

Vice-Chancellor's Staff Excellence Awards

2025 Vice-Chancellor's Citation for Sustained Commitment to Enhancing Diversity, Equity, and Inclusion

Up to 8 of \$5000 each – Nominations open 28 April due by 4:00pm, Friday 27 June, 2025

Guidelines for nomination

Edith Cowan University is committed to excellence, equity, and inclusion and we value and acknowledge the importance of the diverse experiences, talents and cultures of our staff and students. The Citations for Sustained Commitment to Enhancing Diversity, Equity, and Inclusion recognise and reward the contributions of individuals or teams to the development of initiatives or programs that address the University's strategic goals around diversity and inclusion, or who have overcome significant personal barriers in their employment and career or made a significant contribution in supporting staff or students overcome such barriers. They are awarded to those who have demonstrated a sustained commitment to excellence by providing leadership to advance equitable access to education, address the needs of Western Australia's diverse population through community engagement, or foster equality through rigorous scholarly research.

Staff Eligibility

The Vice-Chancellor's Learning and Teaching Awards are intended to encourage, recognise and reward excellence and achievement in all forms of teaching and/or in innovations, initiatives and services that contribute in diverse ways to student learning. They are available to individuals and teams of academic and/or professional ongoing, contract or sessional staff. Nominees must be employed at ECU at the time of their nomination and receipt of the VC Award. The application must pertain to work and impact that has been sustained at ECU for no less than three years (two years for early career). All award winners will demonstrate ECU's values of Integrity; Respect; Rational Inquiry; Personal Excellence; and Courage.

Nominees may only apply for one Award in any one year, with the exception that they may submit one individual application and one team application. Applicants who have received an award in the previous three years are ineligible to apply for the same award category but can apply for a different award category. Unsuccessful nominees are eligible to re-apply.

Expectations of Award Recipients

Please note, as a condition of entry all applicants may be requested by the Director, Centre for Learning and Teaching (or nominee), or Director, People and Culture (or nominee) to showcase their application on the university website as an ECU learning and teaching exemplar. Additionally, if successful, applicants may be asked to participate in the facilitation of professional learning activities aimed at the promotion and encouragement of quality learning and teaching practices at ECU.

Categories

There are nine categories:

1. Early Career – open to staff with no more than four years' experience teaching in higher education institutions
2. Natural and Physical Sciences, Agriculture, Environmental and Related Studies
3. Engineering, Information Technology, Architecture and Building
4. Health
5. Education
6. Business, Management and Commerce
7. Society and Culture
8. Creative Arts
9. Multidisciplinary

Subcategories

Nominations will be assessed on the evidence provided in response to **one** of the following four subcategories:

- 1. Developing teaching practice, curricula or learning environments that foster inclusion for a diverse range of students; e.g.**

Creating curriculum to enable the development of student intercultural competence.

Mentoring undergraduate or post graduate students from diverse backgrounds and pathways.

Designing curriculum that intentionally values all learners and the experiences they bring by purposefully engaging students from diverse backgrounds and pathways.

Consistently applying universal design principles to maximise learning opportunities for all students.

Adopting innovative approaches to teaching and learning that recognise diversity of the student body and support flexibility and choice.

Expanding and incorporating resources and learning opportunities that challenge bias (conscious and unconscious) and provide alternatives to the dominant paradigms in Western Culture.

- 2. Building and supporting inclusion and diversity at ECU, fostering inclusive teams and positively influencing the learning environment; e.g.**

Implementing effective strategies to address the barriers that have prevented full participation of students from diverse backgrounds and pathways in higher education.

Developing programs or partnering with UniPrep, Learning Support, Kurongkurl Katitjin, or other areas of the University to enhance educational opportunities and success for students from diverse backgrounds and pathways.

Promoting an inclusive and supportive learning culture where LGBTI students feel comfortable and safe to bring their whole selves to the learning environment.

- 3. Enhancing cohesion and understanding in a diverse community for staff and/or students and/or community; e.g.**

Developing University culture, practices, or programs that have had a demonstrable and important effect in helping ECU achieve the teaching and learning goals of the Strategic Plan for Equity,

Inclusion, and Diversity, the Reconciliation Action Plan, and/or the Disability Access and Inclusion Plan.

Actively contributing to committee or University service that has significantly enhanced policy or processes that advance the principles of diversity, equity and inclusion at ECU in support of student participation and learning.

Making a significant contribution towards improvement for students from diverse backgrounds and pathways and confronted with personal challenges.

4. Engaging with the wider community to encourage participation; e.g.

Engaging in innovative research that enhances understanding of race, class, gender, culture and other identities affecting access and opportunity in higher education.

Establishing partnerships with business and industry that respond to mutual needs to foster diversity and equal opportunity in teaching, research, and public service.

Serving activities or organisations related to equity, inclusion, and diversity at the regional, national or international level with outcomes that impact participation in higher education and the student learning experience.

Assessment criteria

With a focus on the chosen subcategory, nominations will be judged on the extent to which the nominee's contribution has:

- 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) not including the time taken for development or trial of any activity;
- gained recognition from colleagues, the institution, and/or the broader community;
- shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based development;
- drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

Evidencing your contribution

The application needs to be strongly supported by a diverse range of evidence. It is recommended that the qualitative and quantitative data are from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience and evidence of institutional, peer and stakeholders' interactions.

Addressing assessment criteria and subcategory

SC1: Developing teaching practice, curricula or learning environments that foster inclusion for a diverse range of students

- Criterion A: How, and to what extent, have the approaches positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years?
- Criterion B: How, and to what extent, have the approaches gained recognition from colleagues, the institution, and/or the broader community?

- Criterion C: How, and to what extent, have the approaches shown creativity, imagination and/or innovation?

- Criterion D: How, and to what extent, have the approaches drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

SC2: Building and supporting inclusion and diversity at ECU, fostering inclusive teams and positively influencing the learning environment

- Criterion A: How, and to what extent, has the development of curricula/resources/services positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years?

- Criterion B: How, and to what extent, has the development of curricula/resources/services gained recognition from colleagues, the institution, and/or the broader community?

- Criterion C: How, and to what extent, has the development of curricula/resources/services shown creativity, imagination and/or innovation?

- Criterion D: How, and to what extent, has the development of curricula/resources/services drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

SC3: Enhancing cohesion and understanding in a diverse community for staff and/or students and/or community

- Criterion A: How, and to what extent, have the assessment practices positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years?

- Criterion B: How, and to what extent, have the assessment practices gained recognition from colleagues, the institution, and/or the broader community?

- Criterion C: How, and to what extent, have the assessment practices shown creativity, imagination and/or innovation?

- Criterion D: How, and to what extent, have the assessment practices drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

SC4: Engaging with the wider community to encourage participation

- Criterion A: How, and to what extent, has the innovation/leadership positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years?

- Criterion B: How, and to what extent, has the innovation/leadership gained recognition from colleagues, the institution, and/or the broader community?

- Criterion C: How, and to what extent, has the innovation/leadership shown creativity, imagination and/or innovation?
- Criterion D: How, and to what extent, has the innovation/leadership drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice?

Nomination guide and structure

Nominations for Citations for Sustained Commitment to Enhancing Diversity, Equity, and Inclusion should comprise of the following:

- A. **Statement of claims** against one of the four assessment criteria which describes the nominee's commitment to enhancing diversity, equity, and inclusion in line with the selected criterion and provides evidence to support claims. This section is **limited to four A4 pages comprising** all of the following elements:
- **Proposed Citation** of up to 25 words, which includes the discipline or field of work and the distinctive contribution of the nominee or team. The concise Citation description must start with '*For...*' and:
 - be written in the third person
 - avoid jargon and use plain English
 - inform the broadest possible audience about the work of the nominee.

Please note that hyphenated words will be counted as one word.
 - **Overview** of the nominee's teaching and its context (in the first person);
 - **Statement** addressing **the selected criterion** (include criterion heading) with supporting evidence about impact on participation, engagement, or success of students from diverse backgrounds and pathways (do not include hyperlinks – all evidence must be woven throughout the narrative); and
 - **Reference list:** nominees should use their preferred recognised reference style throughout and include a reference list within the four pages. Links to reference lists online will not be reviewed by assessors.
- B. **Two letters of reference** of no more than **one A4 page each on official organisation letterhead**, including one who is the nominee's line manager or at a higher level.
- C. **Statement of contribution (for team nominations).** Team nominations must include one A4 page which explains the role and indicates the percentage contribution of team members (limited to team members with 10 per cent or higher), in addition to the team information included within the nomination form.

Formatting requirements

Please ensure that all documents are A4 page size, fonts are 11-point Arial or Calibri, margins are at least 2cm all around, there is clear definition between paragraphs, and page numbers and section headings are included. The documents should be combined and saved in one single PDF document.

Submitting a nomination

The nomination should be submitted via the **online nomination form** at www.ecu.edu.au/staff-awards, by the due date with the nomination details at A-C above uploaded to the online form in **one (1) single pdf attachment**.

Line Manager and School Executive Dean endorsement will be requested by People and Culture after submission.

Selection panel

The composition of the panel may be reviewed from time-to-time to ensure it remains relevant and contemporary, and will normally include:

- The Deputy Vice-Chancellor (Education) or their nominee as Chair;
- Associate Deans (Teaching and Learning) or their nominees; ·
- Manager, Teaching Quality, or their nominee;
- Previous winners or assessors at the institutional or national level,
- External Reviewer/s, including institutional or national assessors from a different university; award winners from a different university; etc.; and,
- A non-voting Executive Officer.

Additional panel members may also be drawn from:

- a representative from the Academic Staff Promotions Committee; and/or
- a staff member from People and Culture.

The Selection Panel has the authority to seek further evidence from such persons as it deems necessary to evaluate the nominations.

The Selection Panel reserves the right not to recommend an award if, in its assessment, there is no nomination of sufficient merit.

Selection Process

The Learning and Teaching Awards selection process is designed to fulfil three key functions:

1. facilitate decisions that are fair, valid, reliable, and transparent;
2. provide quality feedback to all applicants, enabling them to improve future applications; and
3. maximise the number of people who may contribute as assessors and thereby have the opportunity to learn about the process themselves.

The Vice-Chancellor will review the recommendations from the Awards Selection Committee and decide upon the winners. The Vice-Chancellor's decision will be final.

If the selection committee does not believe the criteria has been met to recommend a category winner, they may recommend that no Award be made.

The winners will be formally advised of the outcome. A copy of the certificate will be filed in the respective personal files.

Method of Payment

Nominated staff must choose a preferred option for payment as part of their nomination prior to the event. An email will be sent prior to the event in November to request the preferred option for payment:

- Cash lump sum payment (paid through the payroll system and subject to income tax at the employee's marginal tax rate) **default option if no choice is made**; or
- Payment credited directly to your UniSuper Superannuation Account as a pre-tax contribution. If nominees select this option they may wish to seek personal financial advice as there are caps on the amount you can contribute to your super each financial year that, if exceeded, may result in additional tax implication; or
- Nominated ECU project /research/school account to be paid into an ECU account of choice. The prize monies must be used for work related expenditure and cannot be redistributed among team members for personal use.
 - Nominees are advised to consult their respective Finance Manager (for School Staff) or Business Manager (for Service Centre Staff) before electing to nominate an ECU account. There are limitations for time period in which prize monies are to be spent and this will vary from area to area. These funds will be allocated to your school/centre in January of the following year and must be used by the end of that year.
 - Work related expenditure does not normally attract Fringe Benefits Tax (FBT). However, if FBT does apply to the expenditure, it will form part of the award amount so the team members would only be eligible to spend the net-of-FBT amount. Nominees are advised to consult their respective Business Manager or School Finance Team if unsure.

For team-based nominations, prize monies will be divided between team members equally unless specified at time of nomination to the People and Culture Executive Officer.

Presentation of Awards

The Vice-Chancellor will host an event that provides formal and public recognition of the respective achievements and excellence of our staff, at which the Vice-Chancellor's Staff Awards will be presented.

Winners may be asked to present at various public events. Event photography may be utilised to promote the awards.