

JCU Citations for Outstanding Contributions to Student Learning

Application Guidelines



For over 50 years, James Cook University (JCU) has been dedicated to serving communities through providing study experiences that are exciting, challenging, and rewarding, and that help students access the education and experience they need to thrive in the global workforce.

JCU is devoted to the success and wellbeing of our students through commitment to a set of [core values](#) that define what we stand for and guide the way we behave and work together. JCU values authenticity, excellence, integrity, and respect in everything we do, and recognises outstanding practice in teaching and scholarship that adheres to these values in many different ways.

The JCU Citations for Outstanding Contributions to Student Learning are one such example of recognition. These citations are designed to prepare and support staff intending to apply for an Australian Awards for University Teaching (AAUT) national Citation for Outstanding Contributions to Student Learning.

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Aims

In 2025, JCU will award up to four (4) Citations for Outstanding Contributions to Student Learning.

The awards follow the same criteria and format as the Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning, offered by Universities Australia, and are designed to recognise and reward the diverse contributions individuals and teams make to enhance student learning outcomes and encourage continued excellence in learning and teaching.

The winners of these awards will be chosen by a panel of university teaching and learning stakeholders and up to four (4) citations valued at \$2,500 each will be awarded across JCU. Additionally, the individual or team considered to have made the most outstanding contribution to student learning will receive a further \$2,500 (total award \$5,000). Winners will be formally announced on Thursday, 4 September 2025, at the Celebrating Excellence in Learning & Teaching at JCU: Teaching Excellence Awards.

Eligibility

Nomination is open to academic and professional and technical staff across all JCU campuses (JCUA tropical campuses and study sites, JCUB & JCUS) who are appointed in full-time or fractional, continuing, contract, or sessional positions. Nominees must be employed by JCU at the time of nomination. *All nominations must relate specifically to contributions to student learning in higher education.*

Both individuals and teams are encouraged to nominate. Teams may be of any size; however, if a team is larger than five members, a team name must be provided, and consideration given to the percentage contribution of each team member. *Team nominations can only include members with a contribution of 10% or higher.*

Please note that nominee(s) may only lead one nomination in any given year.

Early Career

Nominees with no more than five years' cumulative experience teaching in a higher education institution may be considered in the Early Career category. The five years can be non-sequential. This includes all tutoring, marking, and teaching, either fulltime, fractional, or sessional. Nominees must indicate their Early Career status as part of their application. For team nominations, the Early Career status will only apply if the lead nominee meets the Early Career category, and if their contribution to the nomination is at least 50%.

Eligibility of previous recipients of Awards or Citations

Recipients of JCU Individual Citations are not eligible to nominate again for an individual award for five years (i.e., if a recipient wins in 2021, they are not eligible to reapply until 2026), but they may apply for a different award category. Previous recipients of Individual Citations are eligible to nominate again within five years *only* if they are a member of a team nomination and are not the lead nominee. Nominees who were unsuccessful in previous years are also eligible to re-apply.

Only nominations that have been verified and signed by the College ADLT (or equivalent) and signed as supported by the College Dean/Directorate Dean/Director will be accepted.

Accountability

Citation winners are required to share their good practices with the learning and teaching communities both within their College/Division and across the wider JCU community. Winners will play a crucial role in disseminating good practice, providing support, and participating in peer review processes for future nominees, including the use of their winning Citations submissions as exemplars for future nominees.

Winners may be required to contribute to a showcase video production sharing their outstanding practice.

Citation Categories

All nominees for Citations for Outstanding Contributions to Student Learning are required to select one (only one) of the following categories for assessment and make a case for fulfilling their chosen category.

1. Approaches to teaching and/or the support of learning that influence, motivate, and inspire students to learn.
2. Development of curricula, resources, or services that reflect a command of the field.
3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.
4. Innovation, leadership, or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

The category chosen should be determined by the nature of the nominee's contribution to student learning. Examples of claims that might be included against the categories are given below:

1. 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.
- 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.
- Developing and/or integrating assessment strategies to enhance student learning.
- Provision of support services or programs that improve the student experience and enable learning.
- Evaluating the quality of programs and activities including consideration of past and current student feedback to support student learning.

2. Development of curricula, resources, or 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.
- Providing support to those involved in the development of curricula and resources.
- Contributing professional expertise to enhance curriculum or resources.
- Evaluating the quality of curriculum, resources, or services.

3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.

- Showing advanced skills in assessment/alternative assessment practices.
- Using a variety of assessment strategies to bring about change.
- Adapting assessment methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of assessment in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through assessment.
- Evaluating the quality of the assessment practices.

4. Innovation, leadership, or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

- 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.
- Influencing the overall academic, social, and cultural experience of higher education.
- Evaluating the feasibility of the innovation or the quality of leadership that enhances learning and teaching and/or influences student experience.

Selection Criteria – evidencing your contribution

The criteria listed below align with those used by the [AAUT](#).

Nominations will be assessed on evidence provided in relation to the selected criterion, as well as relevance to JCU, College, or Divisional strategic plans and priorities.

With a focus on the chosen category, applicants are required to make a case against all of the following selection criteria:

1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three (3) years (two (2) years for Early Career), not including time taken for identification of the issue, or for development or trial of any activity.
2. Gained recognition from colleagues, the institution, and/or the broader community.
3. Shown creativity, imagination, and/or innovation.
4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

The case needs to be strongly supported by a wide range of evidence in the form of qualitative and quantitative data. In assessing the evidence supporting Early Career nominations, consideration will be given to the career stage of the nominee.

Types of evidence

Applicants will be expected to provide a range of well-justified qualitative and quantitative evidence and/or data that clearly supports their nomination. Types of evidence may include, but are not limited to, the following:

- student engagement data (e.g., Learning Analytics)
- survey responses including cohort size and response rates, scores, and comments (e.g., QILT, YourJCU)
- evidence of student success (e.g., grade/results distribution)
- student feedback (e.g., quotes from student-staff forums)
- evidence of institutional and/or external recognition (e.g., PROTs, IRU Calibration outcomes, testimonials from stakeholders)

[The JCU 4Q Model of Evaluation](#) provides a range of examples of evidence that could be used to support your nomination.

Nomination process

All nominees for JCU Citations for Outstanding Contributions to Student Learning are required to provide the following:

1. Nomination form
2. Maximum 4 pages (A4 in font 11) containing a written statement of claims for the nominated category that responds to the four selection criteria.
3. Two references (one must be the Head of the nominee's college, discipline, or divisional unit)

4. Photograph of nominee(s)

Save all files as **one PDF** and submit to edqs@jcu.edu.au. **This document should not exceed 10 pages (not including checklist).**

Assessment will be based solely on the written statement and references (items 2 & 3 above). Nominees must, therefore, ensure that all claims they make meet the selection criteria, are supported by evidence, and that the evidence is included in the written statement.

1. Nomination forms

The nomination form reports administrative information and chosen category and will act as a cover sheet for the nomination. The completed nomination must be signed by the nominees' ADLT (or equivalent) and their College Dean/Directorate Dean/Director. The ADLT (or equivalent) is required to verify the accuracy of the nomination.

2. Claims against citation category

The core element of a nomination for JCU Citations for Outstanding Contributions to Student Learning is a written statement of claims against one of the four listed categories that describes the nominees outstanding contributions to student learning. It is vital that nominees specifically address their chosen category and provide clear evidence to support their claims.

This section is limited to **four (4) A4 pages** in total, comprising all the following elements:

1. **Proposed Citation** of up to 25 words, which includes the discipline or field of work and the distinctive contribution of the nominee or team. If the nomination is successful, this will be the title of the citation. The concise Citation description must:
 - a. include "For..." at the beginning of the citation title
 - b. be written in the third person
 - c. avoid jargon and use plain English
 - d. inform the broadest possible audience about the work of the nominee.
2. **Overview** of the contribution and its context.
3. **Statement** addressing the selection criteria (include criterion heading) and providing evidence of the contribution and resulting impact on student learning.
4. **Reference list:** nominees should use their preferred recognised reference style throughout and include a reference list (not a link to references) within the four pages.
Note: links of any kind or appendices cannot be included as part of the submission.

Presentation Checklist

Please refer to the attached checklist for formatting instructions on the written statement, letters of reference and provision of photographs.

Submissions that do not meet these requirements will not be accepted.

Prior to submission

Intending nominees should:

- consult with their ADLT (or equivalent), outlining their proposed criteria and evidence as soon as possible
- ensure they can block out time for preparation and refinement in the lead up to submission
- update their submission consistent with any feedback provided
- Ensure that their completed submissions are submitted to their College/Directorate by the stipulated date.

Closing Dates

Signed applications must be submitted through your ADLT (or equivalent). Please contact your ADLT for guidance. Please submit nominations to your ADLT no later than **COB Friday, 11 July 2025**. The College ADLTs (or equivalent) will seek the Dean/Director support for the nomination, and will then submit nominations to the Education Design, Quality & Standards Directorate via email to edqs@jcu.edu.au by **COB Monday, 21 July 2025**.

Late applications will not be considered.

Assessment Panel

At an institutional level, the JCU Awards Selection Panel will:

- recommend to the DVC Education up to four (4) nominees to receive a JCU Citation for Outstanding Contributions to Student Learning
- recommend to the DVC Education the overall winner
- recommend to the DVC Education up to four (4) award recipients for nomination for the 2026 AAUT Citations for Outstanding Contributions to Student Learning, and this may include recipients of JCU Citations from recent years.

Please note that due to the AAUT's eligibility rules, only staff employed by JCUA may nominate for national Citation. For more information please visit the [AAUT website](#).

The JCU Awards Selection Panel will comprise:

- Dean, Education Design, Quality & Standards (Chair)
- Chair, Academic Board
- One Academic Developer
- One Dean/Director as invited by the Chair

The Selection Panel will utilise the AAUT Assessment Matrix below to score each nomination.



AAUT ASSESSMENT MATRIX

ASSESSMENT CRITERIA	NR Not Recommended	FW Further Work Needed	R Recommended	HR Highly Recommended
A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for Early Career) (25%)	<ul style="list-style-type: none"> Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. Impact on students is not clear. Limited or no sustainability of impact. Evaluation appears to have been ad-hoc. Limited changes have been implemented. 	<ul style="list-style-type: none"> Some connections between the initiative, program or practice and its influence on students are made. Claims are supported by evidence from more than one source to demonstrate impact and sustainability. Some evaluation has been conducted. Some changes have been implemented. 	<ul style="list-style-type: none"> Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. Claims are supported by multiple forms of evidence from a range of sources in most cases. Demonstrated impact on students, learning and graduate outcomes. Evaluation has been carried out on the program, initiative or program. Some evaluation outcomes have been implemented to improve student learning. 	<ul style="list-style-type: none"> Explicit connections are made between the initiative, program or practice and its substantial influence on students. Provide substantial evidence from an extensive range of sources Significant impact on student experiences, learning and graduate outcomes, sustained over time. A systematic evaluation is an integral to initiative, program or practice. Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience.
B. Gained recognition from colleagues, the institution, and/or the broader community. (25%)	<ul style="list-style-type: none"> Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. Recognition does not include adoption. 	<ul style="list-style-type: none"> Some evidence from selected sources supports claims of recognition from peers. The initiative, program or practice has been adopted by others within nominee's school or department. 	<ul style="list-style-type: none"> Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. The initiative, program or practice has been adopted across the institution or discipline. 	<ul style="list-style-type: none"> Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, imagination and/or innovation. (25%)	<ul style="list-style-type: none"> Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. Context is not explicitly considered. Influence and impact on student learning, engagement or overall experience is not articulated. 	<ul style="list-style-type: none"> Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. Limited examples provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience. 	<ul style="list-style-type: none"> More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience. 	<ul style="list-style-type: none"> Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience.
D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. (25%)	<ul style="list-style-type: none"> Nomination refers to limited scholarly literature in relation to their teaching practice. Limited description to their teaching philosophy. 	<ul style="list-style-type: none"> Nomination refers to scholarly literature of teaching and learning that informs their practice. Teaching philosophy practice is articulated. Some evidence is provided of engagement in scholarly practices. 	<ul style="list-style-type: none"> Nomination demonstrates an understanding of scholarly literature of teaching and learning. Connections between teaching philosophy and scholarly practice are articulated. Several forms of evidence provided of engagement in scholarly practices. Contributions to the scholarship of teaching and learning. 	<ul style="list-style-type: none"> Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. Connections between teaching philosophy and scholarly practice are clearly articulated. Substantial evidence provided of leadership in scholarly practices. Significant contributions to the scholarship of teaching and learning.

Following the announcement of JCU's 2025 citation winners, the Education Design, Quality & Standards Directorate in collaboration with the ADLTs, will support the preparation of up to four (4) nominations for the national Citations for Outstanding Contributions to Student Learning to be submitted in 2026.

Attachments

Presentation Checklist

Written Statement: Formatting Instructions / Checklist	Check Box
The application is written in 11-point Arial or 11-point Calibri (narrow fonts must not be used)	<input type="checkbox"/>
Margins must be 2cm on all sides with clear definition between paragraphs. No columns should be used	<input type="checkbox"/>
Claims against assessment criteria is a maximum of four (4) A4 pages	<input type="checkbox"/>
Claims against assessment criteria contains, in the following order: <ol style="list-style-type: none"> 1. Proposed Citation (maximum 25 words), describing the distinctive contribution of the nominee 2. A summary of the particular contribution and its specific context 3. A statement addressing the chosen criterion and providing evidence of the contribution 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Claims against the assessment criteria must provide empirical evidence for the ways in which the contribution has: <ul style="list-style-type: none"> • positively influenced student learning, student engagement and/ or the overall student experience for a period of no less than three years. • gained recognition from colleagues, the institution, and/or the broader community. • shown creativity, imagination and/or innovation. • drawn on scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
All claims made in the written statement meet the assessment criteria, are supported by evidence, and the evidence is included in the written statement. No additional supporting materials are to be submitted	<input type="checkbox"/>

Letters of Reference: Formatting Instructions / Checklist	Check Box
Two letters of reference are included. One must be from the Head of the nominee's college, discipline, or divisional unit	<input type="checkbox"/>
The references are provided by people who are able to comment on the nominee's contribution to student learning against the nominated selection criteria. If the nomination relates to a team, the references should apply to the team.	<input type="checkbox"/>
Each reference is no more than one (1) A4 page	<input type="checkbox"/>
References have been signed by the referees. Electronic signatures on references supplied by email to the nominee or institution are acceptable.	<input type="checkbox"/>

Photograph Checklist	Check Box
<p>Photograph is included and meets specification:</p> <ul style="list-style-type: none"> • In colour • Background colour: white • Image definition parameters: head and shoulders only • Image resolution 300dpi at 10cm by 10cm or 1200px by 1200px • File Format: JPEG • File size: between 1MB and 10MB 	<input type="checkbox"/>