

# Application Guidelines

## Faculty of Health and Behavioural Sciences

### Citations for Outstanding Contributions to Student Learning (COCSL) including Early Career Citations 2022

#### 1. Purpose and Objectives

The Citations for Outstanding Contributions to Student Learning (COCSL) recognise and reward individuals or teams who make a significant contribution to student learning in a specific area of responsibility over a sustained period, who are widely acknowledged for their achievements within a school, faculty, or the wider University community, and who have received strong endorsement within their area. Within this award category we also recognise early career individuals or teams as a separate cohort whose impact may have occurred over a shorter time period but nevertheless have resulted in a significant contribution to student learning.

These awards are also designed to recognise our clinical and work-integrated learning staff that can provide evidence of meeting the assessment criteria.

This award may be considered a pathway to applying for a Faculty Award for Teaching Excellence or a UQ Citation for Outstanding Contributions to Student Learning. However, this is not its only objective, and this is reflected in the wider eligibility criteria, modified assessment criteria and shorter application than the equivalent University award (COCSL).

#### 2. Eligibility

##### 2.1. General eligibility

- Applications are open to academic staff, professional staff, and sessional teaching staff, including staff involved in work integrated learning or clinical placements.
- To be eligible for the early career award, academic staff, professional staff, and sessional teaching staff, at the time of the application, must have been employed at UQ for five years or less. The five years can be non-sequential and must be counted on a semester basis.
- Both individual and team applications are encouraged (teams may be of any size). All teams must provide a team name. Applicants are not eligible to be included in more than one COCSL application in any year (as an individual and as a member of a team).
- All members of a team for the early career award must fit the early career criteria.
- Cross-faculty, cross-school/unit or cross-discipline applications will be considered.
- All applications must relate to contributions to student learning at The University of Queensland that have been sustained for a period of at least two years.
- Online applications must be submitted by completing a 2022 application template in the online application portal
- Previously unsuccessful applicants of an equivalent teaching award can re-apply.
- An applicant who is a member of sessional staff is eligible to apply as the lead applicant if he/she has had four semesters of employment at The University of Queensland (not necessarily continuous) in the context of the contribution to student learning. There is no

minimum hours-per-semester employment specification for sessional staff to be eligible to apply.

## 2.2. Eligibility of previous recipients

- Previous winners of Faculty, UQ or National Citations or Early Career Teaching Awards are not eligible for application in this category.
- Previous winners of Faculty, UQ or National Teaching Excellence Awards are not eligible for application in this category
- Previous team winners of Faculty Awards for Programs that Enhance Learning (APEL) are eligible to apply for a Citation. They must demonstrate significantly different achievements from the work that has been previously recognised by the Faculty APEL.

## 2.3. Previously unsuccessful applicants

- Previously unsuccessful applicants may provide a revised application using the current application template, including current evidence to support their claims against the chosen criterion. They should take into account any feedback they received on their previous application.

## 3. Procedures Statement

The Faculty of Health and Behavioural Sciences Awards for Citations for Outstanding Contributions to Student Learning confirm the Faculty's commitment to recognise, encourage and reward individuals who make a significant contribution to student learning in a specific area of responsibility over a significant period, and provide an opportunity for values and priorities in learning and teaching to be recognised.

## 4. Assessment Criteria

The application will be assessed on the quality of the application against the chosen assessment criterion and the extent to which it shows evidence of **evaluation, innovation, and leadership** in the written statement that the contribution has:

- influenced student learning, student engagement or the overall student experience;
- been sustained over time of no less than two years; and
- gained recognition from fellow staff, students, the Faculty/School, and/or the broader community including referees.

Applicants are invited to **select one** of the following criteria, determined by the nature of their contribution to student learning. The text below each criterion is indicative of ways in which the criterion might be demonstrated. Applicants should not feel limited by these illustrative examples.

Applications will be **assessed on evidence provided** in relation to the selected criterion. The dot points under each criterion are examples only and are not meant to be an exhaustive list of possibilities.

### **Criterion One: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.**

- fostering student development by stimulating curiosity and independence in learning;
- participating in effective and empathetic guidance and advice for students;

- contributing to the development of students' critical thinking skills, analytical skills and scholarly values;
- 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;
- demonstrating effective approaches to guidance of students during the planning of research projects;
- establishing structures for ongoing interaction with students;
- demonstrating innovative approaches in challenging and new teaching contexts (e.g., large classes, short courses, collaborative programs);
- developing and/or integrating assessment strategies to enhance student learning;
- demonstrating innovative use of formal and informal teaching and learning spaces;
- enabling others to enhance their approaches to teaching and learning.

**Criterion Two: Development of curricula, resources and services that reflect a command of the field.**

- 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;
- demonstrating innovative approaches to internationalising the curriculum or providing global experiences for students;
- demonstrating innovation in program design;
- enhancing the student experience through industry placements, internships and other practical work-based experiences;
- providing support to those involved in the development of innovative curricula and resources;
- contributing professional expertise to enhance curriculum or resources.

**Criterion Three: 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.

- 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.

**Criterion Four: Innovation, leadership or scholarship that have influenced and enhanced learning and teaching and/or the student experience.**

- developing scholarly approaches to evaluation and improvement of teaching practice;
- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- demonstration of skills in coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching and learning;
- 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.

## 5. Applications

### 5.1. Assessing applications

In assessing applications against the chosen assessment criterion, the Selection Committee will take into account:

- The extent to which the claims for excellence are supported by formal and informal evidence;
- The extent of innovation, creativity, or imagination, irrespective of whether the approach involves traditional learning environments or technology-based developments;
- The information contained in references. The Selection Committee may contact the applicant and/or referees for clarification or further information.

### 5.2. Application details

The submission should include the following:

- Written statement including:
  - Citation (max. 25 words)
  - Summary of particular contribution and its specific context (max. 200 words)
  - Statement addressing chosen criterion (max. 500 words)
- Statement of contribution (for team applications)
- References

### 5.3. Written statement

The core element of an application for a Citation is a written statement in which the applicant describes their contribution to student learning by addressing one of the assessment criteria, determined by the nature of their contribution to student learning. It is essential that the applicant provides evidence in the written statement to support their claims in line with the chosen criterion. Supporting teaching materials will not be accepted.

The written statement should be presented under the headings, in the following order:

#### *Citation*

The citation (**maximum of 25 words**) should avoid jargon and include the discipline or field of work and the distinctive contribution of the applicant; the citation should inform the broadest possible audience about the work of the applicant.

#### *Summary of particular contribution and its specific context*

Summary of the particular contribution and its context (**maximum 200 words**) – the summary is similar to an abstract and should be written in third person. The summary should describe the applicant's contribution to student learning and the resulting impact on students.

#### *Statement addressing chosen criterion*

Statement addressing the chosen criterion providing evidence of the contribution (**maximum 500 words**).

Applicants should consider the following when writing the statement:

- Significance of contribution (to student learning, engagement or overall experience);
- Assurance of scholarship/teaching philosophy (indicates a critical and reflective approach to teaching practice);
- The creative, imaginative, or innovative nature of the submission (irrespective of whether the approach involves traditional learning environments or technology-based developments); and
- Narrative cohesion and persuasiveness (author's voice distinctive and authentic, conclusion draws narrative together).

Applicants should demonstrate the ways in which the contribution has:

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

Applicants should consider the following when providing evidence:

- Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland);
- Breadth of recognition (substantial pertinent recognition from peers, professional bodies, national community);
- Credibility of evidence (explicit in both nature and impact of contribution as outside of expected norms); and
- Effectiveness of examples (examples clearly illustrate claims of student outcomes).

#### **5.4. Statement of Contribution**

Team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

#### **5.5. References**

Applicants are required to provide names and contact details of two individuals (one of these should be the Head of School (or delegate), Division or Organisational unit) who agrees to provide the Selection Committee with confidential statements on the applicant's contribution to student

learning against the selected criterion. References must be no more than **one A4 page** each. If the application is from a team the references should apply to the team.

Applicants should upload their referees' statements (PDF format preferred, no more than one A4 page in length) to the application portal by the application closing date. To facilitate the writing of the reference please provide your referees with a draft copy of your application before the due date.

## 6. Selection Procedure

Membership of the Award Selection Committee comprises the following:

- Chair of the Teaching and Learning Committee, Faculty of Health and Behavioural Sciences or nominee
- Two members of the Teaching and Learning Committee, Faculty of Health and Behavioural Sciences (nominated by the Associate Dean (Academic))
- ITaLI representative or Teaching and Learning Manager, Faculty of Health and Behavioural Sciences
- A past recipient of a Faculty Teaching Award

## 7. Presentation of Awards

The presentation of the Awards to the winners is made at the Faculty of Health and Behavioural Sciences Staff Awards ceremony on Thursday, 24 November 2022.

## 8. Terms and Conditions

Citations are granted on the condition that all monies associated with the award are used to enhance the career of the recipients with emphasis on their teaching career. Award monies will be paid at the beginning of the calendar year immediately following receipt of the award and the money must be spent in the calendar year in which it is received.

Expenditure is subject to standard University policy and must be authorised by the Head of School or senior financial delegate.