WSU Excellence Award Application Checklist

Excellence Award Category	Check
Excellence in Teaching	☐
Excellence in Teaching – *Partnerships*	☐
Excellence in Teaching – *Education for Sustainability*	☐
Excellence in Teaching – *Early Career Academic*	☐

Eligibility	Check
Length of Service at Western is *at least 12 months* (external contractors are excluded)	☐
Evidence or data in the application covers *at least 3 years* (minimum 2 years for **Early Career Award** applications)	☐
No exclusions for previous awards apply (winners of awards in a particular category are not eligible for nomination in the following year in the same category.)	☐
Mandatory Documents	**Check**
Statement of Support signed by your Dean or Head of Unit	☐
Written statement addressing the award criteria (maximum 8 pages)	☐
Referee's reports (minimum 2 | maximum 6)	☐

This checklist should be used in conjunction with the following documents:

- WSU Teaching and Learning Awards Guidelines
- WSU Excellence Awards Policy
- WSU Excellence Awards Procedures

Appendix A: Sub-Categories and Criteria for Teaching Excellence Awards

To apply for any of the Teaching Excellence Awards (excluding Indigenous Awards), you are required to respond to *all four* of the sub-categories below.

	Sub-Categories	Short Title
1.	Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn	**Approaches to Teaching**
2.	Development of curricula, resources or services that reflect a command of the field	**Development of Curricula**
3.	Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change	**Effective Assessment**
4.	Innovation or leadership that has influenced and enhanced learning and teaching and/or student experience	**Innovation and Leadership**

Your application will be assessed against the following four criteria, all of which are given equal weight in the assessment process.

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

Western uses the AAUT's rubric for all of its internal Teaching Awards. You can view the matrix here: AAUT Assessment Matrix.

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The following pages provide examples and ideas for responding to each of the sub-categories as well as suggestions for how to consider each criterion for each sub-category. This information is adapted from the AAUT's resources, which can be found here: Australian Awards for University Teaching.

Appendix B: Sub-Categories, Examples, and Criteria

Sub-Category	Examples	Criteria
Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn	This may include: • Fostering student development by stimulating curiosity and independence in learning. • Participating in effective and empathetic guidance and advice for students. • Assisting students from equity and other demographic subgroups to participate and achieve success in their courses. • Encouraging student engagement through the enthusiasm shown for learning and teaching. • Inspiring and motivating students through effective communication, presentation and interpersonal skills. • Enabling others to enhance their approaches to learning and teaching. • Developing and/or integrating assessment strategies to enhance student learning. • Provision of support services or programs that improve the student experience and enable learning. • Evaluating the quality of programs and activities including consideration of past and current student feedback to support student learning.	**Criterion A:** How, and to what extent, have the <u>approaches</u> positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years? **Criterion B:** How, and to what extent, have the <u>approaches</u> gained recognition from colleagues, the institution, and/or the broader community? **Criterion C:** How, and to what extent, have the <u>approaches</u> shown creativity, imagination and/or innovation? **Criterion D:** How, and to what extent, have the <u>approaches</u> drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

Development of curricula, resources or services that reflect a command of the field	This may include: • Developing and presenting coherent and imaginative resources for student learning. • Implementing research-led approaches to learning and teaching. • Demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning. • Communicating clear objectives and expectations for student learning. • Providing support to those involved in the development of curricula and resources. • Contributing professional expertise to enhance curriculum or resources. • Evaluating the quality of curriculum, resources or services.	**Criterion A:** How, and to what extent, has the development of curricula/resources/services positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years? **Criterion B:** How, and to what extent, has the development of curricula/resources/services gained recognition from colleagues, the institution, and/or the broader community? **Criterion C:** How, and to what extent, has the development of curricula/resources/services shown creativity, imagination and/or innovation? **Criterion D:** How, and to what extent, has the development of curricula/resources/services drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?
Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change	This may include: • Showing advanced skills in assessment/alternative assessment practices. • Using a variety of assessment strategies to bring about change. • Adapting assessment methods to different contexts and diverse student needs and learning styles. • Contributing professional expertise to the field of assessment in order to improve program design and delivery.	**Criterion A:** How, and to what extent, have the assessment practices positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years? **Criterion B:** How, and to what extent, have the assessment practices gained recognition from colleagues, the institution, and/or the broader community? **Criterion C:** How, and to what extent, have the assessment practices shown creativity, imagination and/or innovation?

	Dissemination and embedding of good practice identified through assessment. Evaluating the quality of the assessment practices.	**Criterion D:** How, and to what extent, have the assessment practices drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?
Innovation or leadership that has influenced and enhanced learning and teaching and/or student experience	This may include: • Participating in and contributing to professional activities related to learning and teaching. • Innovations in service and support for students; coordination, management and leadership of courses and student learning. • Conducting and publishing research related to teaching. • Demonstrating leadership through activities that have broad influence on the profession. • Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort. • Influencing the overall academic, social and cultural experience of higher education. • Evaluating the feasibility of the innovation or the quality of leadership that enhances learning and teaching and/or influence student experience.	**Criterion A:** How, and to what extent, has the innovation/leadership positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years? **Criterion B:** How, and to what extent, has the innovation/leadership gained recognition from colleagues, the institution, and/or the broader community? **Criterion C:** How, and to what extent, has the innovation/leadership shown creativity, imagination and/or innovation? **Criterion D:** How, and to what extent, has the innovation/leadership drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

Source Link: Australian Awards for University Teaching