



Curtin Academy Fellowship 2020 Round Guidelines for Nomination

The Curtin Academy is an active, honorary network of exceptional leaders committed to and passionate about the collaboration and dissemination of teaching excellence at Curtin. The Curtin Academy is designed to engage with our most outstanding teachers and provide opportunities for colleagues to learn from their exceptional pedagogical expertise.

Fellowship

To be awarded a Curtin Academy Fellowship is to be recognised as one of Curtin's exceptional learning and teaching leaders. The Fellowship provides a 'place to belong', working with like-minded colleagues in building a culture of teaching excellence. It is being part of a network of exceptional teachers which both share teaching expertise and pedagogical excellence with colleagues and provide opportunities to further enhance your leadership in learning and teaching. There are five Fellowships available in 2018.

Eligibility

To be eligible to apply for a Curtin Academy Fellowship nominees will:

- Have been employed by Curtin for at least two years;
- Have the ability to work cooperatively with staff at all levels; and
- Be willing to actively engage with the governance and activities of the Curtin Academy.

Nomination Process

Academic staff who wish to apply for a Curtin Academy Fellowship must provide a:

1. Signed nomination form, including Head of School support;
2. Covering letter (maximum 3 pages) addressing:
 - Criterion 1 (essential);
 - TWO other criteria of your choice, indicating your preferred weighting (%) for each criterion;
 - An overview of your proposed contribution to the Curtin Academy;
 - Publications/scholarship of learning and teaching; and
3. Curriculum vitae (CV)/Resume (maximum 3 pages).

NB: Applicants should discuss their commitment with their Head of School (or equivalent) as it is anticipated that participation in the Academy will amount to one to two hours per month.

Selection Process

1. Nominations will be assessed by an independent selection panel, chaired by the Deputy Vice- Chancellor, Academic, according to the selection criteria outlined on the nomination form.
2. Shortlisted nominees may be invited to participate in a 30 minute interview if required.

3. Fellows will be selected on merit and participation in the Curtin Academy will be voluntary.
4. In exceptional circumstances, the independent selection panel has the authority to invite an applicant as an Aspiring Fellow.
5. Nominees will be notified in writing of the outcome of their application.

Selection Criteria

All nominees must address the essential Criterion 1 PLUS TWO other criteria (Criterion 2 to 8) of their choice, indicating the weighting (%) for each chosen criterion. The Selection Criteria are provided below with some guidance and examples to assist with your nomination. *Some examples are provided but are not limited to those mentioned.*

1. Proven track record of leadership in learning and teaching (ESSENTIAL criterion);

A proven track record must be in the *leadership* of tertiary learning and teaching. There should be evidence that the nominee has a minimum of two years in the leadership of an aspect of teaching and learning at Curtin University. Evidence provided should demonstrate this leadership beyond the Department and School level ie Faculty-wide or broader. The nominee does not necessarily need to be in a learning and teaching position but should be able to demonstrate how, where and to whom the leadership was provided. Evidence may be strengthened by prior leadership in learning and teaching in other higher education institutions.

Evidence could include; being an investigator on a national grant; receipt of a learning and teaching award; been a project leader of substantial grant; in learning and teaching leadership role in a School or Faculty exploring and embedding learning and teaching practices; an advisory role with an external learning and teaching body.

2. Proven track record of using innovative approaches to enhance student learning;

Innovative approaches are those which support the University's learning and student experience strategic priorities.

Submissions need to clearly identify what the innovative approach was and provide evidence of the impact of that approach on student learning i.e. how it enhanced student learning. It is about the creation, sharing and dissemination of an innovative approach at the Faculty, University and national level - what influence you had beyond teaching your own students. Submissions should demonstrate the approach sustained over time and be supported by evidence.

Evidence could include; projects leading to a teaching award; practices enhanced from peer review of teaching implemented and shared across the University; student satisfaction with the innovative practice; grants that have enabled the development of an innovative teaching practice.

STRATEGIC OBJECTIVES

Deliver a seamless, responsive and innovative digital environment.

Offer a distinctive student experience that focuses on leadership, industry linkages and global citizenship.

Strengthen our postgraduate profile, responding to the changing nature of work and careers.

Lead in curriculum design and new learning and teaching approaches.

Be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds.

3. Significant contribution to professional development of colleagues;

A significant and sustained contribution to professional development would require evidence of professional learning initiatives developed and shared beyond the School/area and Faculty. Ideally the program/initiative would be shared University-wide and beyond (nationally or internationally).

Evidence could include; mentorship, scholarly work; substantial grants where dissemination of the initiative is shared across universities; websites developed sharing professional development resources; publications sharing the contribution; keynote or invited speaker; learning and teaching workshops. Some examples are; [*Building leadership with the sessional staff standards* \(BLASST\)](#); and OLT [*Academic Leadership Projects*](#) and the Learning Without Borders project (TNE) <http://tne.curtin.edu.au/>

4. Development of unique nationally or internationally recognised program or learning and teaching models;

A unique program or model would be an initiative or practice that has been identified as a need, solutions researched, a model developed and the new practice or initiative implemented. This could be an initiative developed for either staff or students. Evidence that this has gained national and international recognition along with evidence of the impact of program would be required.

Evidence could include; an AAUT teaching award; ATN grant; an OLT or International Fellowship; a national or international learning and teaching project; an external review; adoption by an international university; benchmarking evidence.

5. Demonstrated understanding of the higher education sector and insights into how policy might evolve in this area;

Involvement with or participation on an a higher education body, committee or group where this provides a contribution to learning and teaching matters at a state, national or international level.

Evidence could include; involvement on the HERDSA Executive; representation on UNESCO; a national working party for example the OLT projects [*Transforming Practice Program*](#), [*Promoting Excellence Initiatives*](#).

6. Demonstrated sustained engagement in pedagogy beyond the University;

This criterion focuses on engagement in pedagogy beyond the University. Sustained engagement would be approximately two years or more of engagement in exploring and enhancing pedagogy. Evidence for this Criterion would need to clearly demonstrate the link to pedagogy.

Evidence could include; involvement and the provision of curriculum advice for a WACE subject; a role on an industry standards or accreditation body providing advice on learning and teaching; an assessor for another higher education institution; a mentor or assessor for a higher education body (HERDSA, HEA, IELTS etc.).

7. Demonstrated relevant engagement with external stakeholders; or

Relevant engagement would demonstrate engagement in learning and teaching with external stakeholders. External stakeholders are those beyond the University such as industry and accrediting bodies, national boards relating to the quality of higher education learning and teaching. Demonstrated engagement should include what the initiative is, what the nominees engagement is, and evidence of enhancing learning and teaching.

Evidence could include; engagement with AACSB accreditation body; TEQSA working groups or committees; employer groups; work integrated learning initiatives with industry and/or industry bodies, AusAID.

8. Proven track record of evidence-based research and/or scholarship in higher education, including achievement of high quality grants and publications relating to learning and teaching.

Submissions should be about the scholarship of learning and teaching and/or learning and teaching research in higher education. A proven track record should indicate sustained scholarship or research over time and could be scholarship or research progressing from one stage to the next, enhancing learning, teaching, or the student experience.

Evidence could include; published findings from projects appropriate to the nominee's level and role, for example ATN and Curtin grants. Publications in higher education journals; book or book chapters; conference papers.

Additional Information

Any queries should be directed to: curtinacademy@curtin.edu.au or contact Olivia Newton on 9266 2915

Visit the Curtin Academy website for the [Curtin Academy Executive](#) and the current [Curtin Academy Fellows](#).