

Citations for Outstanding Contributions to Student Learning

Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Citations are awarded to academic, general and sessional staff, and University associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period. Citations will be awarded for both direct and indirect contributions.

There are no specified categories for Citations other than the Early Career category (see Eligibility for Nomination section). A concise Citation is used to describe the distinctive contribution of nominees. Each Citation is unique and reflects the diversity of ways in which university staff and associates contribute to learning and teaching in higher education.

Eligibility for Nomination

1. All nominations must relate to contributions to student learning in higher education.
2. Nomination is by self-nomination and is open to academic staff, general staff, sessional staff (any person who has worked as a sessional academic within the last three years) and university associates (full-time or fractional, continuing or contract), provided they have taught at Curtin for at least two years.
3. Both team and individual nominations are encouraged. Teams may be of any size. If a team is larger than five members, a team name must be provided.
4. Nominee(s) may be included in only one nomination in any year.
5. Nomination for an Early Career Citation is open to staff with no more than five years' experience teaching in a higher education setting (this should be interpreted as five cumulative calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions). In assessing the evidence supporting nominations in this category, consideration will be given to the career stage of the nominees.
6. Individual Citation recipients are not eligible for renomination within five years of receiving a Citation (e.g. if a recipient in 2012, then not eligible to reapply until 2017).
7. Previous recipients of Citations are eligible to renominate if they are a member of a team and not the lead nominee; the team nomination should be for teaching or programs that do not substantially replicate the original Citation or program.
8. Members of teams that have received Citations are eligible to renominate; the nomination should be for teaching or programs that do not substantially replicate the original Citation or program.
9. Recipients of a Curtin Excellence and Innovation in Teaching Award (Teaching Excellence or Program) are not eligible for nomination for a Citation except if they are a member of a team and not the lead nominee; the team nomination should be for contributions to student learning that do not substantially replicate the original Award. Nomination for, or receipt of, a Citation does not affect eligibility for a Teaching Award.
10. Previously unsuccessful nominees for Citations are eligible for renomination for a Citation, or for nomination for a Teaching Award.

Selection Criteria

Nominees are required to select one selection criteria, determined by the nature of their contribution to student learning. The nomination will be judged against the criterion on the extent to which it shows evidence (in the written statement) that the nominee's contribution has:

1. influenced student learning, student engagement or the overall student experience;
2. gained recognition from fellow staff, the University, and/or the broader community; and
3. been sustained for a period of no less than **three** years.

The nominees choose from the following selection criteria. Nominees should not feel limited by the following illustrative examples.

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; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to learning and teaching.
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. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs and learning styles; and contributing professional expertise to enhance assessment and/or feedback.
4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education.
5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.

Application Process

Each nominee must submit the following documents:

1. Nomination form (provided)
2. Written statement, including the citation (limited to four A4 pages)
3. Two references (limited to one A4 page each)

1. [Nomination form](#)

The nomination form indicates the chosen selection criterion/a, the proposed Citation wording (maximum 25 words) and the synopsis wording (maximum 75 words). The completed nomination must be signed by the nominee and the nominee's Head of School or administrative unit.

The synopsis must be written in the third person and is a requirement of the nomination. It should describe the nominee's contribution to student learning and engagement and the resulting impact on students. Should the nomination be successful, the synopsis will be used in communications regarding the recipient's success, for instance in the presentation ceremony program and on the [Curtin Teaching and Learning \(CTL\) website](#).

2. Written statement

The core element of a nomination for a Citation is the written statement in which nominees describe their contribution to student learning. It is essential that nominees specifically address one of the selection criteria, and provide evidence in the written statement to support their claims in line with this criterion.

The written statement is limited to **four A4 pages** in total and should include all information that might be referred to in the submission. All pages in excess of four will be removed.

The written statement should have four components, presented in this order:

1. proposed Citation (**maximum 25 words**) describing the distinctive contribution of the nominee;
2. summary of the particular contribution and its specific context;
3. statement addressing chosen selection criterion; and
4. statement providing evidence for the ways in which the contribution has: influenced student learning, engagement and/or the overall student experience; been recognised by fellow staff, the University, and/or the broader community; and been sustained over a period of no less than three years (two years for Early Career nominations).

3. References

Two references of no more than one A4 page each, are to be provided by people able to comment on the nominee's contribution to student learning against the nominated selection criterion. One referee must be the head of the nominee's faculty, department, school or administrative unit. If the nomination relates to a team, the references should apply to the team. References must be signed by the referee. Electronic signatures on references supplied to the nominee by email are acceptable. Only the first page of a reference that exceeds the one page limit will be provided to the Curtin EIT Awards committee.

Presentation Requirements and Submission

There is no advantage in elaborate presentation of nominations. The nomination form (provided) is adequate as a cover page. Do not staple the application.

Paper should be A4 plain white.

Margins should be at least 2 cm with clear paragraph definition.

The minimum acceptable font size is 11 point Arial or 11 point Calibri.

Submission

ONE original complete application in hard copy (signed nomination form, 4-page statement and two references) should reach the EIT Awards Officer, Curtin Teaching and Learning, Building 105 Room 150, Bentley Campus by 5.00 pm on **Monday 12 August 2013**.