HEED Consulting

Higher Education
Evaluation & Development

Workshop 2 Writing an AAUT Teaching Award application thing

SANTPEN, 12 May 2023

13.00-15.00

Denise Chalmers and Mark Israel

https://www.heedconsulting.com.au/

AAUTY Video Series

https://www.youtube.com/watch?v=KNkP_4yxaJo
https://www.youtube.com/results?search_query=Australian+Awards+for+University+Teaching

1. Overview of the National Assessment Process
2. What makes you stand out?
3. Writing to the subcategory and the criteria

1. Overview of the National Assessment Process

How are decisions made?

4 levels of External Review

- Group of assessors for each category / program
  - Assessment by reviewers (Assessment matrix)
  - Use of Spark Plus (Individual > Group)
  - Cull to only *Highly Recommended*
  - Review 'the margins', moderation
- Reference Group reviews final list with scores and comments
  - Recommendations to Universities Australia
- Universities Australia Awards Committee

- Assessors are selected by Universities Australia and Awards Team
  - Discipline expertise
  - Learning and teaching expertise
  - Experience assessing applications or nominations
  - Years of leadership education experience
  - Potential professional development for the individuals
  - Benefit to their institutions provided by their participation in the assessment exercise
- Assessors sign
  - Conflict of interest declaration
  - Confidentiality agreement

2022 AAUT KEY DATES

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

	MARCH to JULY			AUG	SEPT	OCT	NOV	DEC
2022	**Preparation for Submission**			**Nomination Period**		**Assessment Period**		
	29 APR to 20 MAY Neville Bonner Award Registration	**9 MAY** Release Nomination Information Packs	**6 JUN** Allocation of mentor for Neville Bonner Award Nominees	**15 to 26 Phase 1:** Nominees Registration	**5 to 16 Phase 2:** Submissions Upload	**31 Oct to 18 Nov** Career Achievement Award nomination		Assessment Period
2023	**FEB**					**MAR**		
	TBC UA Announcement					**TBC** Feedback letters		

Choosing your Citation category, 2022

- Natural and Physical Sciences, Agriculture, Environmental and Related Studies
- Engineering, Information Technology, Architecture and Building
- Health
- Education
- Business, Management and Commerce
- Society and Culture
- Creative Arts
- Multi-disciplinary
- Early career
- Neville Bonner Citation for Indigenous Education
- Sessional staff

Choosing your Teaching award category, 2022

- Natural and Physical Sciences, Agriculture, Environmental and Related Studies
- Engineering, Information Technology, Architecture and Building
- Health
- Education
- Business, Management and Commerce
- Society and Culture
- Creative Arts
- Early career
- Neville Bonner Award for Indigenous Education

Teaching Subcategories

1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn
2. Development of curricula, resources or services that reflect a command of the field
3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change
4. Innovation or leadership that has influenced and enhanced learning and teaching and/or student experience

- Mash
- 1 ⇒ 2
- Equal weight

Citation Nomination Checklist

Documentation required for online submission	Max Pages
1. Citation Nomination Form *(Acts as cover sheet/ Must be signed by DVCA or nominated delegate)*	4
2. Claims against Assessment Criteria *(Proposed citation/ Overview of contribution and context/ Statement addressing assessment criteria/ Reference list)*	4
3. Team Statement of Contribution *(For team nomination ONLY.* Explains role and percentage of contribution)	1
4. Two Letters of Reference *(One A4 page for each reference)*	2
5. Digital photograph (.jpg format)	-

Teaching Award Nomination Checklist

Documentation Required for online submission	Max Pages
1. Teaching Award Nomination Form *(Acts as cover sheet/ Must be signed by DVCA or nominated delegate)*	4
2. Claims against Assessment Criteria *(Synopsis/ Overview and context/ Statement addressing the assessment criteria/ Reference list)*	8
3. Curriculum Vitae *(Individual = max 3 pages* *Team = team leader max 3 pages and team members max 1 page each)*	3 to 12
4. Team Statement of Contribution *(For team nomination ONLY. Explains role and percentage of contribution)*	1
5. Two Letters of Reference *(One A4 page for each reference)*	2
6. Supporting Materials (Submit up to two – 3-minute video link, website URL and/or 10 pages PDF)	-
7. Digital photograph (.jpg format)	-

https://www.universitiesaustralia.edu.au/wp-content/uploads/2021/05/2021-TEACHING-AWARD-Nomination-Instructions-V2-12May.pdf

Choosing your Program award category, 2022

- Student experience that supports diversity and inclusive practices
- Collaboration educational partnerships in learning and teaching
- Curriculum transformation and innovative pedagogy
- WIL programs that value and enhance student employability

Program Criteria (equal weight)

1. Distinctiveness, coherence and clarity of purpose
2. Influence on student learning and the student experience
3. Breadth of impact
4. Addressing equity and diversity

- Simpler than TA criteria
- Interpretation available
  - https://www.universitiesaustralia.edu.au/wp-content/uploads/2021/05/2021-PROGRAM-AWARD-Nomination-Instructions-Final-30Apr.pdf
- Equal weight

Program Award Nomination Checklist

Documentation required for online submission	Max Pages
1. Program Award Nomination Form *(Acts as cover sheet/ Must be signed by DVCA or nominated delegate)*	4
2. Claims against Assessment Criteria *(Synopsis/ Program overview and context/ Statement addressing the assessment criteria/ Reference list)*	10
3. Team Statement of Contribution *(Explains role and percentage of contribution)*	1
4. Two Letters of Reference *(One A4 page for each reference)*	2
5. Supporting Materials *(Submit up to two – 3-minute video link, website URL and/or 10 pages PDF)*	10
6. Digital photograph (.jpg format)	-

https://www.universitiesaustralia.edu.au/wp-content/uploads/2021/05/2021-PROGRAM-AWARD-Nomination-Instructions-Final-30Apr.pdf

Looking for evidence that… (Criteria A-D equal weight)

on **material** provided

A. Influenced student learning, student engagement or the overall student experience.
   - Been sustained for no less than three years 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 (traditional learning environments, technology-based developments)

D. Drawn on the scholarly literature on teaching and learning to inform development of initiatives, programs and practice

- Claims for excellence that are supported by formal and informal evaluation
- Information from student data or institutional student surveys, references, and selected teaching materials

2. What makes YOU stand out?

- The assessors' job is to **cull** the applications to a shortlist
- **You** need to make the assessment of your application as easy as possible for the assessors
  - Strongest sustainable claim

One-minute pitch: what makes you stand out?

Collective debrief

1. experience of applying

2. what worked for them?

3. what do you want to know?

What claim do you want to make?

30-second pitch

- Goal-oriented
  - Direct towards the criteria used for the citation/award
- Explain what you do
  - Highlight your stand-out features
  - Communicate your USP
- Brief and persuasive
  - Should excite you (a bit)
- Tailored to the audience

What have you DONE?

- Think about what you have done (and are doing) to enhance student learning
  - Over time
  - Across courses
  - Across year levels
  - Beyond your units
- What have you done that demonstrates more than the quality teaching for which you are expected to do?

For each initiative…

What problems are you addressing?

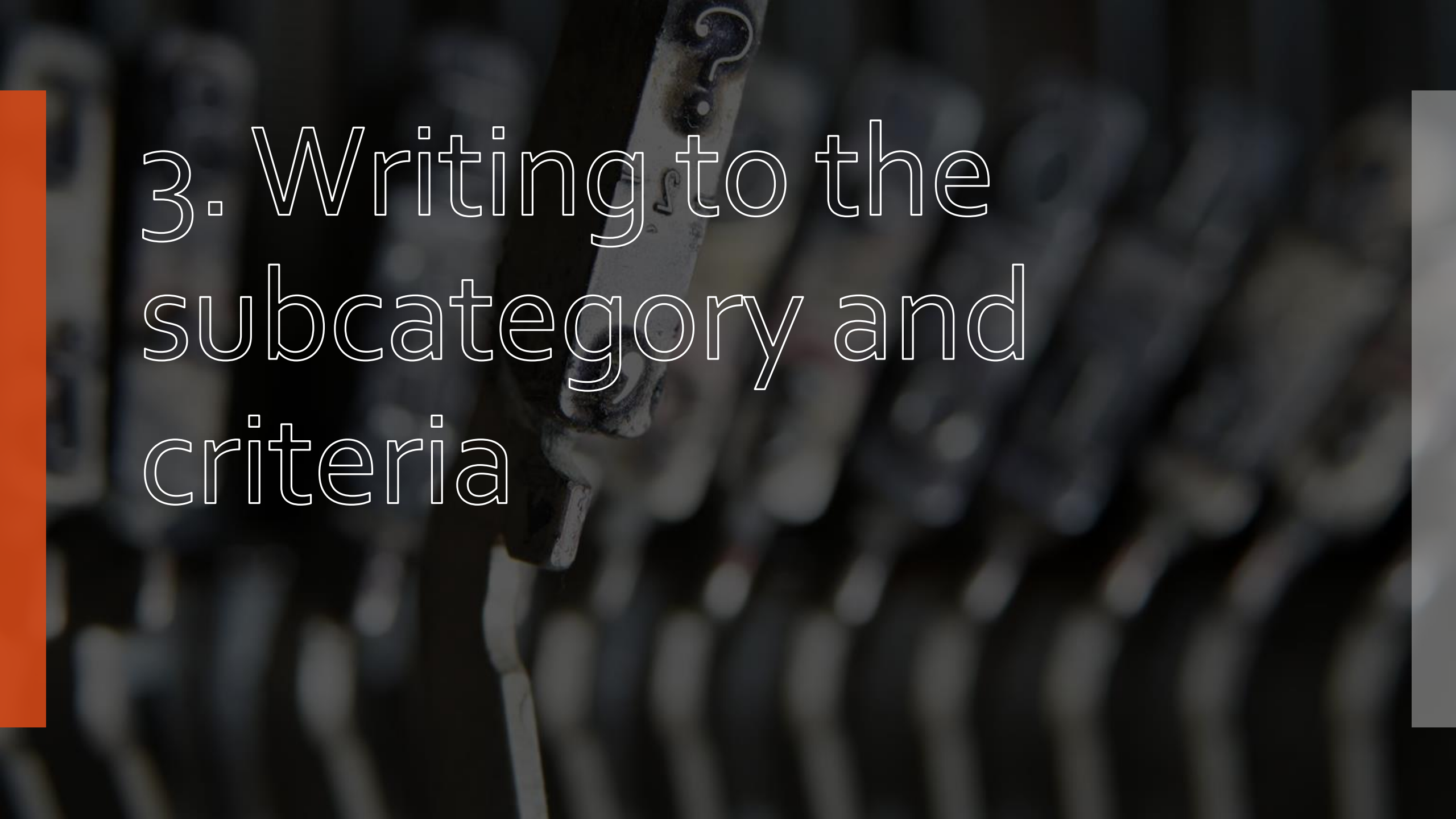
Why are they significant?

Why does it matter to you?

What makes it innovative?

Shout out…

- What have you done to provide leadership in L&T?
  - Institution
  - Sector
  - Discipline
  - Inter/national
- Have you
  - researched HE student experience, L&T?
  - won any teaching grants, awards?
  - mentored and supported colleagues, students?
  - developed special links with the workforce that will benefit your students?
  - linked your achievements as a researcher or practitioner to your teaching?
- How do you demonstrate your sustained contribution over time?
- Anything else?
  - How have you responded to sectoral disruptions (COVID, AI…), how has L&T changed, and what you have learned that you will apply in the future?



3. Writing to the subcategory and criteria

ASSESSMENT CRITERIA	NR Not Recommended	FW Further Work Needed	R Recommended	HR Highly Recommended
A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years. (25%)	❑ Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. ❑ Impact on students is not clear. ❑ Limited or no sustainability of impact. ❑ Evaluation appears to have been ad-hoc. ❑ Limited changes have been implemented.	❑ Some connections between the initiative, program or practice and its influence on students are made. ❑ Claims are supported by evidence from more than one source to demonstrate impact and sustainability. ❑ Some evaluation has been conducted. ❑ Some changes have been implemented.	❑ Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. ❑ Claims are supported by multiple forms of evidence from a range of sources in most cases. ❑ Demonstrated impact on students, learning and graduate outcomes. ❑ Evaluation has been carried out on the program, initiative or program. ❑ Some evaluation outcomes have been implemented to improve student learning.	❑ Explicit connections are made between the initiative, program or practice and its substantial influence on students. ❑ Provide substantial evidence from an extensive range of sources ❑ Significant impact on student experiences, learning and graduate outcomes, sustained over time. ❑ A systematic evaluation is an integral to initiative, program or practice. ❑ Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience.
B. Gained recognition from colleagues, the institution, and/or the broader community. (25%)	❑ Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. ❑ Recognition does not include adoption.	❑ Some evidence from selected sources supports claims of recognition from peers. ❑ The initiative, program or practice has been adopted by others within nominee's school or department.	❑ Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. ❑ The initiative, program or practice has been adopted across the institution or discipline.	❑ Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. ❑ The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, imagination and/or innovation. (25%)	❑ Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. ❑ Context is not explicitly considered. ❑ Influence and impact on student learning, engagement or overall experience is not articulated.	❑ Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. ❑ Limited examples provided to demonstrated how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience.	❑ More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. ❑ Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience.	❑ Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. ❑ An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience.
D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. (25%)	❑ Nomination refers to limited scholarly literature in relation to their teaching practice. ❑ Limited description to their teaching philosophy.	❑ Nomination refers to scholarly literature of teaching and learning that informs their practice. ❑ Teaching philosophy practice is articulated. ❑ Some evidence is provided of engagement in scholarly practices.	❑ Nomination demonstrates an understanding of scholarly literature of teaching and learning. ❑ Connections between teaching philosophy and scholarly practice are articulated. ❑ Several forms of evidence provided of engagement in scholarly practices. ❑ Contributions to the scholarship of teaching and learning.	❑ Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. ❑ Connections between teaching philosophy and scholarly practice are clearly articulated. ❑ Substantial evidence provided of leadership in scholarly practices. ❑ Significant contributions to the scholarship of teaching and learning.

https://www.dropbox.com/s/4q15y3gbh45lsks/2022%20AAUT%20Assessment%20Matrix-9May.pdf?dl=0

What will you need to tell your assessors?

- Who you are – what motivates you?
- Why do you teach the way you do?
  - focus on impact on student learning
- What and how you teach?
  - sustained over time – include discipline context
- How you know it is effective in facilitating learning?
- What is it that students and colleagues say about your teaching/contribution?
- Leadership and contribution?

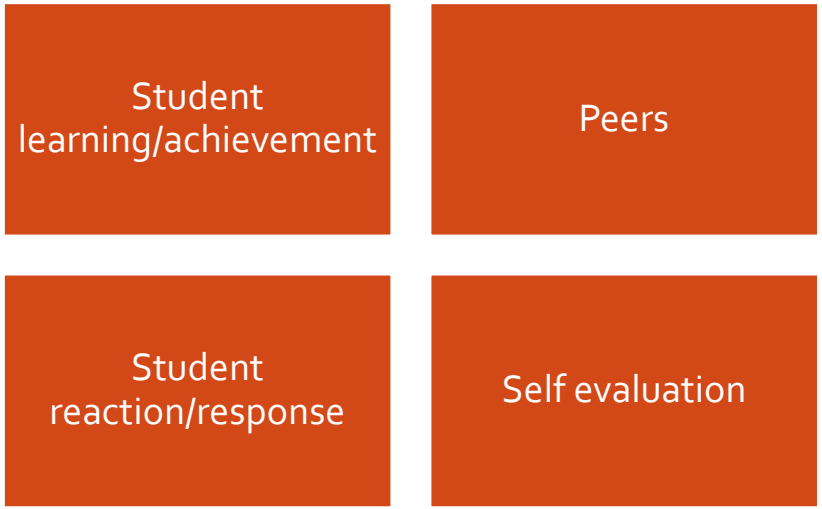
You need to do the work so it makes sense for the assessor as they assess you against each of the criteria/matrix

Address the assessment subcategory/ subcategories

- Make a statement of your achievement (relate to Overview)

1. Summary of the evidence you have to support your statement.
    - Eg student feedback, Peer review, student learning etc.
    - Using more than one source of evidence helps establish a compelling claim.
2. Provide an illustrative example to show how this has been carried out, what changes you have made in response to feedback, reflection, and the impact of this.
3. This can be repeated for each achievement you wish to highlight under the one criterion
    - Use different examples of teaching if possible eg 1st year, 3rd year, postgrad
4. Conclude with your leadership contribution for each criterion

Sources of Evidence



- (refer to workshop 1 presentation)

Peers and high-status colleagues

	Range of evidence sources that promote student learning/engagement	Have	Get	Strategy
1	Observation of classroom/teaching practices face-to-face using observations/video/online			
2	Quality of program and subject content innovation, adoption by others, accreditation review, benchmarking			
3	Teaching and learning strategies adoption by others, SoTL			
4	Learning materials and resources innovation, adoption by others, accreditation review, research-teaching nexus			
5	Assessment practices innovation, adoption by others, accreditation review			
6	Leadership roles, contributions committees, reviews, boards, mentoring			

4. Find your voice

What is it like to be in your…

- Class
- Program
- Initiative
- Course…

Elevator pitch 2
ImProve it

2-minute pitch

- Goal-oriented
- Brief and persuasive
- Tailored to the audience
- Prove it!

5. Finishing off

Selecting referees

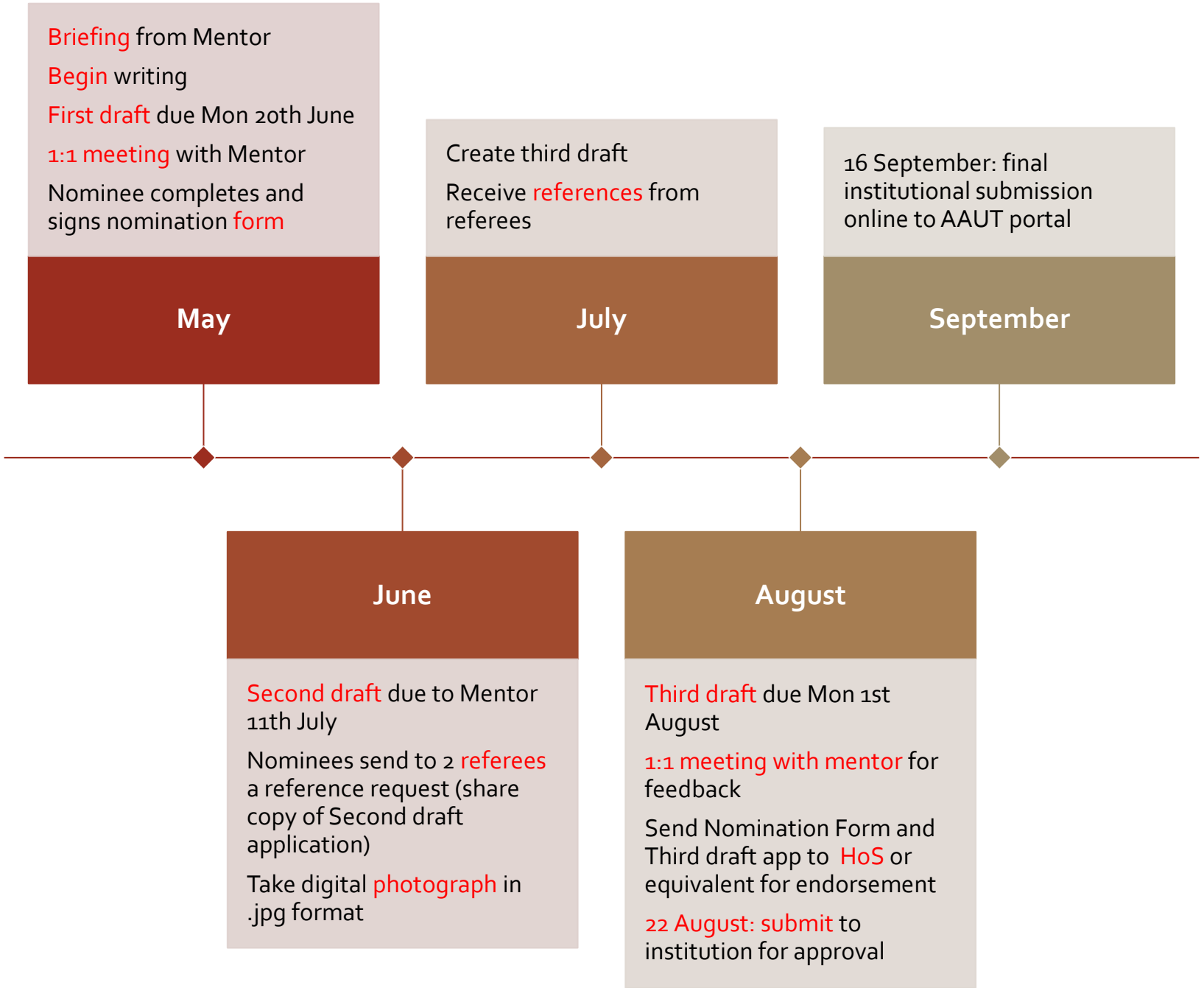
- Referees should
  - **add** more than what is stated in your application
  - demonstrate that they know you
  - be genuine and authentic
  - be different from each other (internal, external)
- Help them by preparing a draft of key areas / draft of your application?

Selecting supporting evidence for Awards

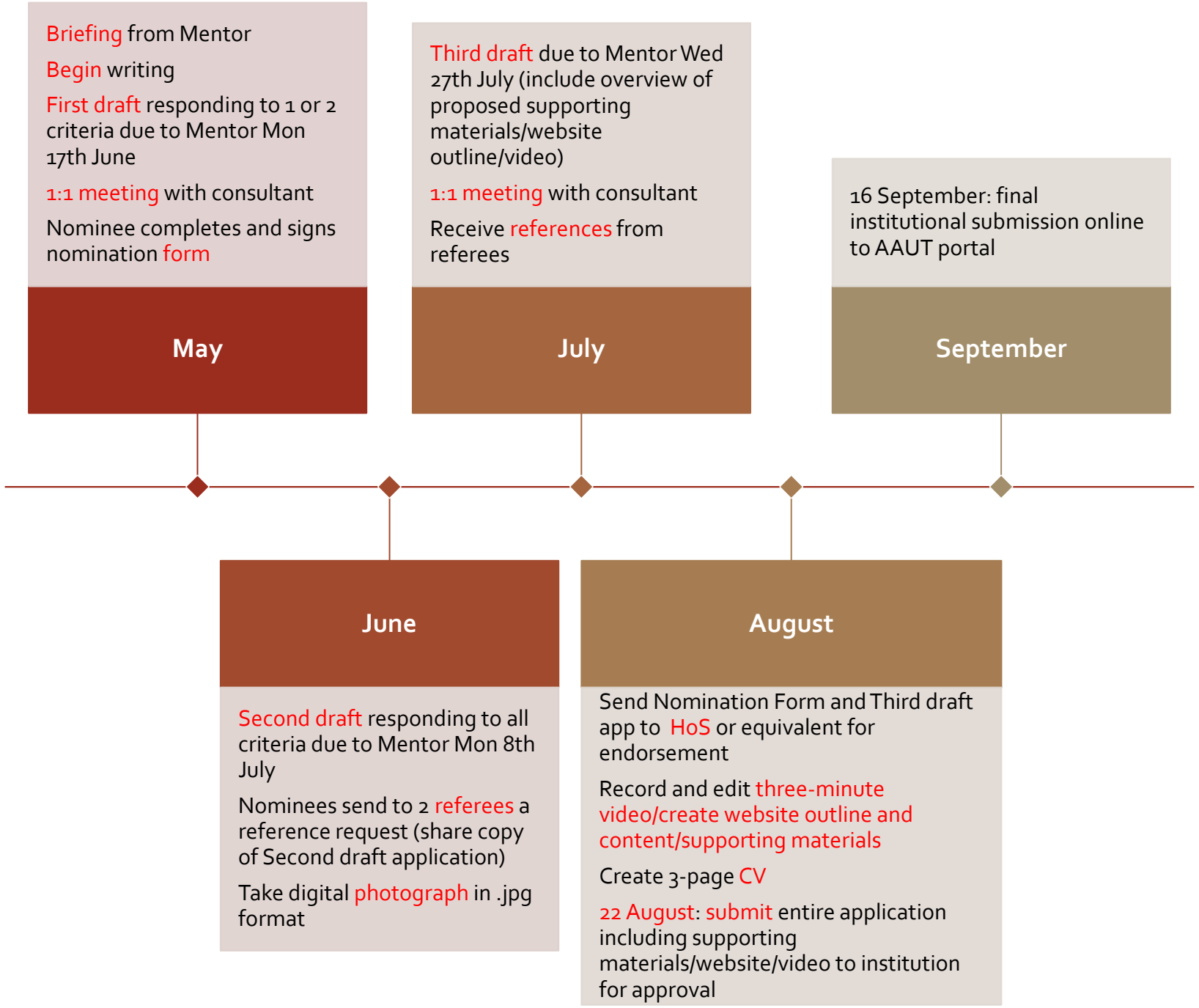
- Use your supporting materials allowance
  - What can you show in your 3-minute video (see 3-minute thesis)
  - What can you show on your website? Curate don't dump.
  - Use thumb images and brief explanations if possible
- If providing weblinks
  - not in application!
  - make sure they demonstrate what you say they do
  - assessors do look at them, if
    - Want to go down a rabbit hole
    - Due diligence
  - don't overuse
- Applications must be able to stand alone without the appendix. – its role is to be confirmatory

Talk	Talk to others, and take advice
Read	Read other applications to see • how they substantiate evidence but • do NOT copy their style
Be you	Write in your own voice
Be authentic	Be authentic
Seek feedback	Work with colleagues and seek input, comments

Citations Timeline



Teaching Awards Timeline



Further resources

- AAUT Resources for Nominees
  - https://www.universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/
- AAUT YouTube Channel
  - https://www.youtube.com/results?search_query=AAUT+awards
- Shelley Kinash
  - Creating Winning Applications (Citations)
    - https://aautn.org/wp/wp-content/uploads/2021/06/Creating-winning-applications-Checklist-Handouts-Jun.pdf
    - https://aautn.org/wp/wp-content/uploads/2021/06/Creating-winning-applications-Powerpoint-Slides_compressed.pdf
- Australian University Teaching Criteria and Standards Framework
  - http://uniteachingcriteria.edu.au
- Documenting evidence of good teaching practice; strategies for academic staff.
  - https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/479074/GPGEvidenceofGood_TeachingFINAL.PDF

Set up

- Set up your Word document in required standard

Identify

- Identify referees and documents needed – source early

Write

- Write your Overview – in your own voice

Link

- Link Overview to the Criteria

Conclude

- Conclude with overall summary of your leadership/contribution/achievements

Write

- Write your synopsis (check back for consistency throughout)

Limit

- Limit references but include some

Get

- Get feedback from colleagues – several times

Check

- Check the checklist and timeline regularly

3 things I am going to do right away!

Contact your Institution's AAUT Contact Officer to identify

- Institutional processes
- Support available

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