



Image: 2023 Award recipients receiving their awards at the QLD AAUT Award ceremony in Brisbane

# **AAUT PD Series: Awards for Programs that Enhance Learning**

**Writing a successful Program  
Award nomination**



**AUSTRALIAN AWARDS  
FOR UNIVERSITY TEACHING**

# 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.



# Meet the AAUT team



**Prof Ange Carbone**

Awards Director



**Ms Angeline Sim**

Awards Manager



**Ms Daniele Patterson**

Awards Coordinator

# Agenda

Welcome and Introduction of guest speakers

How to write a successful Program Award nomination

Advice from two successful 2023 awardees

Q&A

Key nomination dates

# Guest presenters



**Prof David Sadler**

Program Awards Committee Chair  
University of Notre Dame



**A/Prof Michele Ruyters**

2023 Program Award recipient  
Bridge of Hope Innocence Initiative  
(BOHII)

**RMIT University**



**A/Prof Melissa Crowe**

2023 Program Award recipient  
JCU Doctoral Studies Program

**James Cook University**





AUSTRALIAN AWARDS  
FOR UNIVERSITY TEACHING

**Professor David  
Sadler** PFHEA, NTF

Deputy Vice-Chancellor Academic,  
University of Notre Dame

2024 Program Award Committee Chair



# AAUT PROGRAM AWARDS: REFLECTIONS FROM THE CHAIR



Professor David Sadler, PFHEA, NTF

DVC Academic, University of Notre Dame

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26 June 2024

# PROGRAM AWARD CATEGORIES



Select one category

1. Student experience that supports diversity and inclusive practices.
2. Collaboration educational partnerships in learning and teaching.
3. Curriculum transformation and innovative pedagogy.
4. Work Integrated Learning (WIL) programs that value and enhance student employability.



# PROGRAM AWARD 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.

# A DEEPER DIVE

Ensure you answer for yourself these questions

- 1. Why?**
- 2. What?**
- 3. How?**
- 4. So What?**



# WHY?



1. What is the issue that needs addressing? Why?
2. What is the **significance** of this issue:
  - ❖ Within the discipline?
  - ❖ Within the University?
  - ❖ Nationally or internationally?
3. Why is this team the right one to explore the issue?
  - ❖ Track record of team/individuals in terms of credibility in relation to issue: publications, awards, ?
  - ❖ Experience
  - ❖ Alignment to institutional strategy? Imperatives at subject levels: Deans of?



# WHAT?



1. Why is the approach or project **distinctive**?
  - ❖ Why should this be recognized nationally or is it just University BAU?
2. What is the scope of the initiative:
  - ❖ Numbers of students involved
  - ❖ The units involved
  - ❖ Cross-University engagement
  - ❖ TAFE
  - ❖ Industry/employer partnership
  - ❖ Roles of team members
3. **NB.** This should determine what category to apply for: we don't see enough in the collaborative or WIL categories

# HOW?



1. Alignment to Teaching Philosophy and integration of Scholarship?
2. Integration of Evaluation at all stages and not just at end. Adjustments in respect of evaluation findings
3. Coherence of approach in respect of alignment to problem (why) and the scope (how)
4. Longer-term sustainability of approach?

# SO WHAT?



## The problem area

1. Evidence of achievement against the stated issue- the why question
2. Finding a diversity of evidential sources for **impact**:
  - ❖ University recognition
  - ❖ Industry/employer support
  - ❖ Other; government , TAFE, NFP sector etc.
  - ❖ Student achievement, engagement, success: *quantitative* evidence v *qualitative*. Dangers of over-reliance and appearance of selectivity
  - ❖ Evidence of impact in student achievement or behaviours over time and not just within one year/semester
  - ❖ Take-up of approach by other departments in University; across other Universities/internationally
  - ❖ Peer recognition: invitations, presentations, publications



# SOME GENERAL POINTS



1. Make sure there is clear University support and internal coherence of submissions: we have seen competing internal applications
  - To quote JFK: Success has many fathers but failure is an orphan – make sure that it is clear who and what is responsible
2. Reflect on what is the right category. Again, we are not seeing enough in the Collaborative educational partnerships of WIL categories
3. Keep Equity and Diversity in focus
4. Good Practice:
  - Use previous winners as advisers
  - Develop portfolio of materials well in advance: testimonials evaluation data. Useful to avoid last-minute rush and also can be repurposed for e.g., promotions or AdvanceHE or other recognition schemes
5. Don't lose heart but take feedback if unsuccessful: we award up to 4 per year



# Questions for Prof David Sadler?



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# A/Prof Michele Ruyters

Team Lead of the Bridge of Hope  
Innocence Initiative (BOHII)  
RMIT University

2023 Program Award recipient

WORK INTEGRATED LEARNING (WIL) PROGRAMS THAT  
VALUE AND ENHANCE STUDENT EMPLOYABILITY





Experience of a past award recipient

- The story is key





# Experience writing the nomination

## Writing the narrative

- One voice
- Story that consolidates and connects the different part of the application

## Evidencing claims and impact (what is impact?)

- Qual & quant
- Tables/graphs/images

## Scholarly literature and reflection on practice

- Reflection, not retrofit

## Feedback/feedback/feedback

- It's ok to fail the first time– the feedback is invaluable



# Challenges

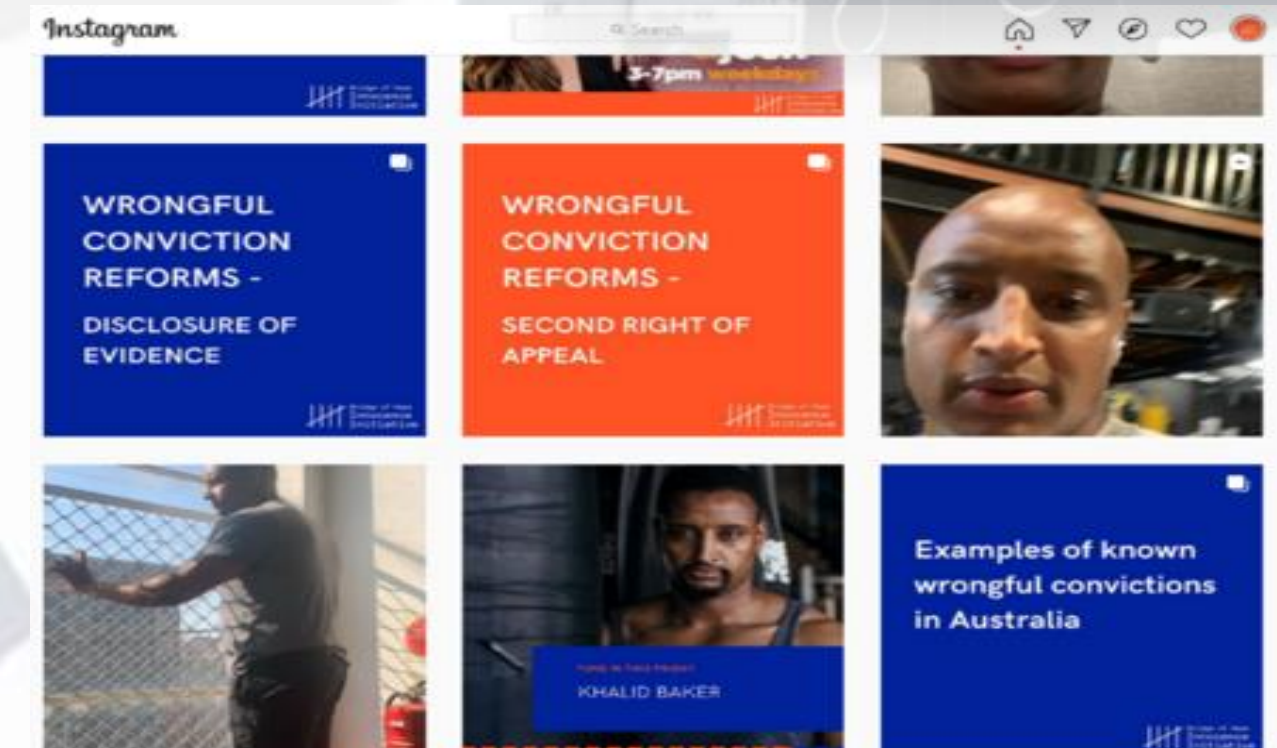
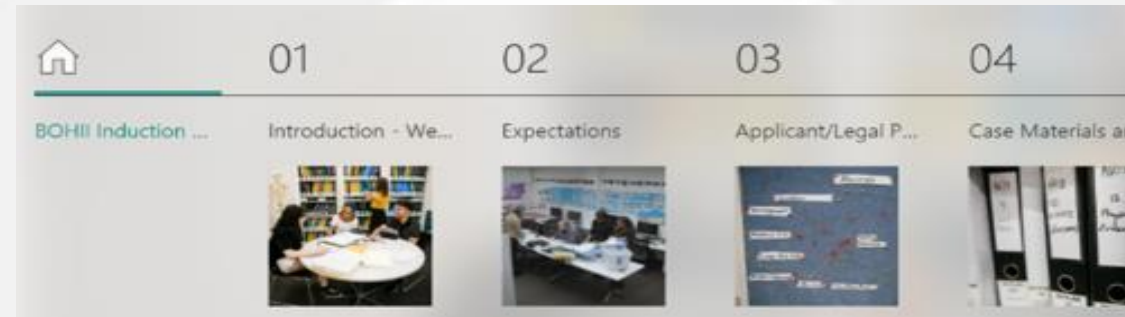
- Dividing workload – working to strengths
- **TIME!** to write and re-write the application (takes a lot longer than you think)
- Gathering the right data
- Recognising and describing your practice
- Actually reflecting on your practice





# Tips & Advice for future nominees

- Start early
- Nail the story
- Use visual aids and quant data (as well as qual)
- Include clear descriptions of novel/unfamiliar concepts







AUSTRALIAN AWARDS  
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# **A/Prof Melissa Crowe**

Team lead of the JCU Cohort  
Doctoral Studies Program team  
James Cook University

2023 Program Award recipient  
STUDENT EXPERIENCE THAT SUPPORTS DIVERSITY AND  
INCLUSIVE PRACTICES



# Cohort Doctoral Studies Program



## Cohort Doctoral Studies Program

- Support & networking program for working health professionals to complete a research degree related to their work
- Promotes industry engagement and translating research outcomes into practice
- Candidates commence their degrees as small interacting Cohorts and journey through their degrees together
- Promotes peer learning and networking, publishing and timely completions





# Program History



## Cohort Doctoral Studies Program

- Established 12 years prior to award nomination
- Candidate feedback on all aspects of the program from commencement (CQI)
- Philanthropic funding → detailed statistics and outcomes for reporting
- Feedback from a formal external review
- Other awards (e.g. national ACGR, international MOMA)
- Research evidence of effectiveness

*"The cohort program has become a 'home base' for advice and support. I recommend it to others...!" (Health professional, Cohort candidate, now Alumni, 2021)*



# Experience writing the nomination



- Encouraged and supported by our Centre for Education and Enhancement to apply after success of MOMA award
- First application
- Importance of a mentor – Prof Angela Hill
- History of outcome data, feedback from staff, students and external stakeholders, research evidence of effectiveness, other awards
- Time investment - 4 months from initial meeting to submission of our nomination – focused 4-6 weeks work for 3 staff
- 3 min video – time intensive, suggest having a storyboard and contacting key players early

## **Advantages of Writing the Nomination**

- Time to reflect on our practice and teaching philosophy
- Enjoyment of compiling data on successes
- Opportunity to reflect on the key aspects of our program
- 3 min video useful for other purposes



# Challenges

- Making time to focus on application
- Creating the 3 min video
- Providing sufficient detail on the program along with evidence of effectiveness and benefits and grounding it in the literature



# Tips & Advice for future nominees



- Make a habit of collecting student feedback and data/evidence on teaching effectiveness
- Start planning early
- Diversity of evidence
- Note if your program aligns with state or national level policies or strategic goals
- Work to the strengths of your team (e.g. infographics, data analysis and presentation, etc)
- Reflect on additional data you may need and how to obtain it
- Allow time for your expert reviewer
- Keep the nomination category in mind
- Build evidence of external recognition
- Benchmark against other programs
- Ensure literature is quoted for all program aspects
- Consider nominating for smaller awards prior to AAUT
- Make good use of the appendices
- Seek feedback from multiple people

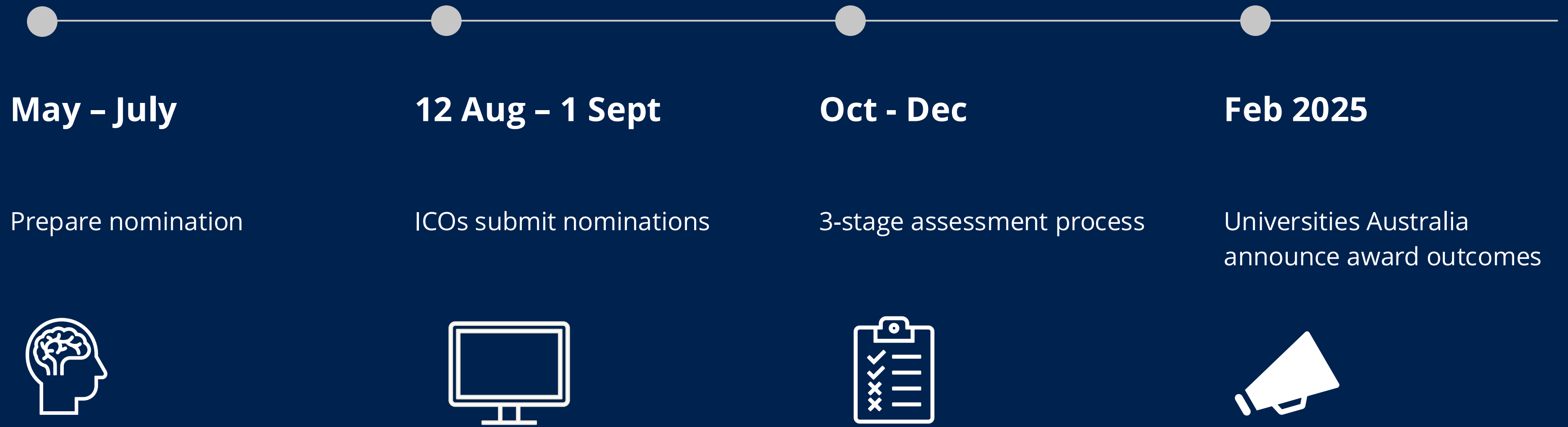






**Any questions for  
our guest  
presenters?**

# Nomination process / Key dates



# CONNECT WITH US



**More information**  
[AAUT-UA webpage](#)

**Mentoring Scheme**  
[aaun.org](#)



**AAUT Awards Team**  
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