VICE-CHANCELLOR'S AWARDS FOR OUTSTANDING CONTRIBUTIONS TO LEARNING AND TEACHING PROCEDURE

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1 PURPOSE

1.1 This procedure outlines the processes and requirements for CQUniversity's Vice-Chancellor's Awards for Outstanding Contributions to Learning and Teaching program (hereafter called 'Tier 2 award/s').

2 SCOPE

2.1 This procedure applies to:

- CQUniversity employees (academic, teacher, tutor, or professional) and
- CQUniversity associates (i.e. CQUniversity adjunct employees, emeritus employees, or students) or other individuals who are not CQUniversity employees (who may only apply for a Tier 2 award as part of a team).

3 PROCEDURE

3.1 The Tier 2 awards reward and encourage outstanding practice that facilitates improved student learning outcomes and/or the student experience.

3.2 Tier 2 awards give eligible applicants an opportunity for national and international recognition by providing a platform from which to develop a national or international award application. A successful application may also provide the recipient with evidence as part of a promotion application at CQUniversity.

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Eligibility to apply

3.3 Individuals or teams may apply. Individual applicants, or the contact person for a team application, must be a CQUniversity employee, whose practice (or that of the team) can be demonstrated to have measurably improved student learning outcomes and/or the student experience at CQUniversity and the outstanding nature of which has been recognised broadly across CQUniversity and which may have been recognised, more broadly, across the tertiary education sector.

3.4 The application must demonstrate that the practice has been sustained for a period of no less than three years (two years for early-career academics with up to five years of accumulated experience). Applicants may contact the Educational Quality and Integrity Directorate by email to ltgrants-awards@cqu.edu.au, to confirm eligibility.

3.5 Tier 2 award applicants may only lodge more than one application in any year, if one is a team application, and one is an individual application. The content of the individual application must be substantially different from the team's application and address a different category.

3.6 Teams may comprise a maximum of 10 members. Team member contributions are required to be at least 10 per cent and relating to the outstanding practice being demonstrated in the application narrative. Teams may include a maximum of two members not employed by CQUniversity, provided the majority of the team's members are CQUniversity employees.

3.7 An individual applicant, or team member, may reapply in the fifth year after receiving a Tier 2 award, provided the subsequent application seeks recognition for a contribution that is substantially different from that previously awarded. The subsequent application must address a different category. *For example, a recipient of a Tier 2 award in 2016 would not be eligible to reapply until 2021.*

3.8 Tier 2 award recipients will be invited to develop an application for the Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning (Citation) or AAUT Awards for Programs that Enhance Learning (APEL).

3.9 Individuals or team members who are awarded a Citation may reapply for a Tier 2 award in the fourth year after receiving the Citation, provided the subsequent application seeks recognition for a contribution that is substantially different from the previously awarded application. The subsequent application must address a different category. *For example, a recipient of a Citation in 2017 would not be eligible to apply for a Tier 2 award until 2021.*The new application must be accompanied by a Statement of Difference (3.24 d.)).

3.10 Unsuccessful Tier 2 applicants may re-apply in the next annual round of Tier 2 awards.

Support for applicants

3.11 The Educational Quality and Integrity Directorate offers a range of development and support opportunities for applicants. These include resources to assist in developing applications and structured workshops. Support is also offered in the form of reviewer feedback.

3.12 A list of previous award recipients who have agreed to mentor current applicants is available on the Learning and Teaching StaffNet website. Prospective applicants are strongly encouraged to seek an award mentor's assistance as early in the program as possible. The mentor and applicant will be required to negotiate the terms of the mentoring relationship.

How to apply

3.13 The Educational Quality and Integrity Directorate will call for an expression of interest (EoI) from prospective Tier 2 award applicants at least six months before the final lodgement date. Employees who want to express interest or recommend peers to participate in the Tier 2 award program before an EoI is called may do so by contacting the Learning and Teaching Grants and Awards Officer via ltgrants-awards@cqu.edu.au.

3.14 If a peer recommendation is received, the Educational Quality and Integrity Directorate will notify the recommended individual who will then decide if they want to develop an application.

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3.15 Eligible individuals or teams are required to follow the mandatory three-step process below:

1) lodge an EoI
2) prepare and lodge two preliminary draft Tier 2 award applications by the specified due dates
3) prepare and lodge a final application by the specified due date.

Appendix 1 provides an overview of the Tier 2 awards program, including key steps and an indicative timeline.

Step 1: Lodging an Expression of Interest

3.16 Individuals or teams intending to apply for a Tier 2 award must lodge an EoI by emailing the Learning and Teaching Grants and Awards Officer, ltgrants-awards@cqu.edu.au, by the due date specified for EoIs.

3.17 After receiving EoI emails, the Educational Quality and Integrity Directorate will contact prospective applicants to inform them of the structured support available to assist in developing their application and mandatory milestones of the program.

Step 2: Preparing and lodging preliminary draft Tier 2 award applications

3.18 Applicants will be advised of the due dates for lodging preliminary draft applications, during the Tier 2 awards program.

3.19 Applicants must lodge each high-quality preliminary draft application by emailing documentation to ltgrants-awards@cqu.edu.au, no later than the specified due dates. The preliminary draft applications must meet documentation requirements (3.24), and adhere to formatting and page limit requirements (3.25).

3.20 Preliminary draft applications will be reviewed and feedback provided to each applicant to assist in developing a competitive final application.

Step 3: Completing and lodging a final application

3.21 Prospective applicants who do not lodge a preliminary draft by the specified due date may be deemed ineligible to lodge a final application. This will be determined on a case-by-case basis, by the Learning and Teaching Awards Review Panel Chair.

3.22 Applicants will be advised of the due date for lodging final applications during the Tier 2 awards program.

3.23 Eligible applicants must lodge a final application by emailing documentation to ltgrants-awards@cqu.edu.au no later than the specified due date. The final application must meet documentation requirements (3.24) and adhere to formatting and page limit requirements (3.25).

Documentation requirements

3.24 Preliminary draft and final applications **must** include items a), b), c) and f). Items d) and e) are only required, as outlined below:

a) A completed Vice-Chancellor's Awards for Learning and Teaching **Application Coversheet**. This form is available on Learning and Teaching StaffNet website. At the preliminary draft stage, an unsigned Application Coversheet will be accepted.

b) An **application narrative** addressing one of the application categories.

c) Two **letters of support** that focus on the application narrative and support the claims made therein. One of the letters must be from the applicant's Dean of School (or equivalent for non-School employees, for example Director), and the other from anyone able to comment on the applicant's practice in relation to the application, preferably written by a senior peer to add weight to the statements of support. Letters of support for team applications must relate to the team and should be signed by the team contact's Dean of School (or equivalent for non-School employees). During the preliminary draft stage, MS Word draft letters of support are preferred.

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d) A **statement of difference** between previous and current applications (*required for all previous Tier 2 award recipients who are reapplying),* or between concurrent applications (*required for individuals or members of a team who are lodging concurrent applications).* Individuals or team members who have previously received a Tier 2 award are required to include a summary of the differences between their previous and current applications. Individuals that are also part of a team in the same round are required to include a summary of the differences between their individual application and that of the team.

e) A **statement of contribution** (*only required for team applications*) that explains each team member's contribution to the team's activity or practice that is the application's focus and indicative percentage of their contribution. Each team member must have contributed a minimum of 10 per cent to the activities described in the application.

f) A high-quality, formal **digital photograph** suitable for publication purposes.

3.25 The **formatting requirements** for the application components are as follows:

a) Font size/style: 11pt Calibri only (narrow and serif font styles are not acceptable)

b) Page margin width: 2cm exactly

c) Format: MS Word is required for preliminary drafts (Adobe PDF will be accepted for the final application)

d) Page limits (A4):

- application narrative (3.26 to 3.29) including reference list/footnotes (maximum four pages)
- two letters of support. Letters must be signed and formatted on letterhead at the Final application stage (maximum one page each).
- statement of difference (maximum one page)
- statement of contribution (approximately one quarter of a page per team member).

e) Digital photograph:

- full colour, with plain light-coloured background (taken within the past 12 months)
- image resolution of 300 dpi (with a file size of at least 1 MB)
- JPEG file format
- For individual applicants the photo must be head and shoulders only. For team applicants the photo must contain all team members and be composed in a way that fits with all requirements above.

Application narrative

3.26 The application narrative is the application's core element and must be written from a 'first-person' point-of-view. It must make the case for Tier 2 award recognition by responding to the chosen application category in ways that explain, illustrate, and substantiate the positive impact that the applicant's practice has had on student learning, student engagement and/or enhancing the student experience at CQUniversity.

3.27 This application component must be presented as a continuous, structured narrative. It must be logical, clear and capable of being understood by a non-specialist. If specialised terminology is required, a clear explanation must be provided upon the first use of the term. Acronyms must be kept to a minimum and written in full initially. Bullet points should not be used.

3.28 The application narrative should give the reader a clear sense of what the applicant does, how they do it, why they took that approach and the resulting positive impact on student learning. A theoretical underpinning should be evident throughout, making reference to scholarly literature, along with documented evidence to illustrate claims of impact. A '4Q' resource describing a non-exhaustive list of sources of evidence and other resources to assist with developing the application narrative are available on the Learning and Teaching StaffNet website.

3.29 The application narrative must be written as a stand-alone document, able to be understood without reference to external material (in-text links, or supporting materials, are not acceptable), and must be structured as follows:

a) **25-word outstanding contribution summary**, formatted as a heading at the top of page 1, describing the focus of the application. This summarises the key features of the contribution for which the applicant seeks recognition and that are described and evidenced in the narrative. The summary begins with "For…". Examples are available on the Learning and Teaching StaffNet website

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b) **Overview (as a heading)** of the particular contribution that locates it within the applicant's specific context. This may include information about the student cohort, the University context, or sector situation with regard to the applicant's practice. (Recommended length up to one page)

c) **Application Category** formatted as a heading. This section is the main part of the narrative and must maintain the focus of the 25-word outstanding contribution summary and address the application category, while framing and substantiating claims that respond to the **assessment criteria** in 3.31(a) to (f)

d) **Conclusion** (optional heading). This may comprise a short paragraph that encapsulates the application's focus and reinforces the outstanding nature of the applicant's practice

e) **Reference List** (as a heading). A list of literature cited in the application must be included on the fourth page. Alternatively, footnotes may be used. A recognised referencing style must be used and presented in a consistent format. Between three and five cited references are recommended.

Application categories

3.30 When preparing an **application narrative,** applicants must choose **one** of the application categories below. Categories **1 to 4** are suitable for individual or team applications if you are seeking recognition for your or your team's practice in relation to improving student learning and/or the student experience at CQUniversity. Categories **5 to 10** should only be selected if you and/or your team seek recognition for an innovative 'program' or 'service' that has enhanced student learning and set high standards for learning and teaching activities at CQUniversity (for example, the Student Mentoring program). 'Programs' should be broader than one or two units, or a limited service that involves only a few students. For example, a 'program' may involve a service or program provided at the institutional, or school level, a course of study across a number of years, or a service or program directed at a particular group of students:

1) **Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.** In addressing this category applicants might consider demonstrating any of the following:

- 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
- other approaches to teaching and the support of learning that demonstrate a positive impact on student learning.

2) **Development of curricula, resources or services that reflect a command of the field.** In addressing this category applicants might consider demonstrating any of the following:

- 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 designing the curriculum and creating resources for learning
- communicating clear objectives and expectations for student learning
- providing support to those involved in developing curricula and resources
- contributing professional expertise to enhance curriculum or resources
- other aspects of practice related to this category.

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3) **Evaluation practices that bring about improvements in teaching and learning.** Evaluation comprises making judgements about the quality of courses and activities that are part of the academic, cultural and social experience of higher education. In addressing this category applicants might consider demonstrating any of the following:

- advanced skills in evaluation and reflective practice, using a variety of evaluation strategies to bring about change
- adaptation of evaluation methods to different contexts and diverse student needs and learning styles
- contribution of professional expertise to the field of evaluation to improve curriculum design and delivery
- dissemination and embedding outstanding practice identified through evaluation.

4) **Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience**. In addressing this category applicants might consider demonstrating any of the following:

- participating in and contributing to professional activities related to learning and teaching
- innovations in service and support for students
- coordination, management and leadership of units 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
- influence on the overall academic, social and cultural experience of higher education.

5) **Widening participation**

This category encompasses approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.

6) **Educational partnerships and collaborations with other organisations**

This category encompasses partnerships between universities, and between universities and other organisations — such as schools, private higher education providers, registered training organisations, professional bodies, businesses and industries in collaborative approaches to learning and teaching.

7) **Innovation in curriculum design and pedagogy practice**

This category encompasses approaches to learning and teaching that afford flexibility in time, place and/or mode of learning and innovations that encourage novel approaches to learning and teaching, innovations that align assessment with curriculum design, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.

8) **Postgraduate education**

This category encompasses programs and other activities that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature and postgraduate learning support.

9) **Student experiences and learning support services**

This category encompasses services directly related to student learning such as those for specific groups of students, information access, course advising, language and learning support, counselling and disability support. It also encompasses learning engagement activities and other learning and teaching support services, such as those within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.

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10) **Global citizenship and internationalisation**

This category includes valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

Assessing applications

Assessment criteria

3.31 The Learning and Teaching Awards Review Panel (hereafter called 'the Review Panel') will assess final applications using the following assessment criteria:

a) the extent to which the application narrative maintains the focus of the 25-word outstanding practice summary, while cohesively and persuasively addressing the chosen application category

b) the extent to which claims for an outstanding contribution in the application narrative are substantiated by a broad variety of relevant evidence, including quantitative and qualitative data

c) the extent to which the described outstanding contribution has had a positive impact/influence on student learning, student engagement or the overall student experience

d) the extent to which the described outstanding contribution has demonstrated innovation, imagination or creativity relative to context

e) the extent to which the described outstanding contribution has gained recognition from fellow employees, the institution and/or the broader community

f) whether the described outstanding contribution has been sustained for a period of no less than three years (two years for early-career applicants), not including time taken for development or trial of any activity

g) the extent to which both letters of support demonstrate the value of the contribution and explicitly support the claims being made in the application narrative

h) (for team applications only) whether the team's 'Statement of Contribution' clearly describes the contribution of each team member and reflects the percentage attributed to them

i) whether the application is of a professional quality, in terms of readability, required structure, format and mechanics.

3.32 When assessing the evidence supporting an 'early-career' application, the Review Panel will consider the career stage of the applicant.

Recommending and deciding Tier 2 award recipients

3.33 The Review Panel will review and assess final applications and finalise recommendations approximately six weeks after the lodgement due date.

3.34 The outcome of the Review Panel's assessment of applications will include feedback to applicants about their application and recommendations from the Review Panel, via the Director, Educational Quality and Integrity, to the Vice-Chancellor and President for recipients of Tier 2 awards. The Vice-Chancellor and President has the discretion to accept the recommendations.

3.35 All applications that the Review Panel agrees meet the documentation requirements and address the assessment criteria sufficiently, are eligible for recommendation.

3.36 The Review Panel's functions and responsibilities are set out in the Learning and Teaching Awards Review Panel Terms of Reference.

3.37 Appeals will only be considered against the Review Panel's implementation of processes described in this procedure. Any appeals against the decisions made in the review process must include information about the specific areas in which the process was breached. Appeals must be submitted in writing to ltgrants-awards@cqu.edu.au within 10 working days of the date of notification of the outcome. All appeals will be treated in confidence.

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Award and funding

3.38 A Tier 2 award comprises a certificate, memento, and $5000.

3.39 The Educational Quality and Integrity Directorate will finalise all administrative arrangements such as organising announcements, certificates, mementos, and financial details.

3.40 Recipients will be presented with the certificate and memento at the annual CQUniversity Staff Awards Ceremony.

3.41 Successful applications may be uploaded to StaffNet and applicants must obtain consent from anyone who is able to be identified from the evidence included in their application. For example, peers and/or former students who are now employed in industry. If the applicant is not able to obtain consent, this evidence must not be used.

Conditions of Tier 2 award funding expenditure

3.42 Tier 2 award funds must be used to further the recipient's learning and teaching scholarship. For example, this may include attendance at learning and teaching or discipline-related conferences, professional development or dissemination activities; purchase of equipment or software; or teaching/marking relief to enable application for other learning and teaching awards or scholarship activities.

3.43 Purchased equipment and software remains CQUniversity property unless otherwise authorised. All information technology equipment and software must be purchased through the Information and Technology Directorate. For further information, contact the Educational Quality and Integrity Directorate (email ltgrants-awards@cqu.edu.au).

3.44 Tier 2 award funds are held by the Finance and Planning Division and will be released after the recipient's supervisor and the program administrator have approved the plans for expenditure. CQUniversity's policies and procedures must be followed when expending funds (e.g. for procurement, credit card use, or travel).

3.45 Any funding required in excess of the Tier 2 award amount is the award recipient's responsibility to source.

3.46 Tier 2 award recipients are expected to disseminate their outstanding practice to other employees, through appropriate forums and must advise the Learning and Teaching Grants and Awards Officer (email ltgrants-awards@cqu.edu.au), of these activities through a post-award activity report. The report must be received within six months of funding period expiration.

3.47 Tier 2 award funds must be fully expended within 24 months, otherwise they may be reallocated. If a recipient leaves CQUniversity's employ before expending award funds, the recipient is not entitled to those funds.

Applying for Australian Awards for University Teaching (AAUT) - Tier 3

3.48 Tier 2 Award recipients may be eligible to apply for the AAUT Citations for Outstanding Contributions to Student Learning (Citations) or AAUT Awards for Programs that Enhance Learning. The Review Panel will make recommendations on a case-by-case basis.

3.49 Previous AAUT Citation recipients may self-nominate to apply for an AAUT Award for Teaching Excellence.

3.50 Information about the next AAUT program, including due dates, will be disseminated to invited applicants throughout the development program, when communication from Universities Australia is received.

3.51 AAUT Application guidelines will be disseminated when publicised.

3.52 Eligible individuals or teams are required to follow the mandatory three-step process below:

1) confirm intention to apply, by emailing ltgrants-awards@cqu.edu.au
2) prepare two preliminary draft AAUT applications, and lodge by emailing documentation to ltgrants-awards@cqu.edu.au by the specified due dates
3) prepare a final AAUT application, and lodge by emailing ltgrants-awards@cqu.edu.au by the specified due date

3.53 The Educational Quality and Integrity Directorate offers a range of development and support opportunities for applicants. These include resources to assist in developing applications, structured workshops and mentoring. A list of award mentors who have experience with the process is available on the Learning and Teaching StaffNet website. Prospective applicants are strongly encouraged to seek an award mentor's assistance as early in the program as possible.

3.54 Reviewers will review preliminary drafts and will provide annotated feedback to applicants, within the draft documents, before the specified due date for final applications.

3.55 The Review Panel will review all final applications and will recommend applications, via the Director, Educational Quality and Integrity, to the Vice-President (Tertiary Education) for endorsement. The Vice-President (Tertiary Education) has the discretion to endorse final applications.

3.56 The Director, Educational Quality and Integrity is CQUniversity's Institutional Contact Officer (ICO) for the AAUT program. The ICO, or nominee, will lodge all endorsed applications on behalf of the applicants and CQUniversity.

3.57 CQUniversity will provide professional development funding for each individual or team recipient of AAUT Citations, Awards for Teaching Excellence, and Awards for Programs that Enhance Learning. The funding amount is at the discretion of the program administrator.

3.58 Award funds must be used in the same way and for the same purposes as Tier 2 award funding (section 3.42 to 3.46).

3.59 Funding for AAUT Citations must be expended within 24 months and funding for AAUT Awards for Teaching Excellence and AAUT Awards for Programs that Enhance Learning must be expended within 36 months, otherwise they may be reallocated. If a recipient leaves CQUniversity's employ before expending award funds, the recipient is not entitled to those funds.

4 RESPONSIBILITIES

Compliance, monitoring and review

4.1 The Director, Educational Quality and Integrity is responsible for implementing, monitoring, reviewing and ensuring compliance with this procedure.

Reporting

4.2 Outcomes of each round of the Tier 2 awards will be reported to relevant committees as determined by the Director, Educational Quality and Integrity.

Records management

4.3 Employees must manage records in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised University recordkeeping system.

4.4 Awards-related records must be retained for the minimum period specified in the University Sector Retention and Disposal Schedule, accessible on the Queensland State Archives website. Before disposing of any records, approval must sought through the Records Management Office (email records@cqu.edu.au).

5 DEFINITIONS

5.1 Terms not defined in this document may be in the University glossary.

Terms and definitions

Early-career applicants: applicants with no more than five years of accumulated experience teaching in a higher education institution, including tutoring and part-time teaching. The five years can be non-sequential.

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6 RELATED LEGISLATION AND DOCUMENTS

Australian Awards for University Teaching Application Instructions and Supporting Information

Learning and Teaching Awards Review Panel Terms of Reference

Vice-Chancellor's Awards for Learning and Teaching Application Coversheet

7 FEEDBACK

7.1 Feedback about this document can be emailed to policy@cqu.edu.au.

8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Vice-Chancellor and President
Advisory Committee to Approval Authority	Vice-Chancellor's Advisory Committee
Administrator	Director, Educational Quality and Integrity
Next Review Date	06/05/2023

Approval and Amendment History	Details
Original Approval Authority and Date	Council 18/09/1998
Amendment Authority and Date	Council 22/04/1991; Council 17/08/1991; Vice-Chancellor and President 03/2003; Vice-Chancellor and President 28/03/2005; Vice-Chancellor and President 22/04/2005; Vice-Chancellor and President 18/10/2006; Division of Teaching and Learning Services 10 May 2007; Division of Teaching and Learning Services 17/08/2007; Vice-Chancellor and President, 29/06/2009; Vice-Chancellor and President 6/09/2010; Vice-Chancellor and President 23/05/ 2011; Vice-Chancellor and President 13/03/2012; Vice-Chancellor and President 22/08/2012; Vice-Chancellor and President 4/12/2012; Updated PVC (Learning and Teaching) 29/01/2014; Vice-Chancellor and President 08/04/2015; Vice-Chancellor and President 16/03/2016; Vice Chancellor and President 08/03/2017; Vice-Chancellor and President 5/09/2018; Vice-Chancellor and President 06/05/2020; Editorial Amendment 26/05/2020.
Notes	

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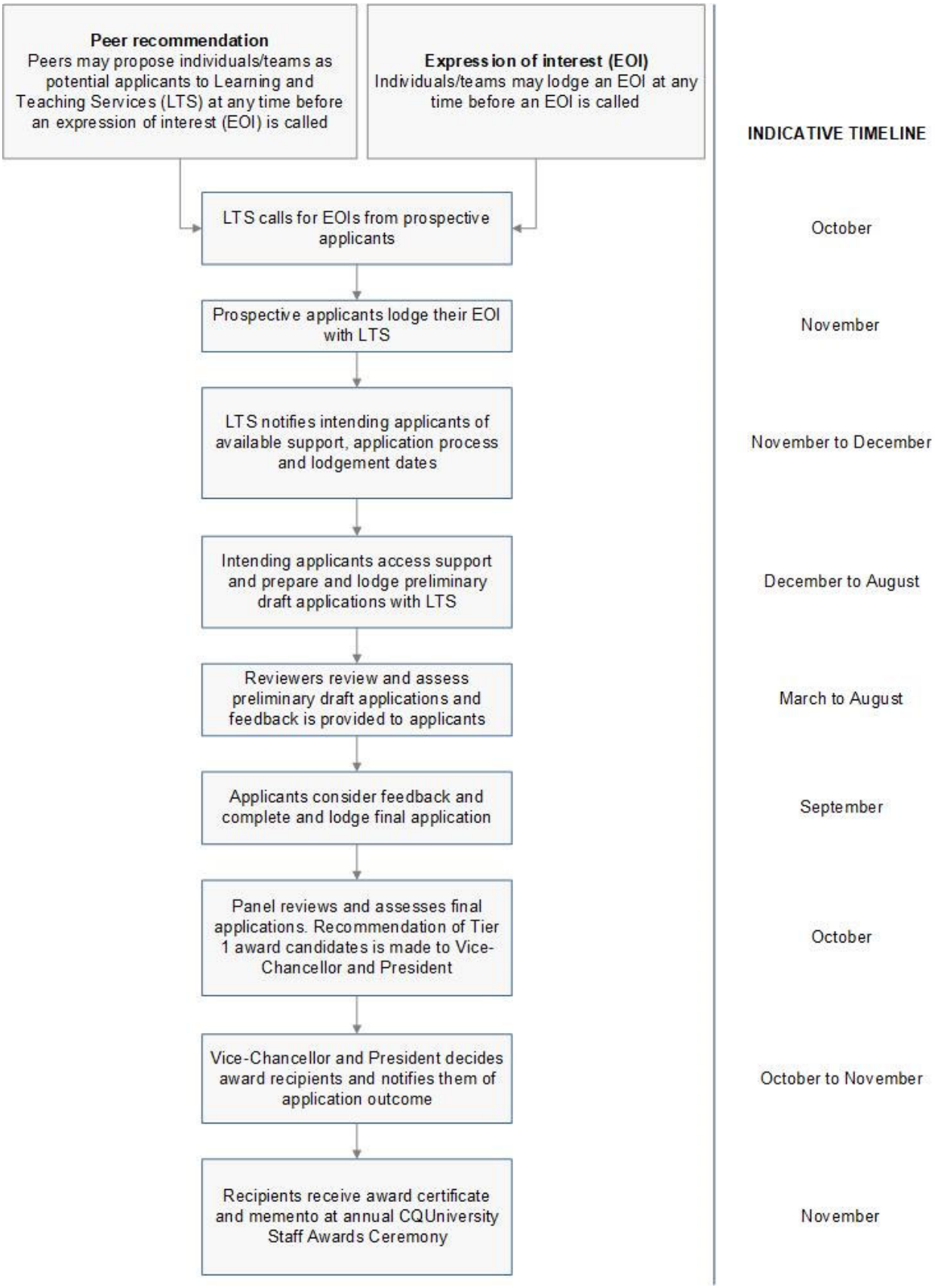
9 APPENDICES

Appendix 1: Key steps in the tier 2 award cycle



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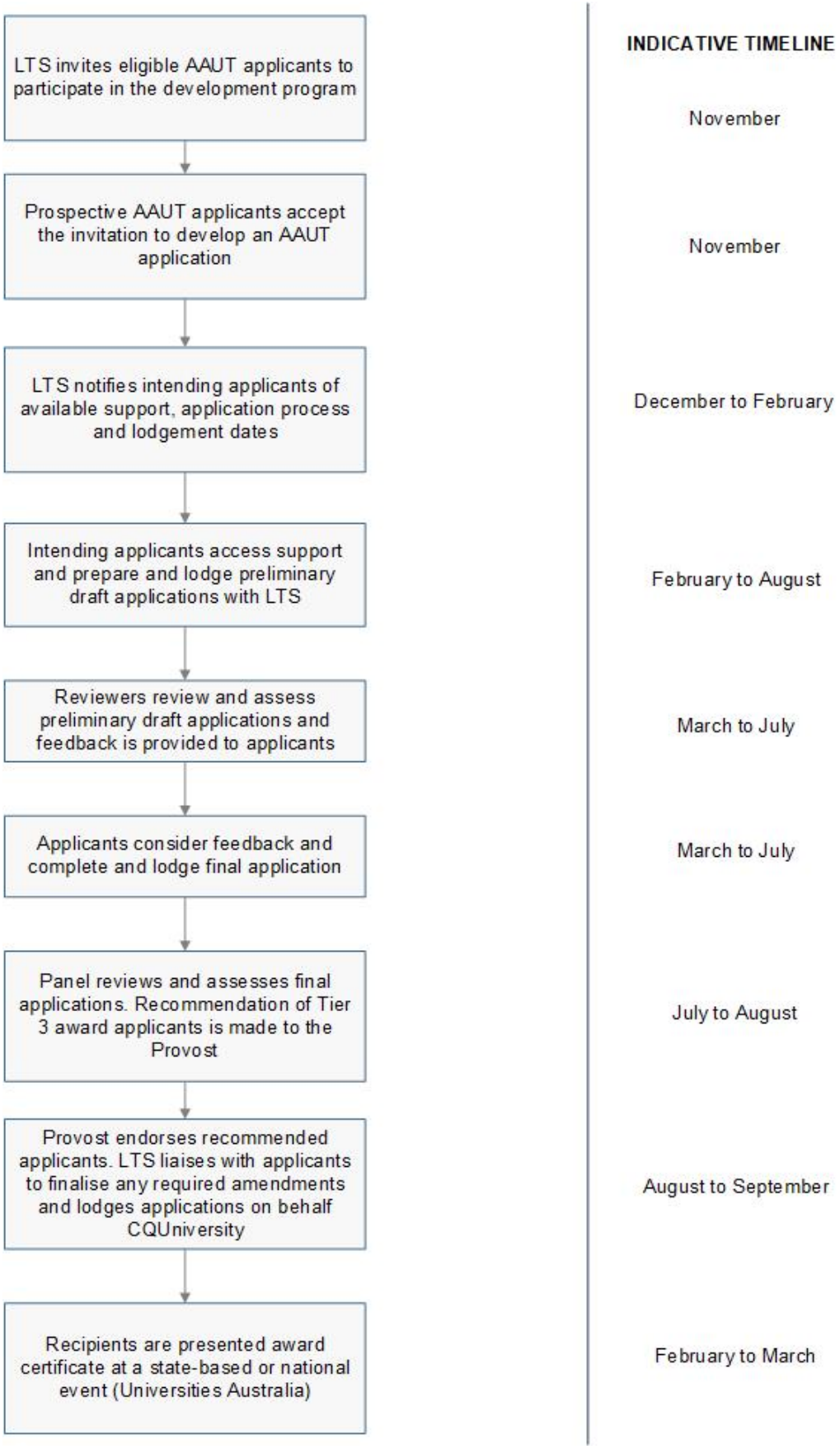
Appendix 2: Key steps in the tier 3 (AAUT) award cycle



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