Teaching and Work Excellence Awards 2022-2023

CYPRUS INTERNATIONAL UNIVERSITY

Guide

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Part A: Introduction to Guide

In today's competitive environment, University reputation depends not only on quality research, but also excellence in teaching and service. It is further recognized that universities need to put **student experience** at the center of all their activities. Professional Development Frameworks play a key role in **motivating** and **encouraging** staff to <u>enhance the quality of this student experience.</u> In the 2020 and 2021 CIU Workplace Surveys, 88.0% and 87.6% of CIU participants respectively agreed with the suggestion that teaching quality at CIU would benefit from the introduction of a **<u>Teaching Excellence Framework</u>**. Administrative Staff also requested more opportunities for professional development.

In collaboration with 20 members of CIU Academic and Administrative Staff, we conducted a pilot project exploring how Professional Development might contribute to Quality Culture at CIU. The project included the trialing of a **<u>Teaching Excellence Framework for Academic Staff</u>** and a parallel **<u>Work Excellence Framework</u>** for Administrative Staff.

This guide is a result of those efforts. It describes the new CIU Teaching and Work Excellence Awards in detail, and provides all the information and templates needed to apply for these awards.

Excellence Awards are becoming more common internationally, but as far as we know, CIU is the first University in Northern Cyprus to introduce such a scheme.

It is hoped that the new CIU Excellence Framework and the Excellence Awards will help:

- **Support Professional Development across the institution,**

- **Be inclusive by providing opportunities to all employees, regardless of position and stage of their career,**

- **Engage and motivate,**

- **Increase the sense of ownership and pride in belonging to the CIU family,**

- **Develop institutional identity and quality culture by celebrating achievements of Academic and Administrative Staff,**

- **Help with internationalization and accreditation,**

- **Foster student-centered learning and enrich all aspects of the CIU student experience,**

- **Contribute to the realization of the CIU Quality Vision.**

Part B: The Teaching and Work Excellence Framework

B.1: Overview of Framework

The CIU Teaching and Work Excellence Framework invites CIU employees to apply for **Teaching / Work Excellence Awards.**

Through their applications, academic and administrative staff are encouraged:

To demonstrate how they are making a distinctive, powerful and innovative contribution to the development of the CIU Quality Vision.

(see appendix 1)

The CIU Teaching and Work Excellence Framework is a **voluntary** scheme. There is no obligation to participate.

B.2: Award Categories

In the first year of the framework, there are five award categories. Three categories are open to Academic Staff and two categories to Administrative Staff.

Award Categories for Academic Staff

	A Category Title	A Category Description
1.	**Innovative Practice in Student-Centered Learning**	Academic Staff are invited to submit portfolios demonstrating evidence of substantial and original contributions to enhancing student-centered learning at CIU.
2.	**Outcomes-based Teaching, Learning and Assessment**	Academic Staff are invited to submit portfolios showing how their course design and delivery is based on intended Learning Outcomes, how they promote student achievement of those outcomes and how learning is measured through a variety of formative and summative methods.
3.	**Research-driven Teaching**	Academic Staff are invited to show how they draw on their own research, or contemporary published research in their course design and delivery and how they encourage students in the process to develop their own research skills and awareness.

Award Categories for Administrative Staff

	B Category Title	B Category Description
4.	**Promoting Student Welfare and Well Being**	Administrative Staff are invited to submit portfolios of work contributing to students' general welfare, well-being, and sense of satisfaction with life at CIU. Applications may be based on outstanding contributions to any aspect of student life and are open to all CIU administrative staff. Possible topics may include – but are not limited to: social, cultural, and sporting activities, student support, internationalization, development of employability and work experience skills, gender issues and more.
5.	**Developing Service Quality**	This award is for work contributing to the improvement of any aspect of quality of experience at CIU and are open to all administrative staff. Possible topics may include – but are not limited to: campus services, environmental and sustainability projects, accommodation, catering, IT, Library services, Community Service, and any other relevant contribution to the University.

Notes about all Award Categories:

- One award will be provided in each category.
- Applicants can submit more than one application if they wish.
- Joint Applications / Team Applications may also be made with any awards given shared between applicants.
- Awards are open to both full-time and part-time academic staff.
- Research Assistants may also apply for Academic Category Awards ('A' Category).
- Applications may be submitted in either English or Turkish.

B.3: Excellence Award Schedule, 2022-2023

January 20th 2022	**Deadline for submission of initial Application Forms (see Part C)**
May 20th 2023	**Deadline for submission of completed Portfolios (see Part D)**
May-June, 2023	**Evaluation of Portfolios by Award Panel**
June 2023	**Cocktail for all Award Applicants with participant Poster Presentations** **Certificates awarded to all participants** **Announcements of all Award Winners**

B.4: Portfolio Contents

Applications for Excellence Awards take the form of an Excellence Portfolio to be submitted in soft copy version.

The Portfolios should provide a clear description of the project, an evaluation of its impact, and concrete evidence of both the process and outcome.

Teaching Excellence Awards

For Teaching Excellence awards, portfolios may demonstrate, for example, how teaching has succeeded in:

- o Motivating and inspiring students to develop effective communication, interpersonal and presentation skills
- o Helping students to develop independent learning skills and manage their own learning
- o Engaging students in participatory and collaborative learning practices
- o Individualizing and personalising learning
- o Providing constructive, formative feedback on learning, and using this feedback in teaching and further learning activities
- o Developing student creativity, critical thinking and analytic skills
- o Linking research with teaching in classroom practice
- o Linking teaching and learning with authentic professional problems, case studies, examples etc.
- o Enhancing ways of promoting interaction in the classroom
- o Making innovative use of technology as teaching / learning tools
- o Providing a variety of approaches to active learning in the classroom
- o Meeting and evaluating intended Learning Outcomes
- o Using classroom-based Action Research as a collaborative method of improving the Teaching / Learning process.

Service Excellence Awards

For Service Excellence awards, portfolios may demonstrate, for example, how projects have succeeded in:

- o Engaging and motivating students to participate in campus activities
- o Showing how 21st century skills including employability are developed through extra-curricular activities
- o Providing students and/or staff with a better all-round experience through enhanced, efficient and friendly support services and facilities
- o Contributing to sustainable practice in respect to UN Sustainability Goals.

B.5. Evidence of Achievement

Portfolios should include **<u>concrete evidence</u>** of all aspects of the project and its achievements.

Evidence provided in portfolios might include (but is not limited to):

- Student work samples
- Student evaluations and feedback
- Peer observation and class observation reports
- Supporting references from colleagues, unit heads etc.
- Video and Audio recordings
- Web pages
- Photographs
- Course descriptions, materials, and assessment materials
- Any other products of the project.

B.6. Benchmarks

Portfolio contents and applications should be well-informed by the Quality Vision of the University (See Appendix 1) and explicitly reference relevant internal and external documentation, for example:

- CIU Quality Policy and Strategy
- CIU Quality Vision and Mission
- CIU Quality Learning Outcomes
- CIU Quality Values
- International standards and guidelines
- CIU Job Descriptions
- Unit Action Plans and Strategies
- Survey Outcomes and Recommendations

Professional, Career and Institutional Development in Excellence Application

B.7: Excellence Awards Portfolio Evaluation

A good portfolio should clarify what the applicant wishes to achieve through the work, and enable the Awards Panel to draw conclusions about such matters as:

- o   Relevance
- o   Impact
- o   Excellence in Practice
- o   The Evidence provided
- o   Reflections and pointers for improvement and further development.

As mentioned in the previous section, the portfolio should directly reference the relevant sections of the CIU Quality Vision, and in particular show how applicants' work is helping to meet and develop the Quality Outcomes and Quality Values of CIU.

The Awards Panel will be required to pay particular attention to the criteria below in their evaluation of the portfolio.

The Awards Panel may also invite presentations from applicants in order to assist with final decisions.

Portfolio Evaluation Criteria

5: Excellent, 4: Good, 3: Satisfactory, 2: Limited, 1: Minimal	Points	Notes
The Portfolio clearly makes a contribution to institutional excellence in terms of the CIU Quality Vision, employee job description, and other relevant documentation.		
The portfolio provides clear and verified evidence of achievements and impact.		
The implications for future practice are explored and evaluated.		
The project has innovative and original aspects.		
The project is professionally written and presented		

B.8: Awards Panels

The CIU Vice-Rector for Academic Affairs (Academic) and the CIU General Secretary (Administrative) will oversee the establishment of Awards Panels, as appropriate and relevant to the individual categories, including at least one member from within the applicant's own professional / academic area.

B.9: Award Benefits

For the 2022-2023 Excellence Awards, the benefits include:

- Awards of **2000 Euros** for the best portfolio submission in each category.
- Special certificated commendations for all short-listed portfolios.
- Official Certificates of Participation / Achievement for all applicants.
- Invitation to participate in End-of-Year cocktail, Poster Exhibition and Awards Ceremony.

Part C: Document Templates

The templates on the following pages should be used as the basis for both initial applications and portfolios:

Further communications should be addressed to:

excellence-awards@ciu.edu.tr

	INITIAL TEACHING / WORK EXCELLENCE AWARD APPLICATION *This initial application can be completed in note-form. The information you provide is provisional only.*	
CYPRUS INTERNATIONAL UNIVERSITY		
NAME OF APPLICANT(S):		
UNIT:		
AWARD CATEGORY: (SELECT)		√
	Innovative Practice in Student-Centered Learning.	
	Outcomes-based Teaching, Learning and Assessment	
	Research-driven Teaching	
	Promoting Student Welfare and Well Being	
	Developing Service Quality	
PROJECT TITLE	*Use this space to provide a relevant title for your project.*	
PROJECT SUMMARY	*The summary should describe the rationale (need) for the project, and mention any formal and informal evidence that supports the need for such a project, as well as expected/desired outcomes.*	
PROJECT STAGES AND SCHEDULE	*Briefly list the stages of the project with full timeline to provide an overview of the process from beginning to end.*	
PROJECT BENEFITS	*Summarize briefly who will benefit from this project and how.*	
PROJECT EVALUATION	*Indicate how the success of the project will be measured and what evidence will be supplied.* *(e.g. class observations, videos, student work, student comments, reports, surveys etc.)*	
PROJECT FOLLOW-UP	*Briefly describe how the project might be expanded or followed up in future.*	
SIGNATURE DATE E-mail:		

Part D: Portfolio Organization

Portfolios should be neatly organized into logical headings and sub-headings with appendices provided as appropriate.

The following organization is provided as <u>a guideline only.</u>

Part A. Introduction

1. Title page including Applicant Details, Project Title, Category of Award Applied for
2. Preliminary Information – Background and Rationale for Project
3. Aims of Project
4. Summary of Project (what it involved)
5. Stages of Project and Timeline
6. Overview of Portfolio and Evidences Provided.

Part B. Body

1. Stages of project logically organized (e.g. thematically, chronologically), with description and evidence provided
2. Achievements and outcomes
   - How I benefited personally and professionally
   - How the students / unit / institution benefited
3. Reflection – what might be done differently next time, proposals for future action, recommendations to institution, unit etc.

Part C. Conclusion

1. Discussion in light of CIU Quality Vision and other key benchmark documents as referred to in this guide

Part D: References

Part E: Appendices (e.g. Data, Evidence)

Length

Excluding evidence and appendices, portfolios should not normally exceed 3000 words of discussion and evaluation.

Originality

It is understood that all the work is the original work of the applicants. All sources used should be referenced within the text and included in the reference list.

Part E: Some Online Resources

Here are some links to just some online resources that may help provide some ideas:

ESG 2015: Standards and Guidelines for Quality Assurance in the European Higher Education Area

https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Student-Centered Learning

https://esu-online.org/publications/student-centred-learning-toolkit-students-staff-higher-education-institutions/

Employability in Higher Education

https://www.advance-he.ac.uk/teaching-and-learning/employability-enterprise-and-entrepreneurship-higher-education

Awards Systems from other Universities

Academic

http://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/teaching-portfolios/examples-of-teaching-portfolios

https://mahara.cranfield.ac.uk/user/sam-taylor/hea-fellowship-2

https://education.wp.st-andrews.ac.uk/2020/07/10/teaching-excellence-award-winners-2020/

https://education.wp.st-andrews.ac.uk/2020/07/10/teaching-excellence-award-winners-2020/

Administrative

https://www.durhamtech.edu/employees/college-excellence-awards/support-services

https://adminvc.ucla.edu/service-excellence-awards

https://www.ualberta.ca/human-resources-health-safety-environment/health-and-well-being/recognition/support-staff-recognition-award.html

https://www.wku.edu/hr/workingatwku/staffexcellence.php

APPENDIX 1: CIU QUALITY VISION

Cyprus International University is located in North Cyprus, just outside the capital city of Nicosia. Founded in 1997, the University offers over 100 degree programs to students from over 100 countries. The University is affiliated with the Levent Group of companies, and has close links with companion enterprises in construction, international trade, manufacturing, energy, banking, dairy-farming, poultry farming, and agriculture, and various other sectors. This enables the University to offer an outstanding hands-on learning experience spanning classroom, campus, and a wide variety of work environments.

Mission

We help students attain the knowledge, skills and progressive values that will promote career opportunities, ensure sustainable living, and contribute to the development of society. Within our unique environment, our innovative student-centered approach incorporates cross-disciplinary learning, use of advanced technology, and a strong focus on independent learning.

Vision

We will offer students an exceptional opportunity that transforms and enriches the quality of life. Through continuous improvement of teaching, research, and real-life experience, our graduates will be recognized in society for their contributions as educated, engaged, and ethical agents of change.

Quality Policy

To foster an Institutional Culture of Quality Student-centered Education through all stakeholders' involvement in quality assurance and the enhancement of educational, governance, research and student support services and activities.

Quality Strategy

In the light of stakeholders' continuous feedback and quality assurance activities to systematically prioritize areas for improvement in the provision of Student-centered education and services and take required action.

CIU Quality Values

Our quality values are at the heart of both student and staff experience. Through our communications and our relationships, we are determined to develop a quality culture and high levels of both student and staff satisfaction. We consider ourselves to be a Learning Community where all students and staff are engaged in a continuous process of development, research, innovation, and improvement. Fundamental to the success of this community are the values of freedom of expression, and a progressive outlook that will take our University forward.

CIU QV1 Communication: Good communication is essential. The willingness to speak freely, listen carefully, and respond constructively underpin quality relationships, coordination, collaboration, and high standards of service.

CIU QV2 Engagement and Participation: We encourage active participation of staff and students in all aspects of CIU life both inside and outside the classroom. Active, participatory and democratic engagement of students with the issues and decisions that affect their lives is particularly valued.

CIU QV3 Hard work and Motivation: We believe that hard work and positive motivation underlie the successful application of all our quality values.

CIU QV4 Equality and Fairness: We treat everyone equally and fairly at all times.

CIU QV5 Multiculturalism and Diversity: Our international outlook pervades every aspect of our work. We are proud of both the CIU cultural mosaic and the diversity of experiences and opportunities it promotes.

CIU QV6 Independence and Autonomy: We believe that our student-centered approach, with its focus on the individual needs and interests of each student will cultivate independent learning and initiative.

CIU QV7 Citizenship: We encourage active contributions to the community through voluntary work, projects, and research.

CIU QV8 Sustainability and Well-Being: Our award-winning campus design and campus projects are founded on environmental principles. Care for our environment is at the center of everything we do. This includes care for the health and well-being of both ourselves and those around us.

CIU Quality Outcomes

We are committed in our vision to helping our learners become educated, engaged, and ethical citizens, ready and willing to take on new challenges in a rapidly changing world, and develop the quality of life of both themselves and others.

Upon graduation, CIU students will have:

CIU QO 1: Learned how to learn effectively and shown commitment to lifelong learning,

CIU QO 2: Proved that they can study and work independently,

CIU QO 3: Mastered the fundamental knowledge and skill-sets of their field,

CIU QO 4: Demonstrated they can apply critical, creative, and analytical approaches to their study and work,

CIU QO 5: Made safe, secure, and ethical use of technology for study and work purposes,

CIU QO 6: Demonstrated that they can collaborate successfully within a variety of contexts,

CIU QO 7: Shown that they can communicate effectively within international study and work environments,

CIU QO 8: Transferred their learning into concrete practice in real work contexts,

CIU QO 9: Shown commitment to green initiatives and other ethical practices in study and work environments.