



Teaching Awards: Vice Chancellor's Citations

Application Information 2019

Introduction

The Vice Chancellor's Citations provide a means for Southern Cross University to recognise and reward the diverse contributions that individuals and teams make to the quality of student learning. They are awarded for a wide range of contributions to student learning and engagement, whether direct or indirect, general or specific. Nominees and applicants may be individuals or teams of academic and/or professional staff in full-time, part-time, or sessional roles, and institutional associates.

The Vice Chancellor's Citations provide recognition of work within the University, and can form an important part of a teaching portfolio or support a future application for a higher level teaching award. They are open to all staff in substantive, contract and casual positions. Adjunct staff must be part of a team.

Applications are assessed by an Awards Panel chaired by the Deputy Vice Chancellor (Academic).

Categories of citations

In 2019, two categories of Citations will be offered:

1. **Citations for outstanding contributions to student learning**
A maximum of five will be awarded. Details at Appendix A.
2. **Citations for excellence in student engagement**
A maximum of six will be awarded. Details at Appendix B.

Recognition and reward for recipients

Recognition and reward for recipients will be in the form of a certificate, an invitation to be highlighted in various Centre for Teaching and Learning activities such as the Talking Teaching webinar program, and personal support from the Centre for Teaching and Learning to develop their careers in teaching.

5 Star Learning/5 Star Staff commendations

5 Star Learning / 5 Star Staff commendations (previously Teacher Commendations), where available, form part of the suite of evidence applicants are required to embed into their application statement. Note that the correct terminology when discussing Teacher Commendations is that they are 'received', not 'awarded'.

Support program

The purpose of the support program is to assist applicants to prepare a quality application. Applicants must clearly state the basis on which their contribution is outstanding or excellent, provide specific examples, and identify supporting evidence to include in the application. The program consists of online resources, Q&A sessions with the Awards Coordinator, a mentoring scheme and writing groups.

Online resources

A workbook that steps applicants through all aspects of application development is available in the *Awards Preparation* Blackboard site.

Q&A Sessions

The Awards Coordinator will hold weekly online Q&A sessions for applicants and mentors.

Mentors

A mentor will be allocated following receipt of your *Intent to Apply*. Mentors are staff who have previously received a Citation.

Writing groups

Applicants are also encouraged to participate in a peer writing group. Participants are encouraged to support each other to reflect on their teaching, evidence, scholarship, and writing.



Applications

Intent to apply

All staff deciding to proceed with an application, whether for themselves as an individual or on behalf of a team or program, must submit an endorsed [Intent to Apply](#) form by **Friday 16 August 2019**.

Application lodgement

Applicants should email their complete application to excellence@scu.edu.au by **Friday 27 September 2019**.

The application format, specified in detail for each category of citation in the appropriate appendix, includes:

1. The completed cover sheet
2. A written statement
3. Additional evidence (Citations for Excellence in Student Engagement category only)
4. Reference(s)

Application confidentiality

All names of applicants and their applications will remain confidential to the Southern Cross University Awards Panel and administrative support staff.

Names and photographs of successful applicants, the citation statement (25 words max), and citation summary (75 words max), will be placed on the university website and may be used by the university in newsletters and advertising.

Transparency of the assessment process will be ensured through staff representation on the SCU Awards Panel.

Teaching Awards Panel

Standing membership of the Teaching Awards Panel consists of:

- Deputy Vice Chancellor (Academic)
- Director, Teaching and Learning.

Additional members are recruited from:

- Heads of School
- Deputy Heads of School
- School Directors Teaching and Learning
- Campus head
- Past Citation winners.

One external member is also appointed. Rotating panel members are appointed for a period of two years, with half appointed each year. The external member is appointed for a one year period.

Assessment

The SCU Awards Panel will meet in September to assess all applications. Assessment will be made against the rubric for each Citation category. Following the meeting, written feedback will be available to all applicants. Applicants may discuss this feedback with the Awards Coordinator or Director, Centre for Teaching and Learning.

The decision of the Panel is final. Unsuccessful applicants are advised to take advantage of the feedback and discussion and reapply in a future year.

Timeline for 2019

July 2019

Invitation for staff to submit an [Intent to Apply](#)

August 2019

1 August	Information Session for potential applicants (Zoom)
5 August	Information Session for potential applicants (Zoom)
8 August	Workshop – Finding your Focus (Lismore)
8 August	Workshop – Finding your Focus (Collaborate)
13 August	Workshop – Finding your Focus (Gold Coast)
Fri 16 August	Closing date for submission of Intent to Apply
20 August	Workshop – Finding your Focus (Collaborate)
22 August	All mentors allocated

September 2019

Fri 27 September **Deadline for submission of full application to excellence@scu.edu.au**

October 2019

Awards Panel meets to assess applications

Applicants notified of outcomes

Presentation Event

Enquiries

Further information on the application process, the rubrics, and/or the support program for applicants is available from the Awards Coordinator, [Cathryn McCormack](#).

Appendix A: Citations for Outstanding Contributions to Student Learning

Eligibility

1. All applications must relate to contributions to student learning, student engagement or the overall student experience.
2. Applications are open to all academic, professional and sessional staff and institutional associates. Adjunct staff need to be a part of a team.
3. Both team and individual applications are encouraged and teams may be of any size. If a team is larger than five members a team name must be given.
4. Recipients of a Citation for Outstanding Contribution may not reapply for another three years. Reapplications by the same individual or substantively similar team must address a different focus. Recipients of a Citation for Excellence in Student Engagement may apply in the immediately following round.
5. Previously unsuccessful applicants are encouraged to reapply.

Assessment criteria

The selection of Citation recipients will be based on evidence submitted in the application showing how the individual or team's contribution has:

- Influenced student learning, student engagement or the overall student experience; and
- Been recognised by fellow staff, the institution, and/or the broader community.

The contribution must be demonstrated for a minimum two year period, with a longer time period resulting in a stronger application.

Applications will be assessed using the OC Citations Rubric.

Application focus

Applicants must select one of the following categories as their focus, determined by the nature of their contribution to student learning. The examples are indicative, and each applicant will need to identify their own unique focus.

1. Approaches to the support of learning and teaching 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; and developing and/or integrating assessment strategies to enhance student learning.

2. Development of curricula, resources and 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; and 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. 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; and 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; and influencing the overall academic, social and cultural experience of higher education.

Application format

The application consists of the cover sheet, written statement and two references.

Written statement

The core element of an application for a *Citation for Outstanding Contribution to Student Learning* is a written statement in which the applicant/s describe their contribution to student learning. It is vital that applications specifically address the general selection criteria as well as the focus area selected, providing evidence to support all claims made.

The written statement is limited to **four A4 pages** using 11 point Calibri with 2cm margins and clear definition between paragraphs. It should include:

1. Proposed citation **title**: maximum 25 words describing the distinctive contribution of the applicant;
2. **Overview and context**: Summary of particular contribution and specific context;
3. **Body**: Statement demonstrating critically reflective practice addressing the specific focus category selected. It must include specific examples linked to a teaching philosophy and evidence addressing the veracity of claims made.

Evidence should also demonstrate the ways in which the contribution has been recognised by fellow staff, the institution, and/or the broader community.

References

Two references of no more than **one page each** must be included. These references should support the applicant's statement and provide additional comment on their contribution. One referee must be either the Head, Deputy Head (Teaching and Learning) or School Director Teaching and Learning of the applicant's School or Organisational Unit. The other should be a respected colleague familiar with the applicant's contribution.

If the application relates to a team or program, the references should apply to the team or program.

Appendix B:

Citations for Excellence in Student Engagement

Eligibility

1. All applications must relate to contributions to student engagement.
2. Applicants must be individual academics on casual or fixed term (three years or less) contracts.
3. Applicants are eligible if part of a team application for a Citation for Outstanding Contribution to Student Learning.
4. Recipients of a Citation for Excellence in Student Engagement may not reapply for another three years. Reapplications must address a different teaching context. No restriction applies to applications to the Citations for Outstanding Contributions to Student Learning.
5. Previously unsuccessful applicants are encouraged to reapply.

Assessment Criteria

The selection of Citation recipients will be based on evidence submitted in the application showing how their contribution has:

- Influenced student engagement

The scope of work must be at least two unit offerings, however a longer time period is preferable as it provides scope for presentation of increased evidence of impact. Where possible, applicants are encouraged to demonstrate how student engagement has led to increased student learning.

Applications will be assessed against the ESE Citations Rubric.

Application format

The application consists of the cover sheet, written statement, supporting evidence, and one reference. These may be submitted as separate documents, although a single pdf is preferred.

Written statement

The core element of an application for a Citation for Excellence in Student Engagement is the written statement from the applicant describing how they engage students and demonstrating the way in which their contribution can be considered excellent.

The written statement is limited to **two A4 pages** using using 11 point Calibri with 2cm margins and clear definition between paragraphs. It should include:

1. Proposed citation **title**: maximum 25 words describing the distinctive contribution of the applicant;
2. **Overview and context**: Summary of particular contribution and specific context;
3. **Body**: Description of how the applicant engages students. This should demonstrate a critically reflective approach to practice and include specific examples linked to a teaching philosophy, description of the context, and evidence demonstrating how the work can be considered excellent.

Additional evidence

Up to **one A4 page** of additional evidence may be included, such as a data table, additional student quotations, comments from peers or previous supervisors, or other material as appropriate.

Reference

A reference of no more than **one page** is required. This should be from a colleague in the School respected for their teaching expertise who may be the applicant's academic supervisor. This reference should support the applicant's statement and provide additional comment on their excellence in student engagement.