

ACU Citations for Outstanding Contributions to Student Learning

Guidelines

ACU Citations for Outstanding Contributions to Student Learning are designed to recognise and reward staff who have made an outstanding contribution to student learning at the University. Both individual and team contributions may be recognised.

The closing date for applications for ACU Citations is **Thursday 3 September 2020**.

Applications are to be emailed to: awards&grants.LTC@acu.edu.au

Five different kinds of citation awards

Citations are available for five different awards in 2020: a general award for contributions to student learning, and awards for teaching focussed on the Catholic intellectual tradition and teaching focussed on Indigenous students and knowledges. There are also dedicated awards for early career teachers and sessional staff.

A total of \$40,000 is allocated for ACU Citations for Outstanding Contributions to Student Learning each year. The award amount allocated to each kind of citation is \$5,000. The award amount is per individual or team.

AWARD TITLE	ELIGIBILITY
ACU Citations for Outstanding Contributions to Student Learning: General	Individuals and teams from academic and professional staff who have made a significant and sustained contribution to student learning over at least three years .
ACU Citations for Outstanding Contributions to Student Learning: Early Career	Individuals with no more than five years' experience teaching in a higher education institution including tutoring and part-time teaching, and who have made a significant and sustained contribution to student learning over at least two years .
ACU Citations for Outstanding Contributions to Student Learning: Sessional staff	Individuals and teams from academic and professional staff who are employed as sessional or contract staff and who have made a significant and sustained contribution to student learning over at least two years .
ACU Citations for Outstanding Contributions to Student Learning: Integrating Catholic Intellectual Tradition in Teaching Practice	Individual and teams who have made a significant and sustained contribution to student learning through themes or activities which reflect the Catholic Intellectual Tradition. (See notes under 'Award criteria' below for this citation.)

AWARD TITLE	ELIGIBILITY
ACU Citations for Outstanding Contributions to Student Learning: Building Cultural Capacity	Individual and teams who have made a significant and sustained contribution to student learning through themes or activities which build cultural capacity. (See notes under 'Award criteria' below for this citation.)

Are you eligible to apply?

Any staff member who has made a significant and sustained contribution to excellent learning and teaching may apply. Eligible ACU staff include: ongoing full-time and fractional staff; academic and professional staff; and sessional and contract staff who have made a significant and sustained contribution to student learning.

If you are a winner of a previous teaching excellence citation or award, please note the conditions about re-use of evidence in the conditions below.

Conditions

If you have been the winner of any of the following citations and awards (either individually or as part of a team), you may not re-use evidence presented as part of your winning application for a subsequent ACU citation for outstanding contribution to student learning.

- ACU Citation for Outstanding Contribution to Student Learning
- AAUT Citations or awards
- ACU Vice-Chancellor's Teaching Excellence Award
- ACU Vice-Chancellor's Postgraduate Teaching Excellence Award
- Advance Higher Education's Global Teaching Excellence Award

Applicants may submit only one application per year, but an applicant may be included in any number of team nominations as well as being an individual applicant. Team nominations can only include members with a contribution of 10 per cent or higher. Evidence used in an individual nomination cannot be relied upon to support a team application – the contributions may overlap but must be substantially separate. Similarly, any individual who is part of more than one team application must ensure that evidence used in one team application is substantially separate from evidence used to support another team application.

Citation winners are expected to promulgate good practice and contribute to ACU's culture of excellence in learning and teaching by, for example, presenting their work at Faculty and ACU Learning and Teaching events, and supporting future applicants through peer mentoring.

Expenditure of award funds

Funds awarded to citation winners will be transferred to a Faculty/Unit account and should be used by the end of the following year. Successful applicants may use the funds at their discretion for any work-related purpose, including for example, to expand their skills/knowledge in higher education by funding participation at relevant conferences (i.e. travel, accommodation and conference registration fees), purchase of resources for their teaching, purchase of subscriptions to professional journals/organisations, or purchase of equipment to be used at work for work purposes. Alternatively, staff may elect to have their award funds paid as salary: funds used in this way will be taxed.

How to apply

Prior to submission, you (as the applicant) must be endorsed through a signed nomination by any of the following: your ADLT (or equivalent), Head of School, Director or Manager. Team applications require each member of the team to be endorsed. Please ensure that the appropriate section of the Nomination is signed prior to submission.

The Learning and Teaching Centre can provide you with formative feedback on your draft application. Make sure before you start that you have looked through the resources in the teaching citations and awards section of the LTC website. You can contact LTC staff for support through awards&grants.LTC@acu.edu.au. You should also seek peer support and feedback from senior staff and past award winners in your Faculty or Unit.

The Awards and Grants Committee (AGC), chaired by the Deputy Vice-Chancellor (Education and Innovation), will discuss and assess all submitted applications after applications close. All applicants will be notified of the outcome by email. Applicants who are unsuccessful will be given written feedback on their application from the Committee.

Award criteria

You must select **ONE** of the four criteria listed below (“1. Approaches to teaching”, “2. Development of curricula, resources or services”, “3. Evaluation practices”, or “4. Innovation, leadership or scholarship”) and make a statement that provides clear and consistent forms of evidence matched to the criterion addressed.

Regardless of the criterion you address, or the kind of citation you are seeking, when you are addressing that criterion, you must make clear how your contribution to excellence in learning and teaching aligns with the distinctive Mission, values and strategies of ACU. Reference must be made to these (and to relevant plans of the University) in the application.

Note: When applying for a citation for “**Integrating Catholic Intellectual Tradition in Teaching Practice**”, this feature of your claim to excellence must be the dominant part of your arguments and evidence.

Note: Similarly, when applying for a citation for “**Building Cultural Capacity**”, this must make up the largest portion of your arguments and evidence. In addition, applicants for the Building Cultural Capacity award must ensure their statement addresses the following ACU Strategic Plan priorities:

- create a culturally appropriate, relevant, safe and inclusive teaching and learning environment within ACU for Aboriginal and Torres Strait Islander students
- produce culturally competent graduates with the skills and attributes needed to deliver comprehensive services to Aboriginal and Torres Strait Islander peoples and communities

The criteria used to assess your application directly mirror those of the Australian Awards for University Teaching and are reproduced in full here¹.

The criteria are:

1. **Approaches to teaching and 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

¹ AAUT (2018) Citations for Outstanding Contributions to Student Learning, Citation Nomination Instructions

- enabling others to enhance their approaches to learning and teaching
- developing and/or integrating assessment strategies to enhance student learning.

2. 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.

3. Evaluation practices that bring about improvements in teaching and learning

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education (note that evaluation practices do not include student assessment). This may include:

- showing advanced skills in evaluation and reflective practice
- using a variety of evaluation strategies to bring about change
- adapting evaluation methods to different contexts and diverse student needs and learning styles
- contributing professional expertise to the field of evaluation in order to improve program design and delivery
- the dissemination and embedding of good practice identified through evaluation.

4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the 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.

Evidence and assessment

All nominations will be assessed on the evidence provided in response to the selected assessment criterion, and on the extent to which nominees show evidence that their contribution has:

- a) Influenced student learning, student engagement or the overall student experience
- b) Gained recognition from fellow staff, the institution, and/or the broader community
- c) Been sustained for a period of no less than three years (two years for early career or sessional staff). In assessing the evidence supporting Early Career nominations, consideration will be given to the career stage of the nominee.
- d) Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments

Preparing your application

Your application is in four parts. It consists of:

1. Your **nomination**. You must complete this in full. It must then be signed by one of the following: your ADLT (or equivalent), or Head of School, or Director, or Manager.
2. Your **written statement** addressing one criterion. Maximum 4 pages excluding references.

Please use the nomination and application form for parts 1 and 2. It is available from the webpage 'ACU Citations for Outstanding Contributions to Student Learning'.

3. Two **referee reports**. You must obtain these and add them to parts 1 and 2 to create a single document. Save this as a **single PDF** before submission.
4. A headshot **photo**, in jpg format, submitted as a separate file at the same time as parts 1, 2, & 3.

Written statement

The written statement presents your arguments and evidence to substantiate your claim to have made an outstanding contribution to student learning. It must address **one** of the four assessment criteria.

The written statement must not exceed **four** A4 pages in total *excluding a list of references*. Note: Formatting requirements apply:

- Page size A4
- Do not use columns.
- Font must be 11 point Calibri (narrow fonts must not be used)
- Margins must be 2cm
- 12 point space between each paragraph

Evidence to support claims needs to be integrated into the statement: do not use hyperlinks to external resources; do not attach evidence beyond the page limit; do not use appendices.

The written statement must have four components presented in the following order:

1. The criterion you have chosen
2. A summary of the particular contribution and its specific context.
3. A statement addressing your chosen criterion that provides evidence of your contribution over a sustained period. Reference should be made to the ways in which the contribution aligns with the distinctive Mission, values and strategies of ACU.
4. References referred to in your statement.

Your written statement should include a summary table of SELT student feedback results (and/or Unit Pulse data, where available). Include results over several years showing class numbers, total response numbers, percentage response rates and faculty average scores. Interpretation of the numerical tabulated data should be provided within the body of the text of your statement.

In addition, you should integrate and triangulate other types of evidence from students, peers, senior staff or external colleagues.

It is strongly recommended that applications are proofread and checked prior to submission.

ACU assessors on the Awards and Grants Committee are drawn from a range of disciplines and learning and teaching specialisations; you should not presume they have detailed knowledge of your discipline, or your teaching context.

Referee reports

Two referee reports of no more than *one* A4 page each.

1. One referee must be the Head of the applicant's Faculty, Department, School or Administrative Unit.
2. For your second referee, credible examples would include: the ADLT or equivalent, Head of Unit or a key person in the Faculty or Unit, or an external colleague.

The referee reports must speak directly to the criterion selected for your statement. References cannot be merely a letter of support. Refer to the advice sheet 'Writing a referee report for a teaching award applicant' in the Citations and awards resources section.

Referee reports must be signed by the referee. However, it is more important to submit your application on time. So, if either of the referee's is unavailable to sign-off when the application needs to be submitted, please contact the Learning and Teaching Centre to explain the issue and submit the application on time. Then submit the signed document(s) as soon as possible.

If the nomination relates to a team, the referee reports must apply to the team.

Submitting your application

The nomination, written statement and referee reports must be in order and combined into one PDF before uploading to the LTC mailbox awards&grants.LTC@acu.edu.au. The digital photograph (jpg format) should be uploaded as a separate file.

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