Celebration, Recognition and Reward of Excellence in Learning and Teaching Support at UWA

Teaching awards provide recognition to lecturers renowned for the excellence of their teaching in support of their broad and deep contribution towards the enhancement of student learning at the University of Western Australia.

The Excellence in Teaching Awards have been embedded in the Faculties, School of Indigenous Studies (SIS) and Centres of Excellence, to help support and recognise excellent teaching at various levels throughout UWA. This tiered approach encourages all staff to engage in the Awards process, and ensures that our nominees for the Australian Awards for University Teaching (AAUT) are competitive at a national level.

This process includes University-wide adoption of national criteria for assessing excellent teaching and teaching support at the following levels:

- Faculty Teaching Awards
- UWA Teaching Awards
- Australian Awards for University Teaching (AAUT)

I congratulate you on your faculty recognition and encourage you to apply for a UWA Award as it provides you with a great opportunity to reflect on your teaching and the impact it has on your students and the UWA community.

This handbook has been developed to assist you with your Award submissions. I look forward to reviewing and celebrating your continued success in your Learning and Teaching journey.

Regards,
Professor Peter J Dean
Pro Vice-Chancellor Education
UWA Awards and the Australian Awards for University Teaching (AAUT) Handbook

Faculty Nominations

Faculty staff may be nominated by a colleague, student or self-nominate for a faculty Award. The individual faculty selection committees review their nominations and decide their awardees.

Recipients of a faculty level award are eligible to be considered for a UWA level award and if they achieve success at the UWA level, they may then be nominated for an AAUT.

Faculty awards processes must be formulated as per the table (on page four) to ensure that the submissions for UWA and AAUT (or its successor awards) meet the external guidelines.

Faculties are responsible for ensuring that submissions address relevant requirements for each award category. The faculty nominees for the UWA awards must be forwarded to the Learning and Teaching Awards Selection Committee within the agreed time line to ensure deadlines are met.

Faculty-level & UWA-level: staff members can win the same type of award in consecutive years provided that;
- The criteria is addressed with different evidence on each occasion AND /OR
- The staff member applies with a different category

NOTE: staff members can apply for a citation one year and then a teaching award the following year (or vice versa).

A faculty staff member who is no longer employed at the University by the due date of the UWA Awards selection, is not eligible to be selected.

AAUT-level: UWA may support nominees for up to 2 years at this level. For example; the staff member is unsuccessful at AAUT in 2018, UWA may support the same staff member for AAUT in 2019 (the staff member does not need to win at faculty or UWA level in order to progress to an AAUT nomination in the second year 2019). Supporting AAUT nominees beyond 2 years of non-success will be at the discretion of the UWA award selection committee.
Award Submission Requirements

<table>
<thead>
<tr>
<th>AWARDS FOR TEACHING EXCELLENCE</th>
<th>FACULTY</th>
<th>UWA LEVEL</th>
<th>AAUT</th>
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<td>Number of criteria to be addressed</td>
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<td>Number of A4 pages addressing criteria (maximum)</td>
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<tr>
<th>CITATIONS FOR OUTSTANDING CONTRIBUTIONS</th>
<th>FACULTY</th>
<th>UWA LEVEL</th>
<th>AAUT</th>
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<td>4</td>
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<tr>
<td>Number of A4 pages of supporting evidence (maximum)</td>
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<tr>
<th>PROGRAMS THAT ENHANCE LEARNING</th>
<th>FACULTY</th>
<th>UWA LEVEL</th>
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<tr>
<th>PROFESSIONAL STAFF AWARD FOR SERVICE AND SUPPORT</th>
<th>UWA LEVEL ONLY</th>
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<tr>
<td>Number of criteria to be addressed</td>
<td>1</td>
</tr>
<tr>
<td>Number of A4 pages addressing criteria and supporting evidence</td>
<td>4</td>
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</tbody>
</table>

*AAUT submissions allow for 2 A4 written references along with the submission of two supporting materials in the form of 3 minute video link, website URL and/or 10 pages PDF

**AAUT submissions allow for 2 A4 written references separate to addressing of criteria and supporting evidence

***AAUT submissions allow for 2 A4 written references, with the addressing of criteria and supporting evidence included in the 10 pages

Formatting Requirements

- **A4 Page Size**
- **Subheading (must be included):** Font must be Arial or Calibri bold, 11 point (narrow fonts must not be used)
- **Body text:** Font must be Arial or Calibri regular 11 (narrow fonts must not be used)
- **Header:** First and last name of nominee at the top right (Arial or Calibri regular, 9 point)
- **Footer:** Title of the document on the bottom left (UPPERCASE Arial or Calibri regular, 9 point), e.g. 2018 PROGRAM AWARD NOMINATION
- **Footer:** Page numbers at the bottom right (Arial or Calibri regular, 9 point)
- **Margin:** At least 2 cm with clear definition between paragraphs, and no columns should be used
- **Paragraph line spacing:** Single line
The individual faculty selection committees review their nominations and decide the awardees. They are then invited to submit for a UWA level Award.

**Congratulations you have received a faculty award and you are now eligible to submit for a University level award.**

The Learning and Teaching Awards Selection Committee will engage in selection processes for the following University level Awards:

- **Award for Excellence in Teaching** acknowledges and rewards the outstanding service that UWA academics deliver.
- **Citations for Outstanding Contributions to Student Learning** (for faculty/professional or casual/sessional teaching staff) recognise the contribution that individuals and teams make to enhance student learning outcomes and encourage continued excellence in learning and teaching within the faculty and other professional areas, both direct and indirect.
- **Programs that Enhance Learning Award** provide an opportunity for the University to recognise learning and teaching support programs and services that make innovative and outstanding contributions to student learning outcomes and the student experience at the faculty/area level.

- The **Indigenous Award for Excellence in Teaching** acknowledges and rewards individuals or teams who demonstrate their contribution to Indigenous education.
- Professional Staff Award for Service and Support provides an opportunity for the University to recognise staff in non-teaching roles that make an outstanding contribution to the student experience, by supporting the University strategic mission, vision and objectives.

The Learning and Teaching Awards Selection Committee have two primary tasks:

- **Selection from the faculty submissions for the UWA Awards for Excellence in Teaching and the Professional Award for Service and Support.** These Awards are prestigious and are presented annually at a University Ceremony.
- **Selection of nominees for the national teaching awards (AAUT) from the UWA Awards for Excellence in Teaching winners which includes submissions received from the faculties, the School of Indigenous Studies and other appropriate sections (Libraries, Central Service Delivery Centres, Student Guild, etc).**
General Hints and Tips for a Successful Submission

**Strong forms of Evidence**

Never underestimate the importance of your evidence—student quotes, survey outcomes, records of change in student’s learning practice, evidence of uptake by peers and other academics should be included in your submission. Your evidence should be threaded throughout your narrative and easily identifiable for the assessors. Confirm your evidence of impact claims with a mixture of quantitative and qualitative data. Include honest and reflective evidence of how students’ learning has been improved.

**Key features a Strong Submission**

Ensure you demonstrate a passion for subjects and students and your sustained impact and engagement on the discipline and within the sector. Show how you developed innovative teaching strategies to enhance learning outcomes, despite challenges. Include distinctive things you do outside of what is considered standard requirements of your job.

**It’s all about student outcomes**

Let the student experience take centre stage! Position your application so that it focuses on the ways in which your teaching has impacted students, rather than just a description of all the things you have done as a teacher.

**Cut the jargon**

Keep in mind that the people who assess your submission will probably not be from your discipline. Write as if you would for an educated professional.

**Don’t forget the framing**

Make sure you provide context for the assessors by including sufficient details early in the piece to provide a background picture of your teaching, and your situation.

**Tell a Story**

The best submissions are quite different from usual academic writing, as they read like a narrative, rather than a report. The assessors want to hear your own voice in the application.

**How is the pedagogy?**

Your application should be a narrative rather than an academic piece of writing, however you should be able to link your practices to relevant literature.

**Professional recognition**

Documented recognition from colleagues both inside and outside UWA will greatly support your submission.

**Many sets of eyes**

Get colleagues and friends from outside your discipline to read your submission. Ask them if they would want to come to your classes after reading the application, and if it is easily understandable. If they answer yes to both, you are on the right track.
**General Tips**

- Highlight what you want to be remembered by
- Take the reader (assessor) into your classroom
- Highlight what is different about your teaching. What makes you stand out?
- How do you engage students; grab their attention?
- Communicate your joy of teaching in your application
- Show command of the field
- Show approachability to students – family friendly, flexible etc
- Show strong scholarly presence in your teaching activities
- Demonstrate a reflective approach to improving your teaching-why you have changed your teaching/program and whether it has worked
- Talk about the issues you face in the particular group you teach. Then discuss how you address these. How does your innovation meet a need? Do you have any pre-post innovation evaluations?
- Consider having someone interview you and then build the application on your responses
- Write up yourself so it is your voice. Use peer/other feedback to improve your application
- Interweave student and peer comments into your application
- Evidence is a must. It should show scope, sustainability and depth of excellence in teaching
- Stick to the page layout guidelines. Do not make writing too dense on the page. Break it up with tables, graphs, pictures, statements
- All finalists will be excellent. All will be passionate about teaching and learning and enthusiastic about what they do. Write about what makes you or your program stand out above this
- As the synopsis is the first section of the submission that is read it must identify the “essence” of the teacher/program and contain a “wow” factor
## Individual Award Submission Tips

<table>
<thead>
<tr>
<th>Award</th>
<th>Tips</th>
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| **Awards for Teaching Excellence** | • For each criteria  
  1. State claims  
  2. Provide examples  
  3. Provide evidence from a variety of sources  
  4. Demonstrate depth and breadth  
  5. Write in your own voice  
  • You cannot start writing too soon  
  • Tell your own story. Start with who I am, what I do and why I make a difference  
  • Articulate your teaching philosophy and then discuss how it drives what you do and makes you successful – make sure it is well researched and articulated  
  • Look upon it as an exercise in personal reflection – it will challenge you  
  • Think about the theme of your submission  
  • Seek feedback from your peers and recent winners  
  • Don’t get too focused on the narrow here and now  
  • Be concise  
  • Use student and peer comments throughout to support your statements  
  • Stick to the page layout guidelines. Anything over the page limit will not be accepted.  
  • Use the space wisely. Do not put in lots of photos in place of evidence to support your submission. Ensure your supporting material is relevant and adds more information |
| **Outstanding Contributions to Student Learning** | • The citation should be an illustrative statement demonstrating depth as well as breadth for each criteria, within your category. If you address criteria without relating to student learning then you are missing the point.  
  • Don’t just state what the situation is like now- tell the story of what you have achieved (STAR method)  
    > Situation – What were things like before? What problems were there?  
    > Tasks – What broad tasks did you identify to address these problems?  
    > Actions – What specific actions did you undertake to achieve these tasks?  
    > Results - What have been the outcomes? What evidence do you have?  
  • Professional/General staff may find it hard to collect evidence. Develop a well thought out plan |
| **Programs that Enhance Learning** | • To establish a ‘sustained program’ describe the history of the program. Discuss where the program came from, how it came to be as it is today. Tell it like a story.  
  • Don’t just state what the situation is like now- tell the story of what you have achieved (STAR method)  
    > Situation – What were things like before? What problems were there?  
    > Tasks – What broad tasks did you identify to address these problems?  
    > Actions – What specific actions did you undertake to achieve these tasks?  
    > Results - What have been the outcomes? What evidence do you have? |
Avoid the Business as usual statements

I mark assignments, respond to emails promptly and am organised and methodical.

This is only worth including if you have some impressive statistics to back it up and it has led to an important outcome for your students.

I am quick to learn all students' names, my door is always open and I am friendly and approachable.

When thinking along these lines, try to shift your thinking slightly. Can you think of a specific example or two of a time when you have gone above and beyond for a student who was facing a health crisis, family crisis, or disability? How did your accessibility and care impact the student's experience? Your demeanor is only worth talking about if you can delve deeper and assess how it has made a difference to students.

I am good with technology and use online quizzes.

Do you use technology in a particularly distinctive or innovative way? Technological competence and use of online quizzes is simply expected of good teachers these days. Only mention this if there is something distinctive and special about your quizzes.

My PowerPoint slides are clear and easy to read.

As with the online quizzes only include this is there is something particularly clever and dynamic about your PowerPoint slides, include a screenshot either in your narrative or supporting material, and explain how the slide(s) helps students' understanding of concepts.
Tell a good story

### Teaching Philosophy
- Why do I teach?
- How do I define effective learning?
- What are my goals as a teacher?
- What educational theories/histories best align with my teaching/perspective?

*Does my teaching philosophy extend learning and teaching in my discipline/institution?*

### Teaching Approaches
- How do I design my curricula and resources?
- How do I teach in the classroom?
- How do I assess learning?
- How do I engage students/peers/my discipline?
- How do I support students/peers/my discipline?

*Why do I do it this way? What am I trying to achieve? Is my approach unique or innovative?*

### Evaluation Approaches
- How do I assess if my approach(es) work?
- How do I learn about/validate the effectiveness of my teaching?
- What perspectives of my students/peers do I invite about my approaches to teaching?
- How do I identify the outcomes of my approach on my students/peers/discipline?
- Do my approaches align with my teaching philosophy?

*Are my evaluative approaches testing the effectiveness of, and helping to improve my (or other's) approaches?*

### Responses and Growth
- What is this evaluative information telling me?
- How can I/should I/will I/have I respond(ed)? To what result/impact?
- How does this information relate back to/contribute to the literature?
- What additional sources of evidence could I seek to better validate this information?
- And now what?... Feedback/Feed-forward

*Has my learning had impact on my students/peers/discipline?
Using this in your application

Focus

- Informed by evidence and aligned with teaching philosophy
- Identifies a theme related to the criterion
- Carries the thread of the application
- Summarised in the citation wording

Purpose, Philosophy, Vision, Goals

- Your voice
- Your story
- It may develop while you write

Examples

Concise, clear descriptions of context and action

- S (situation)
- T (task)
- A (action)
- R (result)

When and how have you achieved success in this area:

- What was the Situation / context
- What was your plan / expectation / Task in this situation?
- What Actions did you take?
- What was the Result / impact?

What is the best way to tell the story of your examples?

- Chronologically?
- Developmentally?
- Theme based?

Evidence

ALL nominations will be assessed on the evidence provided in response to the assessment criteria. Assessment will also be based on the extent to which nominees show evidence that their contribution has:

- Influenced student learning, student engagement or the overall student experience. (Student Learning/Engagement)
- Gained recognition from fellow staff, the institution, and/or the broader community. (Peer recognition)
- Been sustained effectiveness of the program for no less than three years, not including time taken for development or trial of any activity. (Sustained)
- Claims for excellence that are supported by formal and informal evaluation. (Evaluation-Self, Peer, Student)
- Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments. (Innovation)
- Information contained in student data or institutional student surveys, references, and selected teaching materials submitted by nominee. (Student input)
Quantitative evidence

Examples of good qualitative evidence

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<tbody>
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<td>n=12</td>
<td>n=52</td>
<td>n=55</td>
<td>n=34</td>
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<tr>
<td>Response rate</td>
<td>79%</td>
<td>100%</td>
<td>92%</td>
<td>91%</td>
<td>87%</td>
<td>77%</td>
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<tr>
<td>Score out of 5 (UWA ave. 4.2 – 4.3)</td>
<td>4.58</td>
<td>4.83</td>
<td>4.87</td>
<td>4.88</td>
<td>4.89</td>
<td>4.72</td>
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Qualitative evidence

Student Quotes

Student quotes from SPOT and SURF evaluations are the most commonly used form of qualitative evidence and student voice in applications. But use them strategically! To be useful, they need to be meaningful and support the claim you have made.

A good quote will talk about how what you did impacted the student, such as, “The way XYZ designed the assessment task really cemented my knowledge of some difficult concepts.”

Extracts of emails cards or messages

Thank you emails, emails from former students telling you of their whereabouts and what they are now doing with their lives, can provide rich student quotes that talk about the impact your teaching has had on them.

Illustrative examples of your work

Do you have a social media presence that is dynamic and busy? Perhaps you have an assessment activity that may be unique? Do you have a video of your teaching that is particularly stimulating and interesting for students?
Examples of good qualitative evidence

The most common comments by students refer specifically to the passion and enthusiasm I bring to my teaching, and the effect these have on their learning:

“One of the most enthusiastic professors I have met” (SPOT, 2013);

“Really sparked my interest; Clearly very passionate about mathematics” (SPOT, 2014);

“Very enthusiastic about the subject, which rubs off on students” (SPOT, 2015).

The way I influence students to learn: “My self-efficacy towards mathematics has been tremendously boosted,”

“His dedication and preparation showed in every lesson and benefited my learning” (SPOT, 2014);

“You opened up for me many perspective-changing ideas” (SPOT, 2015);

“Expanded my knowledge – real-life ways on how to effectively teach” (SURF, 2017).

The best thing is being able to get involved in all aspects of the FFS Program. The welcoming, friendly staff and volunteers also make you want to participate (FFS Peer Educator, 2012);

The best thing is being able to get a chance to apply the new skills I learned (FFS Peer Educator, 2014);

You actually get involved in University life rather than just studying (FFS Peer Educator, 2017)

The teacher is extremely thorough in explaining concepts. (SPOT, 2007)

XXX creates a non-confrontational atmosphere in class that encourages students not to be afraid to ask questions… (Teaching Award Nomination)

XXX goes to the extreme effort of actually learning all of the students’ names… [this] demonstrates to me that she is there to help us and ensure that we get the most out of class (Teaching Award Nomination)

XXX sense of humour brings more cheer to the class (SPoT, 2014).

The success of the activity was hugely enhanced by the way you interacted with the students. Moving around the lecture theatre, addressing students by name and directing questions to specific individuals

“Most of the material is presented through examples, this is really powerful”; “We have gained much insight into industry practices”; “Helpful worked examples”; or “Many examples, real-world industry relevance” (Students’ comments)
So you will have received a nomination for one of the following AAUT:
- Awards for Teaching Excellence (Teaching Awards)
- Citations for Outstanding Contributions to Student Learning (Citations)
- Awards for Programs that Enhance Learning (Program Awards)

Awards for Teaching Excellence (Teaching Awards)

Awards for Teaching Excellence recognise Australia’s most outstanding university teachers or teaching teams who have demonstrated excellence, leadership and sustained commitment to teaching and learning in higher education. Teaching Awards reward the enrichment of student experiences and the improvement of learning outcomes through innovation and the delivery of quality teaching over a sustained period. Teaching awards are a high level, more comprehensive award, and are ideal for educators or teams who have extensive evidence to back up claims of excellence across all four criteria.

Traditionally one award will be given across each of the following categories (seven awards in total):

- Biological Sciences, Health and Related Studies (including Agriculture, Animal Husbandry, Medical Sciences and Nursing, etc.)
- Early Career (nominees with no more than five years’ experience teaching in a higher education institution. The five years can be non-sequential and must be counted on a semester basis. This includes all tutoring, part-time teaching and teaching during a PhD)
- Humanities and the Arts

- Law, Economics, Business and Related Studies
- Neville Bonner Award for Indigenous Education (individuals who must demonstrate their contribution to Indigenous education)
- Physical Sciences and Related Studies (including Architecture, Building and Planning, Engineering, Computing and Information Science)
- Social and Behavioural Sciences (including Psychology and Education)

A maximum of three Teaching Awards submissions per institution across all categories are awarded.

Citations for Outstanding Contributions to Student Learning (Citations)

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates.

Citations are a good starting point for someone who is new to the award process, or maybe has less experience in the field. They only have to address a single criterion, so it could be good for someone who has really excelled in one area of teaching and learning, but has yet to build up their body of evidence in the areas addressed by the other criteria.
Up to 100 citations will be awarded across the following four assessment criteria (also referred to as categories):

- Approaches to teaching and/or 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.

A maximum of six Citation submissions per institution are accepted, and the maximum number awarded to each institution is four.

### Awards for Programs that Enhance Learning (Program Awards)

Awards for Programs that Enhance Learning recognise learning and teaching programs or services that make innovative and outstanding contributions to student learning and/or the quality of the student experience. They are awarded to programs and services that have set high standards for education support in Australian universities.

Traditionally, one award will be given in each of the following categories (six awards in total):

- Widening participation
- Educational partnerships and collaborations with other organisations
- Innovation in curriculum design and pedagogy practice
- Postgraduate education
- Student experiences and learning support services
- Global citizenship and internationalisation

A maximum of two Program Awards submissions per institution across all categories are accepted.

### So what category do I fit?

Teaching Awards are based on your field or discipline of expertise, with the Early Career exception being available across disciplines. Citations and Program Awards are categories chosen by you, in consultation with your learning and teaching colleagues, that best describes your contribution to the field of teaching.

The category will generally reflect the same category that you won your UWA Award for, however on occasion may vary.

### What are the AAUT Assessors looking for in a nominee?

What makes you stand out?

What have you done;
- Over time
- across courses
- across year levels

What has your leadership contribution been to your;
- University
- Sector
- Discipline
- International colleagues

How do your activities relate to the scholarship of teaching, so you’re not just a great, innovative teacher, but how/what do you do that makes you a great teacher and how does it relate to the scholarship of teaching and a better student experience?

For further information about the Australian Awards for University Teaching refer to their [web page](http://uwa.edu.au).
Special thanks:
We thank Emeritus Professor Denise Chalmers and Ms Kristin Warr for their valuable contribution to this handbook.

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