten A4 pages in total and should include SURF results for relevant units where possible. Additional material may also include SPOT data, peer reviews, written student comments or feedback, reports, emails, references and other selected teaching materials.

*Please note:* where nominees have not included SURF data in their supporting documentation, the Chair of the judging panel may request these results in order to assist the deliberations of the judging panel.

*Team Nominations* – when the (10 page) limit has been reached, one additional page per team member can be added to the submission i.e. for a team of three, thirteen pages can be submitted as part of the supporting documentation. The same principle applies to page limits for the written statement.
10.4.1 Selection Criteria for the Research Supervision Category

Please note that the preceding submission requirements are to be adhered to for the 'Research Supervision' category (refer pg. 7:10.4(a)-(c)) except for the selection criteria indicated below:

All nominees in this category will be assessed on evidence they provide in relation to any two the following selection criteria:

- Approaches to supervision that influence, motivate and inspire students to learn
- Approaches to supervision and feedback that foster independent learning
- Respect and support for the development of students as individuals
- Scholarly activities that have influenced and enhanced research supervision

10.4.2 Supporting material for the Research Supervision Category

Supporting documentation is limited to ten A4 pages in total and may include:

- SPOR data, peer reviews, written student comments or feedback, reports, emails and other selected supervisory materials.
- List of publications by postgraduate students
- Awards gained by postgraduate students
11. AWARDS FOR PROGRAMS THAT ENHANCE STUDENT LEARNING

This category recognises unique programs and projects that enhance the student curriculum and experience within the Faculty. The programs and services that receive these awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in the Faculty.

There are six categories within the 'Awards for Programs that Enhance Student Learning' scheme:

- **Widening participation**
  Encompassing approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.

- **Educational partnerships and collaborations with other organisations**
  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.

- **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 multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.

- **Postgraduate education**
  Encompassing programs and other activities that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature and postgraduate learning support.

- **Student experiences and services supporting learning, development and growth in higher education learning**
  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.

- **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.

11.1 Eligibility

- Nomination is open to all programs and services that enhance student learning. It is intended that nominated programs are broader than one or two subjects or a limited service that involves only a few students. For example, programs may involve a service or program provided at the 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.

- Previous recipient programs at the University/National Award levels are ineligible for renomination.
• Teams may be of any size. If a team is larger than five members, a team name should be given.

11.2 Selection Criteria

All nominees for a Program Award will be assessed on evidence they provide in relation to the following four criteria:

• Distinctiveness, coherence and clarity of purpose
  Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

• 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 overall experience of higher education.

• Breadth of impact
  Extent to which the program has led to widespread benefits for students, staff, the faculty/university and/or other institutions, consistent with the purpose of the program.

• 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.

11.3 Assessment of Criteria

In assessing nominations against the four selection criteria, the judging panel will give equal consideration to the following:

• evidence of the effectiveness of the program in formal and informal evaluation;
• the degree of creativity, imagination or innovation; and
• evidence of the sustained effectiveness of the program for no less than 3 years.

11.4 Submission Requirements

Submissions for Program Awards must include the following:

(a) Cover Sheet

A coversheet will be made available to accepting nominees to provide their personal details and to nominate their chosen award category.

(b) Written Statement

The core element of a nomination for a Program Award is a written statement in which nominees describe the program. The statement can be up to eight A4 pages in total and should be presented in the following order:

• Synopsis (150-200 words)
  The synopsis must cover 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. The synopsis must be written in the third person. The synopsis will be used in communications regarding the program, for example, at the Faculty excellence in teaching awards ceremony, the teaching awards website or in publications.

• Overview of the programme and its context within the nominated category.
• **Statement addressing the selection criteria**
  The remainder of the written statement should be devoted to addressing the chosen selection criteria.

(c) **Supporting Material**

Supporting documentation is *limited to ten A4 pages* in total and should include:

- SURF results for any relevant units

Additional data may also include:

- SPOT/SPOR data, peer reviews, written student comments or feedback, reports, list of publications and other selected teaching materials.
- a three minute video (which could include footage of the nominee talking about their programme, their teaching philosophy or interviews with students)
- website (URL)

*Please note the following:*

- The relevance of all material must be made clear in the written statement. Nominees must ensure that material on websites is accessible to the judging panel. The Faculty is not responsible for allocating access (such as login and password) to panel members. The media file may be uploaded onto the Awards portal if it is less than 36 Mb. Files larger than 36 Mb may be submitted via a link to a public domain or a website that can be accessed by the selection panel. The supporting materials will not be returned to nominees after the assessment.
- Excess pages will not be accepted
- Where nominees have not included SURF data in their supporting documentation, the Chair of the Judging Panel may request these results in order to assist the panel in the selection process.
- **Team Nominations** – when the page limit is reached, one additional page per team member can be added to the submission i.e. for a team of three, thirteen pages can be submitted as part of the supporting documentation. The same principle applies to page limits for the written statement.
12. AWARDS FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

This awards scheme recognises both academic and professional staff who have made a significant contribution to student learning in the Faculty over a sustained period of time.

There are two award categories within this Awards Scheme:

12.1 Citation for Outstanding Contribution to Student Learning (Academic Staff)
This category is open to academic staff within the Faculty.

12.2 Service Award for Outstanding Contribution to Student Learning (Professional Staff)
This category is open to professional staff within the Faculty, including administrative, technical, research and laboratory staff.

12.1 CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING (ACADEMIC STAFF)

12.1.1 Selection Criteria for Academic Staff
Nominees are invited to address any two of the following criteria as appropriate for their particular contribution:

- Approaches to teaching and 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; and developing and/or integrating assessment strategies to enhance student learning.

- 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; and contributing professional expertise to enhance curriculum or resources.

- 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; and the dissemination and embedding of good practice identified through evaluation.

- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the 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; and influencing the overall academic, social and cultural experience of higher education.

12.1.2 Assessment of Criteria for Academic Staff

The nomination will be judged against the criteria addressed in the written statement and will also consider the extent to which the nominee’s contribution has:

- influenced student learning, student engagement or the overall student experience;
- gained recognition from fellow staff, the faculty/university, and/or the broader community; and
- been sustained over time.

12.1.3 Submission Requirements for Academic Staff

For academic staff, submissions for a Citation for Outstanding Contribution to Student Learning must include the following:

a) Cover Sheet
   A coversheet will be made available to accepting nominees to provide their personal details.

b) Written Statement
   The written statement describes the nominee’s contribution to student learning and must address any two of the assessment criteria, providing evidence to support claims. The written statement is limited to four pages in total and should be presented in the following order:

   - Proposed citation (maximum 25 words) - the citation should include the discipline or field of work and the distinctive contribution of the nominee. Nominees are advised to avoid jargon with a view to informing the broadest possible audience about the work/activities referred to in the submission.

   - Summary: The summary should describe the particular contribution and its specific context

   - Statement: The remainder of the written statement should be devoted to addressing the chosen selection criteria.

c) Supporting Material
   Supporting documentation is limited to ten A4 pages in total and should include SURF results for any relevant units where applicable/possible.

   Additional data may also include SPOT/SPOR data, peer reviews, written student comments or feedback, reports, emails, list of publications and other selected teaching materials.

   *Please note: where nominees have not included SURF data in their supporting documentation, the Chair of the judging panel may request these results in order to assist the deliberations of the judging panel.

12.2 SERVICE AWARD FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING (PROFESSIONAL STAFF)

There are no specified categories for a Service Award as awards can be conferred for both general and more specific contributions. A concise submission will describe the distinctive contribution of the nominee(s). Service awards are unique and reflect the diversity of ways in
which staff contribute to excellence in teaching and learning in higher education. It is anticipated that Service Awards for Outstanding Contributions to Student Learning will be peer nominated, however, student nominations will also be accepted.

### 12.2.1 Selection Criteria (Nominator)

Those nominating a staff member for a Service Award must complete the application process by providing up to two pages addressing one of the criteria listed below:

1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn; or
2. Development of curricula, resources or services that reflect a command of the field.

### 12.2.2 Assessment of Criteria

Submissions will be assessed on the extent to which nominators show evidence that the nominee's contribution has:

- influenced student learning, student engagement or the overall student experience;
- been sustained over time; and
- gained recognition from fellow staff and the Faculty.

### 12.2.3 Submission Requirements (Nominator)

Submissions for a Service Award for Professional Staff must include the following:

- **Cover Sheet**
  A coversheet will be made available to all nominators to provide both their and their nominees' personal details.

- **Written Statement (Nominator)**
  The core element of a nomination for a Service award is a written statement in which the nominator describes the contribution of the nominee against the chosen selection criterion. The written statement can be up to two pages in length.

- **Supporting Material**
  Supporting documentation is limited to ten A4 pages in total and may include:
  - References
  - Letters of Support
  - Peer reviews, written student comments or feedback, reports, emails, and other selected materials
  - SURF/SPOT data where applicable

### 12.2.4 Optional documentation (Nominee)

Nominees may also contribute to the written statement by providing one or two paragraphs to support the written statement. They may also provide evidence to support the claims in the written statement for inclusion with the supporting documentation.