

For University Educators:

How to create a winning AAUT citation application

Professor Shelley Kinash's 2021 Checklist



- Your statement has WOW-factor.
- Your statement has a clear story (the challenge/s my students were experiencing; the outstanding approaches to student learning I put into place to respond to those challenges; evidence that the response worked - impact).
- Your 25-word statement specifies the context, the discipline, the contributions to learning and the impact; the full statement is consistent and provides the details.
- The category you have chosen is the best fit for your application.
- The statement complies with all elements as specified in the application instructions and the statement has been carefully edited for clarity and the absence of spelling and grammatical errors.
- Your statement creates a compelling, descriptive, in-depth view of what your students are doing to learn (i.e. what the student learning approaches look like).
- There is clear evidence that the approaches to student learning you have put into place are outstanding (i.e. not what can be expected of every educator at every institution who teaches within your discipline).
- Your application is contextualised by your discipline and (if applicable) by industries and your university type.
- Your application is evidence-based (evidence of the challenge; evidence that your approaches worked).
- There is evidence beyond Student Evaluation of Courses and Teaching (SECT) and when SECT is used, the question stems specifically align to the claims you are making, and you have included the Likert scale maximum, response sizes and ratios, as well as measures of central tendency (presented in plain, generic language, assuming that evaluators do not know your institution's SECT approaches).
- If inserting direct quotes from students, graduates, employers or university staff, the content is directly relevant to the specific approaches addressed in the statement (e.g. about specific learning activities and not overall comments about being the 'best' teacher) and that quotes are embedded in the text and not presented as sequential comment banks.
- Evidence is clearly presented, showing changes/improvements over time (e.g. as applicable to grade distributions, retention, engagement and other such learning factors).
- The evidence has been collected (and presented) over at least a three-year period (unless applying as early career).
- Evidence is interspersed with descriptions of approaches (i.e. approach a, evidence that it worked, approach b, evidence that it worked).
- You have made it clear that you teach students (not disciplines/content).
- Your statement is more about your students and their learning, and less about you and your teaching (Litmus test – Avoid too many sentences starting with "I" – replace with "my students."
- You have included a small number of well-chosen references to publications of education scholars whose theories and applied practices inform your approaches.
- You have clearly articulated your philosophy of learning and teaching, and this philosophy is cohesive with your approaches.
- There is evidence that you have been recognised by your institution (e.g. through university-wide teaching and learning excellence awards).
- You have provided evidence that you have shared your approaches with other educators, perhaps at other institutions, and that they have adopted the approaches and had impact on their students.

How to support winning AAUT citation applications

Professor Shelley Kinash's 2021 Checklist



- You have designed and implemented a tiered system of recognition which acknowledges and rewards contributions at local, School, Faculty, University, and leading to National levels (i.e. a pipeline).
- You have tapped excellent teachers on-the-shoulder, encouraging them to apply for awards.
- Knowledge of discipline-based learning and teaching approaches and innovations is kept current, to advise possible AAUT applicants about whether their claims would be considered outstanding.
- Learning and teaching innovations and outstanding approaches are inspired, fostered and supported, years in advance of writing AAUT award statements.
- You have organised a panel of experts (e.g. comprised of Deans, Heads of Schools and prior AAUT awardees) to adjudicate and provide formative feedback on multiple versions of statements.
- You have provided personalised coaching to applicants, giving specific feedback and suggestions on multiple drafts of applications.
- Reactions to the grounding story (student challenge, response, impact) has been provided from beyond-the-discipline to ensure the story makes sense and is compelling.
- Successful AAUT award applications are provided to applicants (with permission of their authors) as exemplars.
- You have leveraged collection of robust, compelling evidence and facilitated data analysis and presentation to support the application.
- Awardees are acknowledged, transparently appreciated and celebrated at the institution (e.g. showcase videos on the homepage of the website; senior executive attendance at awards events).