Vice-Chancellor's Learning and Teaching Citation for Student Learning
Expression of Interest (EOI) Form

Application type and category

Contact details *(for applicant or lead of the team)*

Title	
First and last name	
Position title	
School/Department/Faculty	
Campus of the applicant	
Email address	
Telephone	
Staff type	

Assessment Criteria

Select ONE criterion for assessment as appropriate to your application.

1.	Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
2.	Development of curricula, resources and services that reflect a command of the field
3.	Evaluate practices that bring about improvements in teaching and learning
4.	Innovation , leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience

Proposed Citation Title

Describe the discipline or field of work and distinctive contribution of the nominee (maximum 25 words). The description is to inform the broadest possible audience about the work of the nominee. Please avoid jargon in the citation.

Team applications

Please list all members – if more than five members, a separate list may be attached. Names and titles must be accurate for publication purposes. Teams with more than five members must have a team name. The contribution of each member should be expressed as a percentage. The total of all members' contributions to the activity or programme should not exceed 100 per cent.

Team name				
Lead	Title	First and last name	Percentage contribution	Staff type
		Total		

Previous Engagement with the Vice-Chancellor's Awards

If the nominee or the lead in a team application has previously received an Award or Citation, please indicate the type of award, the year in which it was received and how it differs from this application.

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Evidence Checklist

In order to provide targeted support for your application, please indicate in the columns below the degree to which you are able to provide evidence of your contribution to student learning / service / experience.

Peer Evidence	
Consider peers as colleagues, senior managements, supervisors, external stakeholders, community members, etc.	Peer review of practice, materials, resources, content, assessment practices Scholarship of learning and teaching Feedback of publications / reports Leadership / management roles Recognition of practice from various levels of peers – senior, supervisors, external, reviewers, colleagues Uptake of your innovative ideas by others
Self-evidence	
Think about why you do what you do … and why it has the affect it has ….	Teaching / service journals Teaching / service philosophy Self-reflections, analysis, and evaluation Responsiveness to student feedback Content adaptions Publications / reports focused on teaching / service Focused Leadership roles ePortfolio or other modes of tracking developments Integrations of professional / personal development workshops
Student Informal Learning and Feedback	
What do students tell you about your teaching / service provision and how this influences their learning?	Student evaluations of teaching Student interviews, focus groups, surveys, questionaries Informal class feedback Unsolicited student feedback Requests from students seeking your expert advice Student logs / journals Adoptions of innovative practice to their own jobs / learning / personal lives Accommodation and working within complex personal / academic situations
Student Formal Learning and Feedback	
What indicators of student learning indicate success of your strategies?	Student's self-reported knowledge / skills gained Rates of attrition, progression, extension to post-graduate Grade distribution Evaluation of generic skills / outcomes / attributes Student work – assessments, thesis, projects, reflections Employer / workplace feedback Greater perceptions of abilities / competencies

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Citation Summary and Justification

Describe the distinctive contribution to student learning, student engagement, and the overall student experience that has been sustained for a minimum period of no less than three-years (two-years for Early Career Teachers). Note: Timing does not include time for development or trial of an activity (*maximum 150 words*)

Briefly describe your teaching philosophy / approach to teaching *(maximum 100 words)*

Describe how your / your team's contribution to student learning is considered creative, innovative, and/or unique, irrespective of the mode of teaching or technological developments, with specific reference to national / international scholarly literature *(maximum 200 words)*

Provide a summary of your / your team's expertise, length of employment, achievements, internal / external recognition, and engagement with key stakeholders *(maximum 100 words)*

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Applicant's declaration

I/We	
	(Name of applicant or team leader)
	Confirm that all information provided in this expression of interest form is an accurate record of my / our contributions to student learning
	Will undertake the submission process via moodle and in partnership with mentors / CLIPP
	Will notify CLIPP as soon as practical if I/we are unable to progress with the submission
Signature	**Date**

Endorsement of EOI by the most senior member of the School / Department

(ie Dean, Executive Dean, Director)

I	
	(Name, Title, School/Department)
	Confirm that the applicant(s) named in this expression of interest form are current staff members / associates of the university
	Will provide support to the staff member(s) to submit an application
	Confirm that the information in the expression of interest form is true and correct
Signature	**Date**

Submission of EOI forms

Completed EOIs must be submitted via the Vice-Chancellor's Learning and Teaching Awards Moodle site by 09:00am Monday 27 May, 2019.

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