Teaching award support:

Best practice exemplars from the NSW/ACT Promoting Excellence Network

Teaching Award Domains

The following exemplars are drawn from existing practices and procedures of academic development units in NSW and ACT universities relating to the design, application process, conferral, and follow-up of institutional and national teaching awards. Each exemplar is categorised according to one of five stages in the teaching award process:

Nomination

This category refers to the methods used to advertise the availability of a teaching award, identify excellent teachers who might make suitable candidates for the award, and encourage those candidates to put together an application.

Support

Academic development staff offer resources, information sessions, writing workshops, personal consultations, and other forms of appropriate support for teaching award applicants.

Assessment

Institutions adopt different tools and policies in order to maximise the fairness, transparency, and efficiency of the selection process, and to provide unsuccessful applicants with feedback that will allow them to further develop their teaching practice and/or award application.

Recognition

Award winners are acknowledged and celebrated in a range of ways that aim to affirm their achievement, encourage the adoption of award-winning teaching practices more widely, and/or help to raise the status of learning and teaching within the institution.

Development

Institutions seek ways of developing award-winning applications and award winners such that they have an ongoing impact on learning and teaching within the institution and more widely.

Contents

University-wide Online Nominations

University of Wollongong
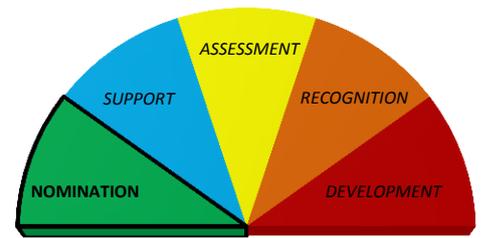
What is it?

The University of Wollongong (UOW) uses a University-wide online nomination process for their internal learning and teaching awards. Nominations have always been University-wide but online nominations commenced in 2009.

Students, alumni and colleagues are invited to complete an online nomination form at any time during the nomination period and nominate an individual or team for recognition. The nominator is asked to complete a few basic details (such as name, student/staff number) and provide a considered reason for nominating that person or team.

In order to be successfully nominated, an individual or team must receive two or more nominations.

Each successful nominee will be forwarded comments and advised if they were from students or colleagues. All other nomination details remain confidential.

Benefits

- An open, accessible and transparent process for all students, alumni and colleagues to be involved in the award nomination process
- Accessible to students and colleagues at all locations and campuses
- Open 24/7 during the nomination period
- Quick and easy online form that requires little time to complete
- Nominators details remain confidential
- Allows students, alumni and colleagues to provide comment on outstanding teachers or staff that have made a difference in their learning experience at UOW
- An online, paperless process

Will it work at my university?

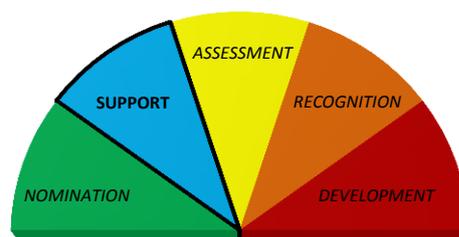A similar institution wide online nomination process could be adopted at any institution with the allocation of appropriate resources and support.

Links/supporting literature

http://focusonteaching.uow.edu.au/octal/index.html

Information Workshops

University of Wollongong

What is it?

The University of Wollongong (UOW) runs a series of repeated workshops throughout the year. These workshops are open to all staff who are interested in learning about the University's internal learning and teaching awards.

The following content is covered in the workshops:

- Award categories and criteria
- Alignment of internal awards to national awards
- Advice on what goes into the application, award guidelines and requirements of applicants
- Career benefits
- Preparation, sources of evidence, references etc.
- Opportunities to talk to colleagues from different disciplines
- Sharing of past successful applications
- Comments and suggestions from one of the assessment panel members
- Slideshow running in the background of past award recipients

Workshops are run regardless of how many people have registered, and content is tailored to registered attendees.

"very informative – definitely clarified key aspects of the application process"

"I am confident now about my application"

"Great resources provided such as past applications"

– *Workshop participants*

Benefits

- Opportunities for colleagues to meet, talk, and share practice across disciplines
- Attendees can view past successful applications
- Registration is centrally managed and attendance is listed on individuals official training record
- Potential applicants meet the Grants & Awards Officer face-to-face
- Provides an opportunity to ask questions about all aspects of the awards
- Applicants receive resources relevant to their award category
- A slide show of past successful applicants runs as attendees arrive – people recognise colleagues and friends. This enables an informal network that potential applicants can talk to about the awards process from those who have had first-hand experience.

Will it work at my university?

A similar workshop format could be adopted at any institution with the allocation of appropriate resources and support.

Links and supporting literature
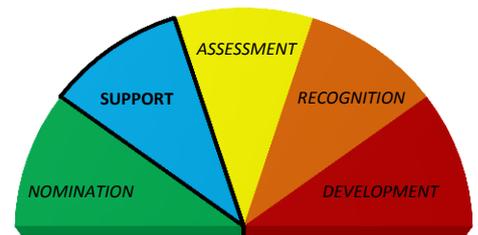
http://focusonteaching.uow.edu.au/octal/index.html

Layton, C., & Brown, C. (2011). Striking a balance: Supporting teaching excellence award applications. *International Journal for Academic Development*, *16*(2), 163–174. Available at http://ro.uow.edu.au/asdpapers/315/

Individual Support for Writing

University of Canberra

What is it?

Background: With the support of the Australian Learning and Teaching Council Promoting Excellence Initiative, institutional teaching awards were introduced at the University of Canberra in 2008 to support staff to enhance their teaching (and their students' learning) through engagement with institutional and Australian Learning and Teaching Council (ALTC) teaching award schemes. A step-wise program of support for applicants was also initiated. The program begins with information sessions and continues with on-going workshops, followed by intensive individual support and informal mentoring by past award winners.

Overview of the individual support process: Individual feedback commences with a face-to-face meeting with each applicant. This meeting begins with a discussion of the questions and concerns that are of immediate importance to the applicant. Together, the applicant and the writing guide then talk about the applicant's teaching area and learning strategies. The purposes of this discussion are to begin to identify and clarify with the applicant the areas of excellence in their teaching and their contribution to student learning and to provide the writing guide with discipline and subject matter background in the applicant's area of teaching. Generating enthusiasm for the writing process and motivation to complete and submit an application is an important part of the process underpinning all discussions. The purpose, frequency, and format of subsequent one-to-one meetings are agreed by the writing guide and the applicant before the first meeting concludes. (See McCormack, Pryor & Vanags, forthcoming 2014, for an autoethnographic account of the writing support process.)

> "critical questions/comments and pertinent feedback challenged my assumptions, pushed me to think beyond the boundaries and articulate my views"
>
> – *UC award applicant*

Benefits

Intensive writing support provides time, a space, and a place where applicants can think about their teaching. Two particular aspects of this process create a context in which practical suggestions can be received and acted on and difficult decisions about effective writing and about what is excellent teaching practice can be made:

- Feedback that is personal, direct, specific, timely, and maintains the applicant's interest in writing.
- Writing stewardship for confidence and motivation. A writing steward guides applicants in the art, craft, and technical aspects of writing teaching award applications in general, and specifically of writing about their teaching in their discipline. A writing steward does this in a professional, caring way that motivates and challenges the applicant to work through the moments of 'unhomeliness' that characterise application writing.

Applicants, students, and the institution benefit from this practice because applicants increase their capacity to improve their teaching by increasing their understandings about teaching and learning, and about themselves as teachers. As applicants' understandings grow, so too does their confidence as a teacher. They also become more confident in talking about, as well as writing about, teaching. Increased understanding of teaching and teaching excellence not only improves the application but also improves applicants' writing in other contexts. Applicants' openness and willingness to share their knowledge also increases, as does their willingness to learn from others.

Will it work at my university?

Yes, definitely. In large institutions where the number of applicants could stretch the workload of the writing guide or guides, their work can be complemented through applicant support in collaborative reflective practice-based communities of practice in which teaching is highly valued (McCormack & Kennelly, 2011) and/or award winning teachers as writing mentors.

Links and supporting literature

http://www.canberra.edu.au/tlc/teaching-awards-and-citations

McCormack, C., Prior, R., & Vanags, T. (forthcoming 2014). 'Things fall apart so they can fall together': Uncovering the hidden side of writing a teaching award application. *Higher Education Research and Development.*

The following week changed everything…It had re-ignited my passion and reconnected me to what I love – teaching. It is not possible to spend 50 minutes talking about your teaching and not rekindle the fire...I did not want to be a good teacher. This was a resolve. I would not settle for being simply a good teacher, a notion that left me empty and uninspired. I wanted more…step-by-step I pieced together a deeper understanding of who I was as a teacher and how I influence, motivate and inspire students.

Without the opportunity to freely explore my teaching with Coralie, I would have remained stuck in the presentation of my teaching that was my university award. This is akin to the concept of mental set…Coralie's questions encouraged me to consider my teaching from a student's perspective, and from the perspective of other teachers. How would an external observer see my lectures? How did my lectures compare to someone else's? These were thoughts I had explored on only a surface level during…While [winning the award] was exciting and rewarding, what was different was that I no longer saw it as a pinnacle of my teaching success. It is as the start of a journey into learning more about myself as a teacher and how I can improve…Determining what you are doing well leads to an understanding of what could be better… (McCormack, Prior & Vanags, accepted for publication 2014)

McCormack, C., & Kennelly, R. (2011). 'We *must* get together and *really* talk…'. Connection, engagement and safety sustain learning and teaching conversation communities. *Reflective Practice: International and Multidisciplinary Perspectives*, 12(4), pp. 515–531.

Developing Writing Capacities

University of Western Sydney
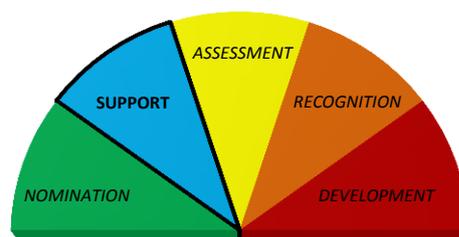
What is it?

Background: At the University of Western Sydney (UWS), a key objective of the *Learning and Teaching Plan 2012-2014* is to "build staff capacity to engage in quality teaching". Expanded success in national teaching awards is a key performance indicator, and to this end, a developmental focus on internal awards is maintained. Until 2012, internal awards were College-based and autonomous; in 2013 internal awards have been amalgamated with the Vice Chancellor's Excellence Awards as a suite of UWS-wide Learning and Teaching awards, comprising Citations for Outstanding Contributions to Student Learning and Excellence in Teaching categories. Participating in awards is viewed as an important professional development activity for individuals as well as a significant contribution to the University's profile, standing and quality assurance endeavours.

Developing writing capacities: The amalgamation of the internal awards has afforded a centralised location for the development of writing support practices which include workshops, individual consultations and a set of targeted resources. This best practice exemplar focuses on strategies to develop nominees' textual confidence and capacities, in particular writing resources that are made available on the University website. Focusing on structural aspects of an award application has been described in the literature as an instrumental approach (Layton & Brown, 2011). However, combined with dialogic and iterative interaction between applicant and writing mentor/s, a focus on effective text development provides nominees with transferable skills and means to articulate aspects of practice that are often tacit and difficult to capture in writing. A focus on written structure and style is important as the award genre is new to many nominees and different from the genres in which they usually write within their fields of work.

Acknowledging that the award writing process can be overwhelming to nominees in terms of the amount of written instructions and feedback to be processed, the resources outlined here are purposely streamlined into three key documents, supplemented with annotated exemplars of successful nominations. A key feature of the resources are that they cater to both academic and professional staff, recognising that contributions to the student learning experience occur beyond, as well as within, the classroom and traditional teaching models. The resources consist of:

1. **Evidence to support a Citation or Teaching Excellence Award nomination**

This resource provides examples of types of evidence that can be used for an award application, ordered under the five OLT Teaching Excellence criteria.

2. *Types of activities for a Citation or Teaching Excellence award nomination*

This resource contains suggestions for the types of activities that may be relevant to the five criteria of the OLT Citations and Teaching Excellence awards.

3. **Writing a Citation or Teaching Excellence Award nomination**

This resource covers the particular genre, tone and written structure of a Citation or Teaching Excellence award. It contains templates for Citations and Teaching Awards that step through each component with writing strategies and tips.

4. **Annotated exemplars**

This resource contains two winning submissions: Professor Roy Tasker, 2011 OLT Teaching Excellence and PM University Teacher of the Year winner, and Janelle Davis, VET Relationships Manager UWS, 2011 OLT Citation for Outstanding Contributions to Student Learning winner (professional staff nomination). These exemplars have been annotated to guide the reader through the narrative strategies the authors have used to tell a coherent, evidenced story about their practice and achievements.

Benefits

- Nominees develop writing skills that are transferable to other learning and teaching scholarship activities, opportunities, and contexts, e.g. in course materials
- Nominees develop a meta-language about writing that they can use to mentor aspirant award writers
- The web based resources can be used by nominees in their own time, at their own pace
- The annotated exemplars demystify the award genre and provide a platform for successful nominees to disseminate their practice and support peers and colleagues

Will it work at my university?

Yes. Learning and teaching developers can use academic literacies knowledge to annotate exemplars and develop resources that use meta-language about writing to support ongoing skill acquisition. Professional staff can also inform developers of their unique contexts and constraints so that resources can be developed for their circumstances.

Links and supporting literature

UWS resources can be found at: www.uws.edu.au/awardsresources

Layton, C., & Brown, C. (2011). Striking a balance: Supporting teaching excellence award applications. *International Journal for Academic Development*, *16*(2), 163–174. Available at http://ro.uow.edu.au/asdpapers/315/

Map and Compass for Evidence

University of Notre Dame (Sydney Campus)
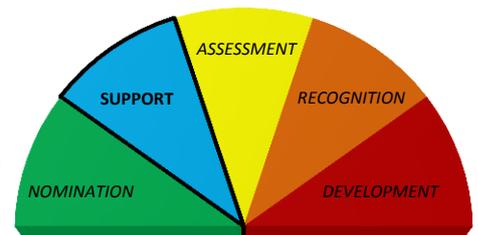
What is it?

A one page diagram to use one-to-one with academic staff, or in a workshop. The map and compass could be 'unpacked' and uploaded as a stand-alone PowerPoint on a dedicated information site.

The map was generated in response to a common problem: Academics struggle with understanding [1] what counts as evidence in building their case for excellence, and [2] what evidence has the greatest weight. As a consequence they might be distracted by the affirming nature of anecdotal evidence, fail to grasp the significance of quantitative evidence collected over several cycles of a unit of study, and miss the significance of dissemination.

The resource utilises the metaphor of a 'map and compass' to the help 'traverse the landscape' of evidence. The map draws on several models of evaluation: [1] CIPP [Context, Input, Process Product]; [2] 'Product' spilt into Impact and Outcome; [3] 360^0 of Feedback; [4] Kirkpatrick's four levels of evaluation, plus [5] Phillips' fifth level. Using evaluation models as the organising framework is consistent with the fact that applications for excellence with be evaluated by panels of assessors.

The map was developed initially as a tool to use one-to-one with academic staff who have been identified by Heads of School as potential candidates for a University award for excellence.

More recently the map was trialled successfully in the context of a one-hour Academic Development workshop. An overview of the map was presented in PowerPoint with a hard copy distributed to each participant. Each section of the map was then unpacked, in team-teaching mode, with an academic member of staff providing a real experience as a worked example.

Benefits

- The map gives an objective tool as the basis from which to start a conversation about evidence.
- The map helps academics locate where they are on the evidence continuum, and helps them make a judgement about the likely strength of their case.
- Several academics have found the map useful for identifying where their case might benefit from more substantial evidence – and what strategies they might use to achieve this.
- The 'team teaching' workshop approach contextualises the map with an authentic teaching innovation from a credible peer. The group opportunity generates discussion that helps give perspective on what counts as best practice versus what is innovative; the size and significance of an innovation; the importance of demonstrating improvement in learning; and strategies to achieve dissemination as evidence.

Will it work at my university?

As an indicator of relevance, the map was very positively received by colleagues in the PEI Network who come from diverse universities in terms of size, disciplines, and campus spread. One item in the map refers to 'Authenticity', specifically the 'fostering' of Catholicity. This clearly reflects the ethos of this University, but can equally be substituted by terms such as 'fostering' the 'mission' of the University for a secular institution.

Links and supporting literature

SOURCES for the Map

1. CIPP (Context Input Process Product) concept from:
Stufflebeam, D. [2000]. Ch 16 The CIPP model for evaluation. In D. Stufflebeam, G. Madaus, & T. Kellaghan, [Eds.] *Evaluation models* [2nd ed]. Boston: Kluwer.

2. Product divided into Impact and Outcome concept from:
Green L. Kreuter, M. [1999]. *Health Promotion Planning: An Educational and Ecological Approach*. California: Mayfield.

3. 360-degree multi source appraisal
Concept borrowed from 'Multi-source feedback' in medical education.

4. Evaluating Training Programs: the Four Levels concept from:
Kirkpatrick, D. [1998]. *Evaluating Training Programs: The Four Levels*. [2nd Ed]). San Francisco: Berrett-Koehler.

5. 'Phillips' fifth level' concept from:
Phillips, J. [2003]. *Return on Investment in Training and Performance Improvement Programs.* Boston: Butterworth-Heinemann.

SPARK^{PLUS}

University of Technology, Sydney
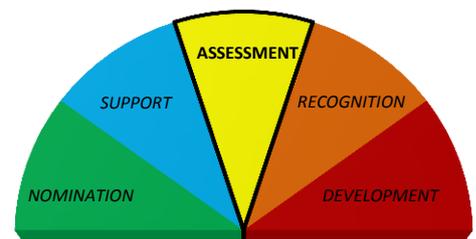
What is it?

SPARK^{PLUS} is a web-based tool used for assessing and providing feedback on applications or student work. The original SPARK (Self & Peer Assessment Resource Kit) was developed by a multidisciplinary team at UTS in the late 1990s as a way of making group work fairer; the new version, SPARK^{PLUS}, came out of a joint research project between UTS and the University of Sydney and redeveloped the original tool with a focus on producing formative learning-oriented feedback to complete the learning cycle and encourage the ongoing development of skills. It was initially trialled at seven Australian universities and a number of overseas institutions, and is now in use at 37 universities.

SPARK^{PLUS} automates data collection, collation, calculation and distribution of feedback and results. At UTS, assessors of teaching award applications log in on the SPARK^{PLUS} website, select an applicant name, and rate that individual's application against each award criterion using a sliding scale with five ratings: insufficient evidence (IE), good (G), very good (VG), almost outstanding (AO), and outstanding (O). Assessors are then required to submit comments of between 10 and 300 words in order to explain the ratings they awarded the application. These comments can then be used both when the panel meets to discuss the applications and in feedback to applicants. Result summaries can also be viewed for each assessor (to allow them to compare applicants and ensure that their ratings accurately represent the overall relative quality of each application) and for each applicant (to identify outliers prior to the panel's formal meeting to select award winners).

Benefits

- Convenience: SPARK^{PLUS} is easy to use, can be accessed online from anywhere, can be customised to the needs of individual institutions or tasks, and permits an easy visual comparison of assessment results
- Fairness: assessors rate applications against the stated award criteria, and must account for their ratings, enabling a more accurate, quantitative comparison of applications and offering better transparency to applicants of the award process
- Equality: each assessor's ratings are of equal value and are submitted in advance, affording a voice to those assessors (eg, student panel members) who might otherwise find it difficult to make their opinions known
- Feedback: the comments section of SPARK^{PLUS} can be used as the basis for formative feedback to applicants on unsuccessful applications, or on successful applications to be developed further

Will it work at my university?

SPARK^{PLUS} is suitable for use in any university, and can be customised to specific institutional needs. As a web hosted service, SPARK^{PLUS} is provided on a secure server with individual institution domain name. Licensing fees and contact details are available on the website below.

Links and supporting literature

http://spark.uts.edu.au/

Freeman, M. & McKenzie, J. (2002). SPARK, a confidential web-based template for self and peer assessment of student teamwork: benefits of evaluating across different subjects. British Journal of Educational Technology, 33 (5) 551-569.

Willey, K. and Freeman M. (2006a), Completing the learning cycle: The role of formative feedback when using self and peer assessment to improve teamwork and engagement. Proceedings of the 17th Annual Conference of the Australasian Association for Engineering Education, 10 -13th December 2006, Auckland, New Zealand.

 Willey K, and Freeman M. (2006b), Improving teamwork and engagement: the case for self and peer assessment. Australasian Journal of Engineering Education. Online publication 2006-02

Conflicts of Interest

University of Sydney
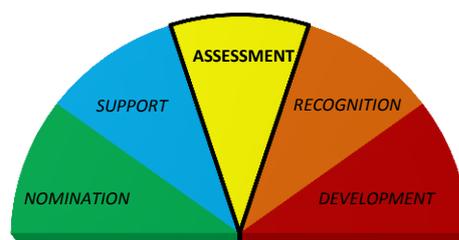
What is it?

This Conflicts of Interest memo (see below) to members of selection panels was developed in response to the potential challenge to fairness and transparency that arises when, as is common in a university, those likely to be asked to serve on panels for awards already have roles as mentors to their colleagues, and are therefore also likely to be asked to help applicants with their award applications or to act as referees.

Having guidelines to give to panel members when they are invited to sit on assessment panels helps them to consider whether they are being asked to play roles which may conflict and thus to decide whether to accept one or all of these roles, and equips them to manage any existing or possible conflicts.

MEMO FOR SENDING TO PANELISTS TO GUIDE THEM IN CASE OF CONFLICTS OF INTEREST.

As panel members may be faced with possible conflicts of interest in relation to supporting applicants, appropriate courses of action in such situations are outlined below.

Conflicts of interest can occur because you are a referee for an applicant, or assisted them with their award application, or because you have worked closely with them as a colleague, or mentored them. While panel members may be able to be objective even though they have a close association with an applicant, members must also be able to avoid the appearance of being seen to be partial.

1   At the meeting of the panels for each of the awards the chair will ask for all conflicts of interest to be declared, in order to maintain the credibility of the award process and to ensure that applications are subjected to fair and reasonable appraisal.

2   If you are a referee you will need to declare this as a conflict of interest; by acting as a referee you are supporting an application and so cannot take part in the discussion of this application. If you are asked to be a referee, you may choose to explain to the applicant that you cannot do so as it will compromise your objectivity. Alternatively, if you have chosen to act as a referee, you will need to declare a conflict of interest which inhibits you from speaking about that candidate, unless specifically asked by the chair to answer questions about the application.

3   If you have assisted an applicant with preparing an application, have worked closely with them as a colleague or mentored them, similarly you will need to declare a conflict of interest as your ability to be objective or to be seen to be objective may have been compromised by your involvement.

4   As a result of the declaration of conflicts of interest, the chair will exercise discretion in asking for comments on the applications in question from those who have declared the conflicts.

Learning and Teaching Showcase

University of Technology, Sydney
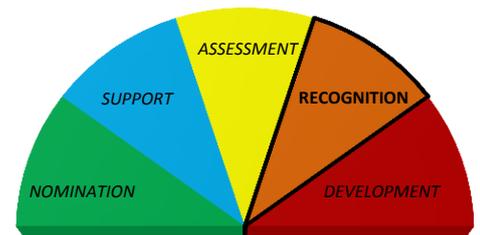
What is it?

UTS holds an annual awards ceremony in order to celebrate the winners of internal teaching awards and Citations. Funded by the Teaching and Learning Division, the Showcase is a high-profile event, attended by university senior management and faculty deans, at which award winners are presented with a trophy and asked to speak for a few minutes on the innovative teaching practice for which they received the award. A competition to design the trophy for award winners is held each year among UTS design students. The ceremony is followed by a cocktail party with a jazz band. A professional photographer is engaged for the event and both the faculties and the Marketing and Communication Unit use the photos in publicising the awards evening.

Benefits

- Recognition: award winners are publicly acknowledged by the university community, and many comment on how much they value the opportunity to present their learning and teaching efforts and successes in front of the higher levels of university management
- Status: the Showcase aims to raise the profile of learning and teaching within a research-intensive university – all faculty deans attend and are asked to introduce any award winners from their own faculty, talk about their achievement, and present their award; the success of the faculty as a whole in learning and teaching is therefore highlighted
- Research/teaching: the UTS Teaching and Learning Showcase was designed expressly as a counterpart to an annual dinner held to recognise and reward success in research, and to demonstrate that learning and teaching is valued by the Vice-Chancellor and the university community as a whole alongside research achievements
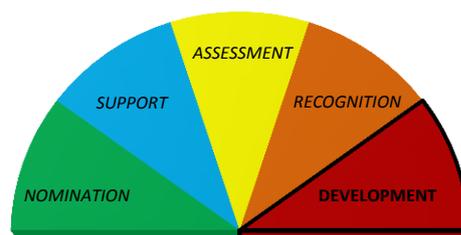
Will it work at my university?

The Showcase is designed to enhance the status of learning and teaching in a research-intensive university. The only barrier to implementation in a similar institutional context is the expense of the initiative.

Links

http://www.newsroom.uts.edu.au/news/2013/04/innovative-approaches-to-high-quality-teaching-awarded

Use of prize money

Charles Sturt University

What is it?

A portion of award prize money is designated to developing a national award application.

History

Historically there has been a lack of resourcing, usually in terms of funding and time, to develop an application for an OLT award out of a successful institutional award application. This practice aims to maximise the chances of a promising application for an internal award going on to succeed at the national level.

Current Practice

CSU internal awards are aligned with OLT criteria and formats. The expectation is that winners will respond to assessment panel feedback and thus continue developing their applications for OLT submission.

CSU internal Teaching and Learning awards generally consist of three $1000 awards per Faculty. By specifying that $500 of the Award money must go towards preparation activities for OLT submission (e.g. paying a casual marker), the award winners are assured of some level of financial support in the further development of their application.

Benefits

- Internal award winners are assured of at least some financial support to assist in the further development of their application to OLT.

- The allocation of a percentage of funds to a Teaching & Learning activity is extremely important at the present time, when funding is habitually associated with research, as a means of elevating the status of Teaching & Learning within the University and an indicator of its value as determined by the same kinds of factors that govern research quality.

Will it work at my university?

This policy is adaptable to any institution. The ratio at CSU of a 50% allocation of awarded funding going to the development of an OLT application could be altered according to another institution's support needs and priorities.

Journal Publication

Macquarie University
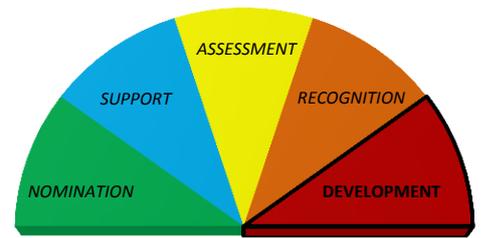
What is it?

Staff who submit applications for a Vice Chancellor's (VC'S) Teaching Award are encouraged to present their award during Learning and Teaching Week. Additionally, they are offered the opportunity to submit their paper for publication in the Asian Social Science Journal Special Edition for Learning and Teaching Week.

History

The main reason for this activity is to raise the profile of learning and teaching. Macquarie is working to nurture a culture in Learning and Teaching and reward and recognition are considered to contribute to this culture. It also serves to encourage the quality enhancement of learning and teaching and supports scholarship by making teaching a public activity with excellence identified by peers and students. Award winners are considered to be role models and leaders and contribute to the further development of learning and teaching excellence and improving the student experience of learning through sharing their knowledge and skills, as well as mentoring colleagues through the award application experience.

Current Practice

Prior to Learning and Teaching Week (which occurs in September every year) a call-out is circulated to the MQ community asking for expressions of interest to present their teaching award. At the same time, details of the special journal edition are promoted. Papers are submitted to the L&T Week Committee and all papers submitted are peer reviewed.

Benefits

- The awards are celebrated within the academic community.
- Practices that have supported student learning are shared.
- The award application benefits other aspects of academic work eg research publications.

Will it work at my university?

This activity can be organised within any university. An area for attention is the peer review process and quality of the journal in which publication occurs. The learning and teaching papers contribute to ERA rankings and those in the Education Faculty are keen to maintain the quality of their ranking.

Award Winners Database

University of New South Wales
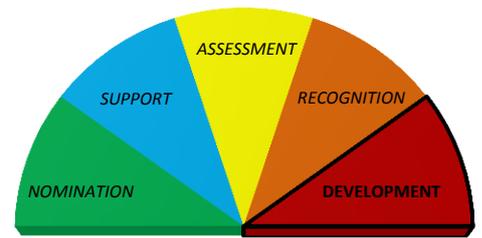
What is it?

The Learning and Teaching Unit at the University of New South Wales has recently developed a comprehensive database of faculty, institutional, and national teaching award winners from the last five years using Salesforce's Customer Relationship Management (CRM) product. The Salesforce platform allows the Unit to track the involvement of individuals across the university and beyond with all learning and teaching events and programs. The award winners database allows academic development staff to encourage teachers recognised for their excellence at faculty, institutional, and/or national level to make the most of the opportunities afforded by the award; to be careful not to over-burden award recipients who are heavily involved with learning and teaching initiatives already; and to maximise the impact of award schemes at all levels of the university on the status and culture of learning and teaching

Benefits

- The database equips academic development staff to address the frequently disproportionate emphasis placed on the support phase of the teaching award process by gathering information on award recipients and their participation in learning and teaching activities following on from their success in the application process
- The information contained in the database can be used to leverage award winners' teaching expertise in order to disseminate excellent teaching practices and produce change in the institutional culture of learning and teaching
- ADU staff can keep track of award winners at the faculty and institutional levels, and encourage and support them to apply for the next step up in the awards 'staircase' of faculty, institutional, and national teaching awards, maximising the university's success in securing national awards

> "Get to know, and find ways to develop, these high-value employees. ... Encourage award winners to be creative and imaginative about what they'd like to achieve – and then see how you can support them towards their goals as well as those of your institution."
>
> *Mark Israel, 'Advice for Institutions', in* The key to the door? *(2011)*

Will it work at my university?

Yes! Although the platform used to develop the database will differ from institution to institution, the principle of deliberate attention to the post-award development phase of the teaching award process by maintaining accurate information concerning successful award applications and contact with award recipients is adaptable, and indeed essential for any institution wishing to make better use of their award-winning teaching staff.

Links and supporting literature

Israel, Mark (2011). *The key to the door? Teaching awards in Australian higher education*, Australian Learning and Teaching Council. Australian Learning and Teaching Council.

Salesforce: www.salesforce.com