



SANTPEN AAUT Awards Mentoring Workshop

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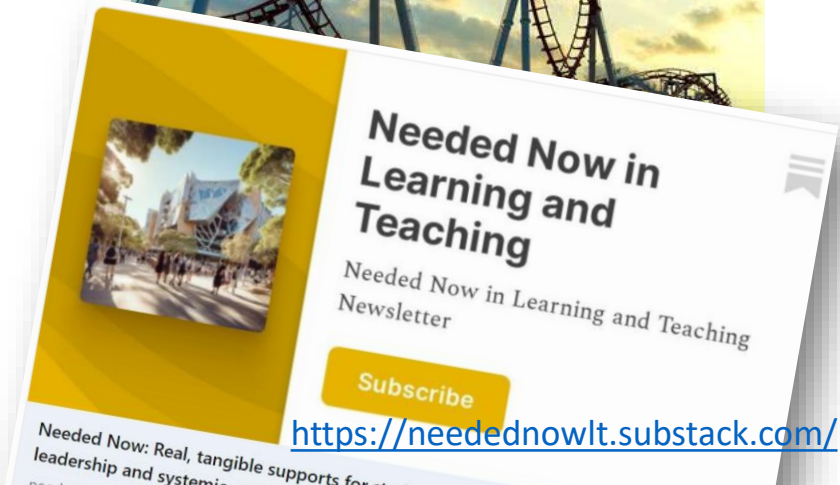
7 May 2025





Who/What am/was I?

- Law academic who failed first attempt to get up to Snr Lecturer
- Promoted to Associate Prof & Prof primarily on teaching (60%)
- Faculty Learning & Teaching service roles
 - Eg: Law School FYE Co-ord; QUT Law Faculty Ass Dean, L&T (5 yrs)
- Have some national teaching awards (AAUT 2003; AAUT PEL 2007)
- Have discipline publications; also Scholarship of T&L (SoTL) pubs
- Some grant success (lead & partner) back in the day
- Presented internally & externally, nationally & internationally in law + HE
- 2006: (inaugural) ALTC Senior Fellow on FYE (2007-2009)
- 2007: Secondment by QUT DVC(A) as (inaugural) Director, FYE
- 2010: ALTC Discipline Scholar (Law) – developed Law TLOs
- 2012-2017: DVC(A) James Cook University
- 2017: AAUT Career Achievement Award
- 2018-2020: Member, AAUT Program Awards Committee
- 2021-ongoing: Chair, AAUT Career Achievement Award Committee
- 2023-2025: Chair, ACSES (NCSEHE) Grants & Fellowships Committee



A nomination that tells a persuasive story...

Coherent narrative of issue identified & addressed + compelling evidence of impact

Everyone at this level is very good, if not excellent:



- What's your hook? What's your 'awardable' pitch?
- How is what you identified for improvement & what you did in response, 'outstanding' or 'excellent'?

EG: *In your context, how –*

- **Significant** with tangible impact on student learning outcomes
- **Leading** in the discipline or context (beyond usual/day-to-day design, delivery, support)
- **Scholarly & evidence-based** that demonstrates theory-to-practice enhancement
- **Purposeful & reflective** describing a cohesive arc of improvement over time
- Had **sustained impact**: eg, continually improving; recognised & adopted by others

Capturing your voice + your students' voice(s):



- This **is about you + your students & their learning**: Foregrounding student learning, consider: *Your teaching philosophy (approach to L&T & reflection on it); Your aspirations for your students/ your discipline; Your scholarly learning journey (w SoTL?); How to demonstrate the **arc of iterative improvement** over time (including what's next?)*

Compelling evidence: How your intervention was effective against each assessment criterion



Compelling evidence

- Information from a **range of sources** corroborating the claims made in your nomination
- Most **compelling** when:
 - **Coherent & aligned** with your narrative (e.g., what you are trying to prove)
 - Drawn from **multiple, independent sources** (beyond teaching evaluations)
 - A **mix of quantitative & qualitative** data that collectively address the assessment criteria
 - **Aligns with scholarly base** & robustly addresses context (constraints & interdependencies)

Perceptions

What did people think?

- Surveys
- Feedback
- Reviews/comments

Behaviours

What did people do?

- Participation
- Engagement

Outcomes

What happened?

- Grades/marks
- Achievements
- Skills

Impact: what changed and did it last?

New/different graduate outcomes: employment and life

New/different and sustained learning/teaching/experience

Independent evaluation / peer-review

Prof Liz Johnson,
Chair, Citations
Committee:



Sources of Evidence

Students (Student learning & responses/reactions)

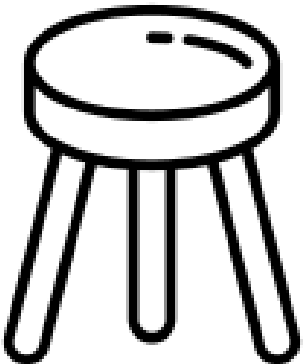
- Student evals of teaching & subjects
- Interviews, focus groups
- Formal & informal (eg, unsolicited) student feedback
- Student logs, journals, discussions forums
- Self-reported knowledge & skills gain
- Evidence of learning (eg, pre- & post-tests)
- Quantitative data: attrition, retention, success rates, grade distributions, graduate outcomes
- Learning analytics
- Employer & workplace feedback
- Student work & achievements

Peers

- Peer review/observation of teaching, curr design, materials, assessment, support...
- Peer recognition & uptake of L&T approaches/innovations/resources/assessment responses
- Benchmarking outcomes
- Influence on school, faculty, university policy
- Industry engagement & feedback (accreditation)

Self evaluation & practice

- Formal/Informal learning leadership roles, contributions, mentoring (internal & external)
- Teaching journal or portfolio
- Published SoTL & other disseminations
- Self-reflection (Reflective practitioner)



3 legs to a persuasive application stool

1. State what **the intervention** was: context, issue, what you did, why & how you did it...
2. Set out **the outcomes & impact**: what changed and did it last?
3. Present the **evidence to support the claims of outcomes & sustained impact**



So... what about you?



What sorts of evidence do you **already have**?

What sorts of evidence do you **think you could get**?



What **strategies will you put in place** to get different sources of evidence?



Tips for Success

Get started early: It takes time to conceptualise a narrative & organise evidence

- The process is an **iterative & reflective** one
- Who will be (2) good **referees?**: What do they add? How to help them?
- What **supporting material/‘3MT’ pitch** (T’ing Award) will you submit?
- Identify **mentors & critical friends** (including your uni’s AAUT ICO)
- What’s the **timeline?**

Make it easy for the assessors [who are unlikely to be your discipline]

- *Address criteria; Signposting; Headings; Visual appeal; White space; Use of figures, tables, graphs to present evidence?*
- **Critical friend(s) to critique the narrative’s flow:**
Does it tell a persuasive story? Setting out context & significance?
What you did? Why (theoretical framing)? *How?* With *what results* and *impact*, as evidenced in multiple, persuasive ways?

Have a Plan B: Use the exercise for other purposes
(e.g., for promotion, future teaching innovations, other awards, to write up a scholarly contribution/ dissemination...)





NOMINATION WRITING TIPS

Suggestions from assessors and award committees from 2022-23 on writing a successful nomination:

Preparing your nomination

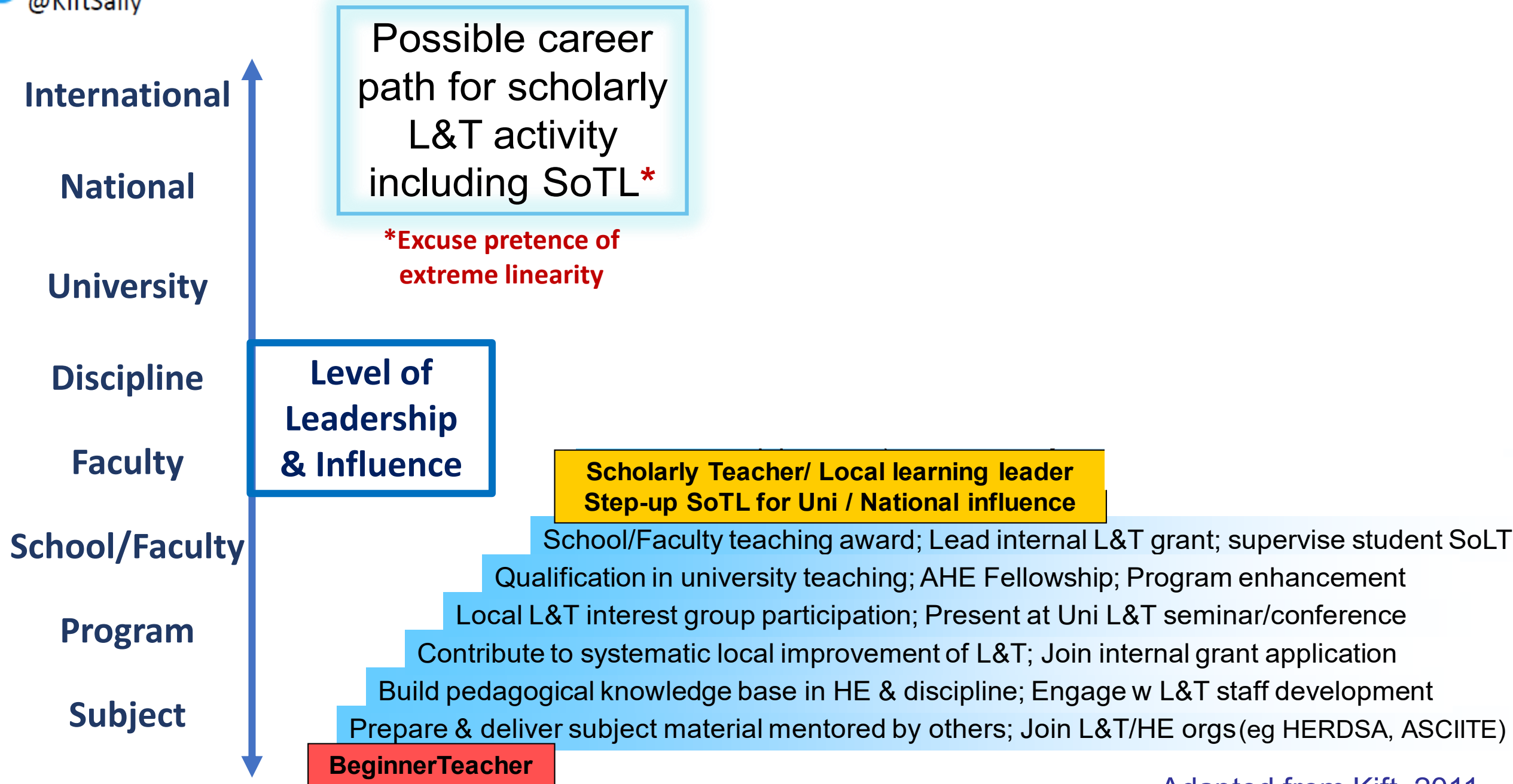
- Start early - very early! Make sure you have a plan for your initiatives, and that you can justify and evaluate them. This really helps to show you're on a journey to improve learning and student experience.
- Plan ahead and collect evidence - it often takes years to be an overnight success! Your evidence is incredibly critical to the success of your nomination. Plan your evaluation program so you can provide evidence of your work.
- Continue to collect evidence throughout the year.
- Evaluate your progress regularly. Get some professional support to help you write, such as some editing support and a critical friend with experience in this area that can advise you.
- Structure your nomination effectively. Utilise the nomination templates provided and use visuals/graphs to break up the text. Reading large walls of text is very difficult for assessors to wade through and find the relevant evidence to support your claims.
- Focus on one theme in your nomination.
- Read all the info: Have multiple reviewers who are not close friends and will give you an objective view.
- Argue persuasively. Make sure there is a clear narrative: illustrate the contribution, link activities to quality and impact on the wider community. Tell a coherent story through evidenced-based persuasive writing rather than description.
- Give equal weight to each of the four criteria. Tell a story - show how your program, initiative or practice has developed and sustained impact.

Writing your nomination

- Pay close attention to the assessment matrix and other material that is provided to assist you. Get some professional support to help you write, such as some editing support and a critical friend with experience in this area that can advise you.
- Structure your nomination effectively. Utilise the nomination templates provided and use visuals/graphs to break up the text. Reading large walls of text is very difficult for assessors to wade through and find the relevant evidence to support your claims.
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Providing evidence of your claims

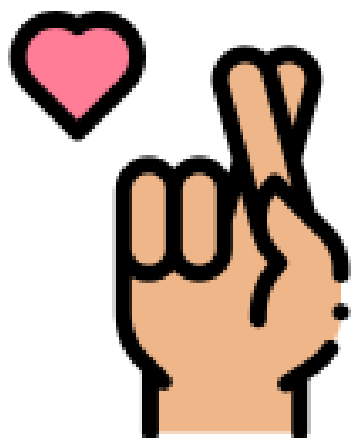
- Look at the assessment matrix and broaden your understanding of what constitutes evidence when compiling your nomination.
- Don't proceed with your nomination if you don't have enough evidence of the types advised. It doesn't matter how good your program/teaching/activity is - if you can't evidence it to demonstrate this at a national level, your nomination won't succeed. Instead, concentrate on gathering your evidence and put forward your nomination in a future year. And ask a colleague if you can read their successful nomination.
- Focus on triangulating your claims with multiple forms of evidence - we want to see a methodical approach to demonstrating what works and why. Provide as much supporting documentation/references as possible - the more the better, including outside your immediate sphere of influence.
- Consider the three-legged stool approach: 1. Make a claim (with a persuasive narrative). 2. Give evidence for that claim. 3. Tell us about the impact of that claim.
- Always ensure that your claim is backed up with evidence that is linked to student learning outcomes. Evidence of learning impact is KING!
- If you cite some educational theory or approach, make sure it is evident in what you have actually achieved.
- Ensure the nomination engages with contemporary scholarship of teaching literature. Reference to only one or two scholars is not showing wide engagement with the pedagogical literature.
- Provide evidence for breadth of influence and impact. Make sure you include evidence of outcomes for nominees at the national level to show what previous nominees had but seem ordinary in your discipline may need. Are you doing is new or is clear - your use generic language you submit it to check if Make sure you place a substitute for should focus on





Final

Thoughts



**Good
Luck**



**Have
Fun**



**Support
Each Other**