UTAS Awards Workshop Series

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• **A plan for today:**

- Welcome and congrats 😊
- What we’ll be doing and why
  - UTAS Awards Pathway
  - Cook’s tour of the website and guidelines
  - Hot tips for writing award applications

• Where you can go for extra help
  - **Awards Workshop Series** – twice per year (April and November).
  - **Peer Review Panel** – applicants can have up to 2 drafts blind reviewed with feedback provided.
  - Once two applications have been reviewed with the Peer Review Panel, a 3rd draft can be reviewed by TILT office.
  - **Phone** support (Emily Marshall, extension: 3740).
  - **Website** support (all guidelines, eligibility criteria and forms are online).
    - Awards.Grants@utas.edu.au
  - **Peer Professional Learning Program for Awards** (UTAS/OLT citation applicants onwards; commencing Feb – June each year – see our website for details; register early!).
The UTAS Awards Pathway

National Awards

- Teaching Merit Certificates (max. 3)
- VC’s Citation
- VC’s Program Award
- VC’s Teaching Excellence Award
- Commendation for Sustained Commitment to Teaching Excellence
Teaching Merit Certificates

- Maximum of 3 to be awarded per person (including team awards).
- If applying for 2nd TMC, include professional learning plan:
  - Up to one page, documenting activities and evidence to be carried out/collected before next TMC (or VC’s Citation).
- Complete the TMC application form
- 30th January, TMC applications due (electronically) to TILT
Vice Chancellor’s Citations

- Address 1 (max 2*) of the selection criteria
- Available to academic and professional staff
- Two sub-categories (up to 1 awarded in each sub-category)
  a) Early Career Academic Category
  b) Professional Staff Category
- Use VC Citation cover sheet and adhere to formatting guidelines (online).
- Up to ten awarded; $1000 each
Vice Chancellors Awards for Programs that Enhance Learning

- Available to academic and professional staff
- Use VC’s Program Award cover sheet and adhere to formatting guidelines (online).
- Program applications must select one of the following seven categories under which to apply:
  - Widening participation
  - Educational partnerships and collaborations with other organisations
  - The first-year experience
  - Flexible learning and teaching
  - Innovation in curricula, learning and teaching
  - Postgraduate education
  - Services supporting student learning
- Maximum of two VC’s Program Awards; $5,000 each
Awards: General Information

Vice Chancellor’s Award for Teaching Excellence

• Available to academic staff only
• Use VC’s Teaching Excellence cover sheet and adhere to formatting guidelines (online).
• 3 sub-categories
  ◦ a) Team Teaching Excellence Award
  ◦ b) Individual
  ◦ c) Individual (New Academic Staff)
• Up to 8 awarded; $10k team/$5k individuals (cat. b&c).
Vice Chancellor’s Commendation for Sustained Commitment to Teaching Excellence

- Available to academic staff only
- Use VC’s Commendation cover sheet and adhere to formatting guidelines (online).
- Maximum of 2 awarded each year; $2k each
The Awards and Grants website:


Note: we’re under review, but we’ll be with you shortly.
Hot Tips for Writing Award Applications

Move into groups:

- Teaching Merit Certificates
- Citations
- Programs
- Teaching Excellence/Commendations
But I didn’t know I had to apply?
The realities of writing an award application – think about: time, process of reflexivity, planning, writing style.
Framework for a quality award application

**Focus**

The focus of excellence informs the entire application

**Illustration**

The focus is supported by evidence related to claims addressing the selection criteria

The focus is developed and sustained by addressing the selection criteria

**Integration**
A little word on ‘excellence’ (or is that ‘accidence’)?
Writing an award application: Focus

Developing a focus or theme for your application helps you to tell ‘your story’.

Take a few minutes to reflect on any/all of these questions:

What it is about your teaching approach, strategy or other practice that has the greatest impact on students and their learning?

Recall something that you think is excellent about your teaching practice or that others (for example, a student or a colleague) have congratulated you on in your teaching.

If you asked any of the following people what they thought was excellent about your practice, what would they say?

- Undergraduates
- Graduates
- Teaching Colleagues
- Professional/Disciplinary Peers

Share your reflections with the person next to you.

As a listener, think about how your partner could frame their responses as a ‘focus of excellence’ (or commendable practice).
Writing an award application: Focus

Some questions to help you determine your focus

- What are you most proud of in your teaching?
- How do you teach? Why do you do it that way? What skills do you teach?
- How do you motivate students? How do you inspire them to learn? How do you know that they are learning?
- How do you assess your students? What do you assess?
- In what ways do you encourage them to become independent learners?
- In what ways do you respect students as individuals?
- How do you encourage students individually to develop to their full potential?
- Have you ever written/presented/shared about learning/teaching?
- Have you made any contributions to learning/teaching in your field/discipline/school/faculty/the University?
- What are some/one key challenge(s) you have faced as a tertiary teacher and how have you attempted to overcome it/them?
- What legacy has/will your style of teaching leave for your students?
- Do you have any educational 'heroes', if so, who are they and why? How do you use their approach or philosophy to inform your own teaching?
Writing an award application: Integration

Integrating your focus: Addressing selection criteria or providing a context

- Selection criteria need to be interrogated – what are they asking of you?
- Select the one(s) that best matches your chosen focus.
- Write to the criterion you choose, but don’t write for it – retain your own voice and tell your own story – keep your focus.
- Use key examples and ensure they directly relate to the criterion that you have selected.
- Keep focused – (about excellence or commendable practice) – not core business.

- A well integrated method for developing a context might be to:
  - State your claim for good/excellent/commendable practice
  - Give examples
  - Provide evidence
  - Reinforce through breadth and depth of evidence
### Writing an award application: Integration

#### Citations/Programs/Teaching Excellence/Commendations

**Discuss and make notes about how to unpack the criterion**
- What is it asking you to do?
- How might you interpret it in order to advantage an application?
- List some practice examples that would substantiate a claim for excellence against the criterion?

**Share in table groups**
Share information about the three points above on your tables.

For example, *Respect and support for the development of students as individuals* might be about an innovative practice for students with disabilities to achieve success in their professional experience placement.

#### Teaching Merit Certificates

**Framing your application: Note down**
- What your teaching philosophy might be (why and how you do what you do)?
- The focus of your application (i.e. what is commendable about your practice and why is it commendable?). Provide a practice example of commendable practice.
- How do you know your practice is commendable? Think about the evidence you have to substantiate your claims.

**Share in table groups**
Share the three points above on your tables.

For example, you are inspired to be an inclusive practitioner (teaching philosophy) and have implemented inclusive practice principles to address ‘first in family’ student cohort characteristics of your unit (teaching challenge). You have examples (evidence) of professional learning in this area/student feedback/feedback from relevant staff in the student centre and a publication in the area of ‘alternative assessment’.
Writing an award application: Illustration

Questions for reflection
- How can you convince others about the quality of your teaching?
- What do you see as being some of the challenges in convincing others about the quality of your teaching?

What is evidence?
- Is the evidence appropriate for the award category?
- Does the evidence substantiate the claims made?
- How should the evidence be presented (i.e. SETL data)?
- Successful applications use a combination of evidences - the breadth and depth of evidence is imperative.
The ‘evidence grid’

Smith (2008): 4Q Model for Evaluating Learning and Teaching

- Peers
- Self
- Student Experience
- Student Learning
The ‘evidence grid’: Peers

- Classroom performance (peer review)
- Course materials and content
- Assessment practices
- Scholarship of learning and teaching publications
- Management of teaching
- Learning and teaching strategies
- Leadership roles
- Industry and professional association membership
The ‘evidence grid’: Self

- Teaching journal/portfolios
- Teaching philosophy
- Self reflections, analysis and evaluation
- Reflective course memo
- Responsiveness to student feedback
- Publications
- Leadership roles
- Professional learning and skills development
The ‘evidence grid’: Student Reactions

- Student evaluations (course and teaching)
- Unsolicited/solicited student feedback
- Student interviews
- Informal class student feedback
- Course experience questionnaires
- Student logs and journals
- Online feedback
The ‘evidence grid’: Student Learning

- Students’ self reported knowledge/skills
- Rates of attrition/failure progression to honours/postgraduate
- Evaluation of generic attributes
- Student work (assessments, theses, projects)
- Employer/workplace /industry feedback
- Graduate feedback
- Assessment results (pass and failure rates)
Revisiting the framework for a quality application

Focus of excellence is your story.

Integrate the focus throughout the application by addressing the selection criteria/developing your context.

Illustrate your focus through evidence (breadth and depth).

Influencing the reader
A quick word about SoTL

• Need for a genuine engagement with the broader *Scholarship of Teaching and Learning* (SoTL) discipline/literature.
• Learning and Teaching is an art: it is a discipline
• Your teaching philosophy is important and will guide your engagement with learning and teaching – but it is evident when a philosophy is lifted from the literature for the purposes of an award application.

**Some key readings for you to consider:**


• Thanks – don’t be shy... call on us!
• Evaluation