



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2022 AAUT BRIEFING SESSION: INSTITUTIONAL CONTACT OFFICERS (ICOs)

Presented by:
PROFESSOR
ANGELA CARBONE

MS ANGELINE SIM

5 May 2022

ACKNOWLEDGEMENT OF COUNTRY



On behalf of those present, I acknowledge the Traditional Owners of the land on which we now meet. I pay my respects to their Elders: past, present and emerging.

I also pay my respect to all Aboriginal and Torres Strait Islander people of Australia and hope that the path towards reconciliation continues to be shared and embraced.

AGENDA

- Welcome
- 2022 AAUT key changes
- Nomination/Assessment Process and key dates
- ICO's roles and responsibilities
- Invite open sharing
- Q&A



AAUT AWARDS TEAM



Professor Angela Carbone
Awards Director



Ms Angeline Sim
Awards Manager



Dr Jing Ye
Awards Coordinator

2022 AAUT KEY CHANGES



- Funded by universities collaboration
- No prize money for Program and Teaching awards
- Standardisation of the assessment criteria across all award types
- Assessment matrix for Neville Bonner Award revised

AWARDS CATEGORIES



Citations for Outstanding Contributions to Student Learning (Citations)	Awards for Teaching Excellence (Teaching Awards)	Awards for Programs that Enhance Learning (Program Awards)
<p>Select <u>one</u> discipline category</p> <ul style="list-style-type: none"> <input type="checkbox"/> Natural and Physical Science, Agriculture, Environmental and Related Studies <input type="checkbox"/> Engineering, Information Technology, Architecture and Building <input type="checkbox"/> Health <input type="checkbox"/> Education <input type="checkbox"/> Business, Management and Commerce <input type="checkbox"/> Society and Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> Multi-disciplinary <p>Select <u>one</u> of the nomination categories</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early Career <input type="checkbox"/> Neville Bonner Award for Indigenous Education <input type="checkbox"/> Sessional staff 	<p>Select <u>one</u> discipline category</p> <ul style="list-style-type: none"> <input type="checkbox"/> Natural and Physical Science, Agriculture, Environmental and Related Studies <input type="checkbox"/> Engineering, Information Technology, Architecture and Building <input type="checkbox"/> Health <input type="checkbox"/> Education <input type="checkbox"/> Business, Management and Commerce <input type="checkbox"/> Society and Culture <input type="checkbox"/> Creative Arts <p>Select <u>one</u> of the nomination categories</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early Career <input type="checkbox"/> Neville Bonner Award for Indigenous Education 	<p>Select <u>one</u> category</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student experience that supports diversity and inclusive practices <input type="checkbox"/> Collaboration educational partnerships in learning and teaching <input type="checkbox"/> Curriculum transformation and innovative pedagogy <input type="checkbox"/> Work Integrated Learning (WIL) programs that value and enhance student employability <p>In your submission, ensure you indicate the SCOPE of your program, I.e. whether it is:</p> <ul style="list-style-type: none"> • whole institution, • College or Faculty based, • School or Department based, • Discipline specific or other.

KEY CHANGES: CITATION & TEACHING AWARD SUBCATEGORIES

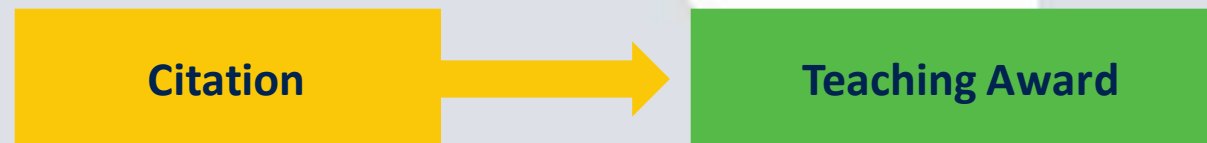


Assessment Criteria is now renamed as 'subcategories'

For **Citation**, select one subcategories.

For **Teaching Award**, address all four subcategories.

- ☐ 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.
- ☐ Effective assessment practices that bring about improvements in student teaching, focus on academic integrity.
- ☐ Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience.



KEY CHANGES: STANDARDISATION OF ASSESSMENT CRITERIA



Evidence is now renamed as 'Assessment Criteria'

- ☐ A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years.
- ☐ B. Gained recognition from colleagues, the institution, and/or the broader community.
- ☐ C. Shown creativity, imagination and/or innovation.
- ☐ D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

AWARDS APPLICATION SUMMARY



Citations for Outstanding Contributions to Student Learning (Citations)

Select one discipline/ nomination category

Address one subcategory

- Approaches
- Development of curricula
- Effective assessment
- Innovation or leadership

Address all four assessment criteria

- Positively impacted
- Gained recognition
- Shown creativity
- Drawn on scholarly literature

Documentation

- Nomination Form
- Claims against assessment criteria (4 pgs)
- Team statement (For Team nomination)
- Two letters of reference
- Digital photo

Awards for Teaching Excellence (Teaching Awards)

Select one discipline/ nomination category

Select all four subcategories

- Approaches
- Development of curricula
- Effective assessment
- Innovation or leadership

Address all four assessment criteria

- Positively impacted
- Gained recognition
- Shown creativity
- Drawn on scholarly literature

Documentation

- Nomination Form
- Claims against assessment criteria (8 pages)
- Team statement (For Team nomination)
- Two letters of reference
- Supporting materials
- CV
- Digital photo

Awards for Programs that Enhance Learning (Program Awards)

Select one category

- Student experience
- Collaboration educational partnerships
- Curriculum transformation
- Work Integrated Learning (WIL)

Address all four assessment criteria

- Positively impacted
- Gained recognition
- Shown creativity
- Drawn on scholarly literature

Documentation

- Nomination Form
- Claims against assessment criteria (10 pages)
- Team statement
- Two letters of references
- Supporting materials
- Digital photo

NOMINATION PROCESS and KEY DATES



NB Registration period

Friday 29 Apr to Friday 20 May

Understand AAUT awards

Invite NB nominees to AAUT professional development sessions

By Wednesday 25 May

Provide AAUTN Mentorship

By Mon 6 Jun

Attend AAUT Professional Development sessions

June to July



ICO Account ID
Awards Portal
Nomination Instructions
Friday 12 Aug

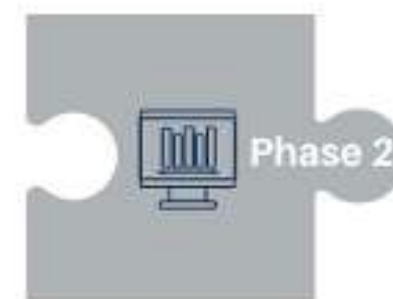
(Use SPARKPLUS)



Nominee Registration

Open: Monday 15 Aug
8.00am AEST

Close: Friday 26 Aug
11.59pm AEST



Submission Upload

Open: Monday 5 Sept
8.00am AEST

Close: Friday 16 Sept
11.59pm AEST

Career Achievement Award registration period:

Monday 31 October to Friday 18 November

ASSESSMENT MATRIX – FOR CITATION, PROGRAM & TEACHING AWARDS

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%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, <u>weak</u> or limited evidence is provided of the influence on students of the initiative, program or practice. <input type="checkbox"/> Impact on students is not clear. <input type="checkbox"/> Limited or no sustainability of impact. <input type="checkbox"/> Evaluation appears to have been ad-hoc. <input type="checkbox"/> Limited changes have been implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some connections between the initiative, program or practice and its influence on students are made. <input type="checkbox"/> Claims are supported by evidence from more than one source to demonstrate impact and sustainability. <input type="checkbox"/> Some evaluation has been conducted. <input type="checkbox"/> Some changes have been implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. <input type="checkbox"/> Claims are supported by multiple forms of evidence from a range of sources in most cases. <input type="checkbox"/> Demonstrated impact on students, learning and graduate outcomes. <input type="checkbox"/> Evaluation has been carried out on the program, <u>initiative</u> or program. <input type="checkbox"/> Some evaluation outcomes have been implemented to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit connections are made between the initiative, program or practice and its substantial influence on students. <input type="checkbox"/> Provide substantial evidence from an extensive range of sources <input type="checkbox"/> Significant impact on student experiences, learning and graduate outcomes, sustained over time. <input type="checkbox"/> A systematic evaluation is an integral to initiative, <u>program</u> or practice. <input type="checkbox"/> Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, <u>engagement</u> or experience.
B. Gained recognition from colleagues, the institution, and/or the broader community. (25%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, <u>weak</u> or limited evidence provided to support claims that the nominee has gained recognition. <input type="checkbox"/> Recognition does not include adoption. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports claims of recognition from peers. <input type="checkbox"/> The initiative, program or practice has been adopted by others within nominee's school or department. 	<ul style="list-style-type: none"> <input type="checkbox"/> Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. <input type="checkbox"/> The initiative, program or practice has been adopted across the institution or discipline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. <input type="checkbox"/> The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, imagination and/or innovation. (25%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, <u>weak</u> or limited evidence to support an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Context is not explicitly considered. <input type="checkbox"/> Influence and impact on student learning, engagement or overall experience is not articulated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Limited examples provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, <u>engagement</u> or overall experience. 	<ul style="list-style-type: none"> <input type="checkbox"/> More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, <u>engagement</u> or overall experience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. <input type="checkbox"/> 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, <u>engagement</u> or overall experience.
D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. (25%)	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to limited scholarly literature in relation to their teaching practice. <input type="checkbox"/> Limited description to their teaching philosophy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to scholarly literature of teaching and learning that informs their practice. <input type="checkbox"/> Teaching philosophy practice is articulated. <input type="checkbox"/> Some evidence is provided of engagement in scholarly practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates an understanding of scholarly literature of teaching and learning. <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are articulated. <input type="checkbox"/> Several forms of evidence provided of engagement in scholarly practices. <input type="checkbox"/> Contributions to the scholarship of teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are clearly articulated. <input type="checkbox"/> Substantial evidence provided of leadership in scholarly practices. <input type="checkbox"/> Significant contributions to the scholarship of teaching and learning.

ASSESSMENT MATRIX – FOR NEVILLE BONNER AWARD

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%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, <u>initiative</u> or program. Some evaluation outcomes have been implemented to improve student learning. 	<ul style="list-style-type: none"> 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, <u>program</u> or practice. Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, <u>engagement</u> or experience.
B. Gained recognition from colleagues, the institution, and/or the broader community, including Indigenous communities and Elders where relevant. (25%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> or limited evidence provided to support claims that the nominee has gained recognition. Recognition does not include adoption. 	<ul style="list-style-type: none"> Some evidence from <u>selected sources</u> supports claims of recognition from peers. The initiative, program or practice has been adopted by others within nominee's school or department. 	<ul style="list-style-type: none"> Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community, including <u>Indigenous communities and Elders</u>. The initiative, program or practice has been adopted across the institution or discipline. 	<ul style="list-style-type: none"> Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally, <u>including Indigenous communities and Elders</u>. The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, <u>imagination</u> or innovation. (25%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> 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. 	<ul style="list-style-type: none"> Some evidence from <u>selected sources</u> supports an explanation of how the initiative, program or practice is novel. Limited examples provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, <u>engagement</u> or overall experience. 	<ul style="list-style-type: none"> 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, <u>engagement</u> or overall experience. 	<ul style="list-style-type: none"> 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, <u>engagement</u> or overall experience.
D. Drawn on the scholarly literature on teaching and learning, including <u>Indigenous teaching and learning</u>, to inform the development of initiatives, programs and/or practice. (25%)	<ul style="list-style-type: none"> Nomination refers to limited scholarly literature in relation to their teaching practice. Limited description to their teaching philosophy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Nomination demonstrates an understanding of scholarly literature of teaching and learning, including <u>relevant Indigenous scholarly literature</u>. 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. 	<ul style="list-style-type: none"> Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning, including <u>relevant Indigenous scholarly literature</u> 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.

AAUT ASSESSMENT PROCESS

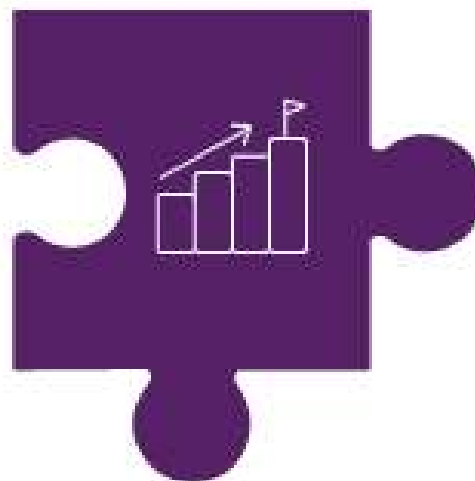


Assessors

Oct to Nov 2022

Individual Assessment
Collaborative Assessment

Use SPARKPLUS



Awards Committee

Dec 2022

Endorsement



UA Board

Feb 2023

Approval

ICO's ROLES & RESPONSIBILITIES

- ☐ Central point of contact for the AAUT program for your institution
- ☐ Access to the Awards Portal (Allocated account ID and password)
- ☐ Upload your institution's nominations via the Awards Portal
- ☐ Disseminate all AAUT related news to your institution and nominees
- ☐ Promote AAUT in your institution, e.g. brochures and video series available on AAUT-UA webpage



ICOs SHARING

- ❑ Share your experience as ICOs
- ❑ Some of your challenges
- ❑ How do you support the applicants
- ❑ Any tips for other ICOs



2022 AAUT BRIEFING/ PROFESSIONAL DEVELOPMENT SESSIONS (APRIL to JULY)



28 APR

Introduction to Neville Bonner Award for Indigenous Education

5 MAY

Institutional Contact Officers (ICOs) Briefing Session

19 MAY

Meet the 2018 to 2021 Australian University Teacher of the Year recipients

Jun

Writing a successful AAUT Citation application

Jun

Writing a successful AAUT Program Award application

Jun

Writing a successful AAUT Teaching Award application

Jul

Applying for a Neville Bonner Award for Indigenous Education

Jul

Applying for an Early Career application

Q&A



[AAUT-UA webpage](#) for more information

[AAUTN](#) for Mentoring Scheme

[ICOs List](#) for your Institutional Contact Officers

AAUT Awards Team:
aaut@rmit.edu.au

