Tips for Completing Citation and Teaching and Program Award Applications

Note: These tips are generic for Australian Awards for University Teaching (AAUT) and Curtin Excellence and Innovation in Teaching Awards (EITA) applications. They may also be used as a guide for some Faculty-based awards. However, please read them in the context of the particular award for which you are applying (eg reference to "Triple i" curriculum and USRs is not a criteria of the AAUT and reference to supporting material applies only to AAUT).

Read the appropriate guidelines carefully before starting!!

Teaching Excellence Awards

For the synopsis:
▪ Must be succinct (150-200 words; in third person) – it is like an abstract and used for publicity purposes

For the overview:
Start with "who I am, what I do, why I make a difference".
▪ Introduce yourself - background, brief history of academic life, etc.
▪ Context of your teaching – what you teach, unit structures, class sizes, student cohort, face-to-face and online, discipline/institutional/faculty specifics, special challenges, etc.
▪ Teaching philosophy – well articulated; describe how your philosophy drives what you do and <u>why</u> you are successful/make a difference. Describe how you engage with the teaching and learning process, how your approach is appropriate in your teaching context.
▪ The use of educational jargon is appropriate as long as it would be understood by the assessor and what you describe as your philosophy is evidenced by your teaching practice.
▪ Describe your development as a teacher, how you have taken on board student and other feedback to improve.

For each of the criteria:
▪ State your claim and clearly describe what it is you do.
▪ Provide your evidence to support those claims, using multiple sources where possible.
▪ Use examples for illustration.
▪ You should be able to demonstrate depth as well as breadth of evidence for each criterion. A weakness against one of the criteria will affect your overall application.

Evidence to support your claims:
▪ You must include multiple sources of feedback including from peers and students.
▪ Go beyond standard student evaluations of teaching – include informal (collected by you, unsolicited etc) as well as formal (eVALUate).
▪ Interweave the feedback into your application as evidence to support your claims.
▪ Indicate sources of feedback (methods of collecting) and particularly for statistical data, indicate the number of students and response rates in any/each set of data.
▪ Use comparative data eg faculty, university
▪ Choose explicit and strong words/phrases from the written feedback rather than long sentences; combine some.
▪ Indicate how you use feedback and show improvement over time.
▪ Use feedback and other sources that indicate long-term influence on learning outcomes, e.g. student employment, comments from graduates, students who indicate they want to do postgraduate studies with you, etc.
▪ Don't forget to include other peer 'feedback' such as the adoption of your teaching models or materials by others, invitations to speak to others, and so forth.
▪ Look for feedback that speaks to specifics in each of the criteria – e.g. concern for diversity; motivation; etc.
▪ Use examples to explain what you do (tied to your approach to teaching) and include evidence to support your claim that this leads to student learning.

Table 1 is an example of how to present eVALUate data. You might include a Faculty Average column for comparison as well.

Table 1. Summary of eVALUate ………………………… compared to University average

Year / Semester	Students Enrolled	Response Rate	Item 1 Learning Outcomes		Item 7 Quality of Teaching		Item 8 Motivated		Item 11 Overall Satisfaction	
			Unit	University Average	Unit	University Average	Unit	University Average	Unit	University Average
2007 / 2	xxx	28%	95	86	89	80	93	83	92	81
2008 / 1	xxx	43%	95	87	91	81	89	84	92	82
2008 / 2	xxx	34%	95	88	88	82	87	84	89	83
2009 / 1	xxx	41%	95	88	92	82	88	84	92	83
2009 / 2	xxx	32%	95	88	91	83	88	84	92	83

Referees:
- Choose referees carefully. One has to be from Curtin, so choose someone who can make an informed comment. You are encouraged to choose the second referee external to Curtin (eg an industry associate; well regarded peer who is familiar with your work) .
- They should know what you do and why you are an outstanding teacher.
- The reference should add something new, not just repeat what you have written (or at least say it in a different way).
- Ensure referees know of the 1-page limit and sign the reference (electronic is ok).

Supporting material (not permitted for Curtin awards):
- It should support your application. Make sure there is a reason for including it.
- If it is critical material, then perhaps it should be in the application.
- Material should relate to your teaching; to illustrate your teaching. Do not include copies of certificates or awards etc.
- Clearly cross-reference the material to the statement.
- It does not have to be flashy. Ensure it is legible – don't try to put too much on each page.

Format and style:
- **Follow the recommendations exactly**.
- Do not exceed the page limits (extra pages will be removed!)
- Do not try to cram everything into the application – it must be readable!
- Be consistent in style.
- Use headings and a clear structure.
- Put student feedback comments in italics to emphasise (or in a text box).
- Spell out acronyms.
- Figures and tables might usefully illustrate claims.
- Presentation does not need to be glossy and glitzy. It needs to be simple and readable.

General tips, suggestions:
- The application must stand alone; ie the application without supporting documents should be sufficient to convince assessors. Don't simply refer to appendices or CV.
- An application should suggest that your teaching is more than what is usual, more than what is expected of a university teacher.
- Highlight creativity, imagination, innovation and leadership.
- Write the application in your own voice.
- Consider having someone interview you about your teaching and then use your responses as the basis for the application. It will sound more personal and perhaps present a clearer argument.
- Look upon it as an exercise in personal reflection.
- The process will challenge what you are doing.
- Continually collect feedback, artefacts of your teaching so you have a large pool to choose from.
- Start writing early, get feedback.

Programs that Enhance Learning

Read the appropriate guidelines carefully before starting!!

For the synopsis:
- Must be succinct (150-200 words; in third person) – it is an abstract and used for publicity purposes.
- 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.

For each of the criteria:
- State your claim.
- Provide your evidence to support those claims, using multiple sources where possible.
- Use examples for illustration.
- The application must stand alone; ie the application without supporting documents should be sufficient to convince the assessors. Don't simply refer to the supporting material.
- Highlight creativity, imagination, innovation and leadership.
- Demonstrate sustained effectiveness.

Evidence to support your claims:
- Include multiple sources of evidence of effectiveness, particularly sustained contribution to student learning, e.g. student employment, comments from graduates, employers, adoption or modelling of program by other institutions, invitations to make presentations about the program, etc.
- Indicate sources of evidence/feedback (methods of collecting feedback) and particularly for statistical data, indicate the number of students and response rates in any/each set of data. Refer to Table 1 above if you include data tables.
- Choose explicit and strong words/phrases from the written feedback rather than long sentences. Combine several if appropriate.
- Indicate how the feedback has been used to improve the program over time.

Supporting material (not permitted for Curtin awards):
- It should support your application. Make sure there is a reason for including it.
- If it is critical material, then perhaps it should be in the application.
- Material should relate to/illustrate the program and student learning; Do not include copies of certificates or awards etc.
- Clearly cross-reference the material to the statement.
- It does not have to be flashy. Ensure it is legible – don't try to put too much on each page.

Referees:
- Choose referees carefully. One has to be Head of School, Centre, etc. You are encouraged to choose the second referee external to Curtin (eg industry associate or well regarded peer). Choose someone who can make an informed comment about its impact on student learning and the student experience.
- The reference should add something new, not just repeat your statement.
- Ensure referees know of the 1-page limit and sign the reference (electronic is ok).

Format and style:
- **Follow the recommendations exactly**.
- Do not exceed the page limits (extra pages will be removed!).
- Do not try to cram everything into the application – it must be readable!
- Be consistent in style.
- Use headings and a clear structure.
- Put feedback comments in italics to emphasise (or in a text box).
- Spell out acronyms.
- Figures and tables might usefully illustrate claims.
- Presentation does not need to be glossy and glitzy. It needs to be simple and readable. Use photos and diagrams/tables to convey/support your message.
- Start writing early, get feedback.

Citations for Outstanding Contributions to Student Learning

Read the appropriate guidelines carefully before starting!!

Citation:
- Maximum 25 words that clearly describes your contribution.

The synopsis (for application form only):
- Must be succinct - 75 words. It is an overview (in third person).

For the statement:

Citation:
- Maximum 25 words that clearly describes your contribution.

Summary of particular contribution and context-
- Start with "who I am, what I do, what I contribute to student learning". Address the specific context of your work and summarise your contribution to student learning.

Addressing the criteria -
- Choose only one of the criteria that speaks to your strengths as they relate to student learning.
- Ensure that when you address the criterion, you relate it to student learning.
- State your claim.
- Use examples for illustration.
- You should be able to demonstrate depth as well as breadth of evidence.
- Highlight creativity, imagination and innovation.
- Show evidence of sustained contribution over time (at least 3 years; 2 years early career).
- You can interweave some feedback (eg student/peer comments) as you address the criterion but the bulk of the evidence is in a separate section.

Providing evidence -
- Indicate sources of evidence/feedback (methods of collecting feedback) and particularly for statistical data, indicate number of students and response rates in the data.
- Choose explicit and strong words/phrases from the written feedback rather than long sentences.
- Use feedback and other sources of evidence that indicate long-term contribution to student learning
- Look for evidence that speaks to the specific criterion.
- Provide your evidence to support those claims, using multiple sources where possible.

Table 1 is an example of how to present eVALUate data. You might include a Faculty Average column for comparison as well.

Table 1. Summary of eVALUate ………………………… compared to University average

Year / Semester	Students Enrolled	Response Rate	Item 1 Learning Outcomes		Item 7 Quality of Teaching		Item 8 Motivated		Item 11 Overall Satisfaction	
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2009 / 1	xxx	41%	95	88	92	82	88	84	92	83
2009 / 2	xxx	32%	95	88	91	83	88	84	92	83

Referees:
- Choose referees carefully (one has to be Head of School, Faculty, manager etc).
- They should know what you do and why you have made an outstanding contribution to student learning.
- The reference should add something new, not just repeat what you have written (or at least say it in a different way).
- Ensure referees know of the 1-page limit and sign the reference (electronic signature is accepted).

Format and style:
- Write the application in your own voice and tell your story. It is a process of personal reflection.
- Follow the guidelines exactly.
  - Do not exceed the page limits (extra pages will be removed!)
  - Do not try to cram everything into the application – it must be readable!
  - Be consistent in style.
  - Use headings and a clear structure.
- Put feedback comments (students, peers, external bodies etc) in italics to emphasise (you could also put it in a text box).
- Spell out acronyms.
- Presentation does not need to be glossy and glitzy. It needs to be simple and readable.

General tips, suggestions:
- Consider having someone interview you about your teaching and then use your responses as the basis for the application. It will sound more personal and perhaps present a clearer argument.
- The process will challenge what you are doing.
- Continually collect feedback, artefacts that evidence what you do and your contribution to student learning so you have a large pool to choose from.
- Start writing early, get feedback.