



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2022 AAUT BRIEFING SESSION: NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION

Presented by:
PROFESSOR
ANGELA CARBONE
28 April 2022

ACKNOWLEDGEMENT OF COUNTRY



On behalf of those present, I acknowledge the Traditional Owners of the land on which we now meet. I pay my respects to their Elders: past, present and emerging.

I also pay my respect to all Aboriginal and Torres Strait Islander people of Australia and hope that the path towards reconciliation continues to be shared and embraced.

AGENDA



- Welcome
- Introduce the Neville Bonner Award for Indigenous Education
- 2021 Neville Bonner award updates & ongoing promotion efforts
- 2022 AAUT key changes
- Citation and Teaching Award categories and assessment criteria
- Neville Bonner Award Nomination Process and key dates
- AAUT Assessment Process
- Q&A

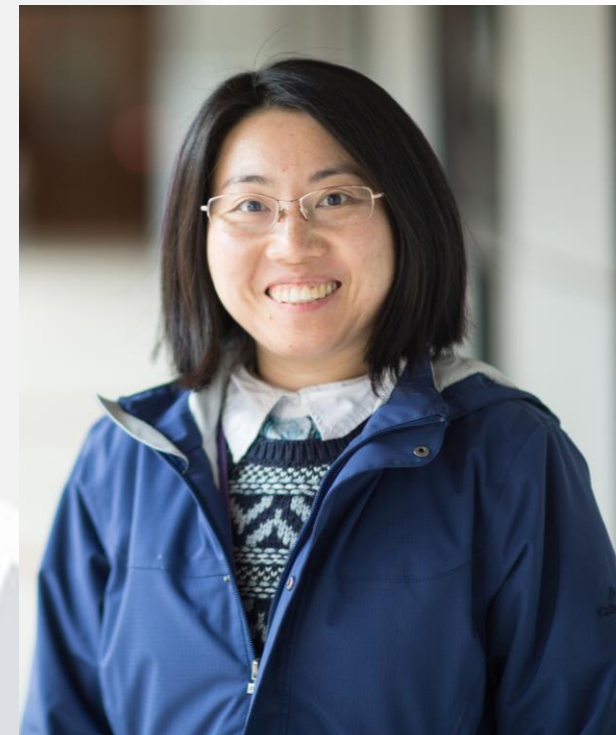
AWARDS TEAM



Professor Angela Carbone
Awards Team Director



Ms Angeline Sim
Awards Team Manager



Dr Jing Ye
Awards Team Coordinator

NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION



- Introduced in 2002 as part of the Teaching Excellence Awards.
- Neville Bonner AO (1922-1999) was the first Indigenous Australian to sit in Parliament, and an elder of the Jagera people.
- An Indigenous activist and a political conservatist.
- His contribution to Australia has been recognised in perpetuity through the naming of a suburb of Canberra after him.
- This award is part of the:
 - **Citations for outstanding contributions to student learning** that recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning.
 - **Teaching Excellence Awards** that recognise Australia's most outstanding university teachers or teaching teams who have demonstrated excellence, leadership and sustained commitment to teaching and learning in higher education.
- Individuals must demonstrate their contribution to Indigenous education.
- Indigenous teaching staff only may nominate.



*Neville Bonner AO
1922 to 1999*

UPDATES & PROMOTION



Neville Bonner Award Number of Nomination	2021	2020	2019	2018
Citations	10 (8 awarded)	3 (1 awarded)	NIL	NIL
Teaching Excellence Awards	2 (1 awarded)	1	0	2 (1 awarded)

Ongoing efforts to promote Neville Bonner Awards

- Establish connections with Institutions Indigenous centre, PVC Indigenous Committee, Associate Deans Indigenous, academics and staff.
- Develop resources for wide distribution, like brochures and videos from past Neville Bonner recipients.
- Promote support services, i.e. AAUTN mentoring program and AAUT professional development sessions.
- Revise the assessment matrix to align with the Neville Bonner award requirements.
- Have a separate assessment panel for Neville Bonner award.

2022 AAUT KEY CHANGES



- Funded by universities collaboration
- No prize money for Teaching Awards
- Standardisation of the assessment criteria across all award types
- Aligned the assessment matrix to Neville Bonner Award requirements

CITATION AND TEACHING AWARD CATEGORIES



Citations for Outstanding Contributions to Student Learning (Citations)

Select one discipline category

- ☐ Natural and Physical Science, Agriculture, Environmental and Related Studies
- ☐ Engineering, Information Technology, Architecture and Building
- ☐ Health
- ☐ Education
- ☐ Business, Management and Commerce
- ☐ Society and Culture
- ☐ Creative Arts
- ☐ Multi-disciplinary

Select one of the nomination categories

- ☐ **Early Career** (For academics with less than five years teaching experience in higher education institutions)
- ☐ **Neville Bonner Award for Indigenous Education** (For Indigenous teaching staff only)
- ☐ Sessional staff

Awards for Teaching Excellence (Teaching Awards)

Select one discipline category

- ☐ Natural and Physical Science, Agriculture, Environmental and Related Studies
- ☐ Engineering, Information Technology, Architecture and Building
- ☐ Health
- ☐ Education
- ☐ Business, Management and Commerce
- ☐ Society and Culture
- ☐ Creative Arts

Select one of the nomination categories

- ☐ **Early Career** (For academics with less than five years teaching experience in higher education institutions)
- ☐ **Neville Bonner Award for Indigenous Education** (For Indigenous teaching staff only)

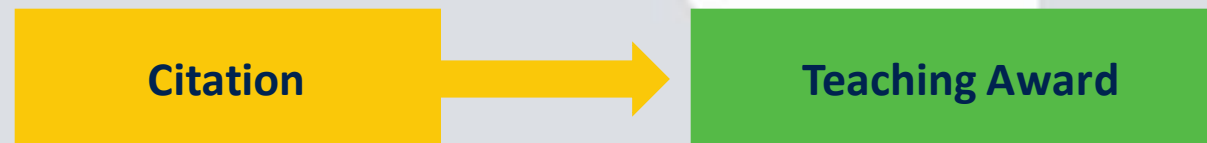
CITATION AND TEACHING AWARD SUBCATEGORIES



For **Citation**, select one subcategory.

For **Teaching Award**, address all four subcategories.

- ☐ Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.
- ☐ Development of curricula, resources or services that reflect a command of the field.
- ☐ Effective assessment practices that bring about improvements in student teaching, focus on academic integrity.
- ☐ Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience.



CITATION AND TEACHING AWARD ASSESSMENT CRITERIA



Address all four criteria under each subcategory

- A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years.
- B. Gained recognition from colleagues, the institution, and/or the broader community.
- C. Shown creativity, imagination and/or innovation.
- D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

NOMINATION PROCESS & KEY DATES

NB Registration period

Friday 29 April to Friday 20 May

Understand AAUT awards

Invite nominees to AAUT professional development sessions

By Wednesday 25 May

Provide AAUTN Mentorship

By Mon 6 Jun

Attend AAUT Professional Development sessions

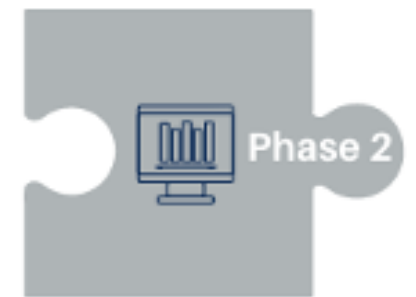
June to July



ICO Account ID
Awards Portal
Nomination Instructions
Friday 12 Aug

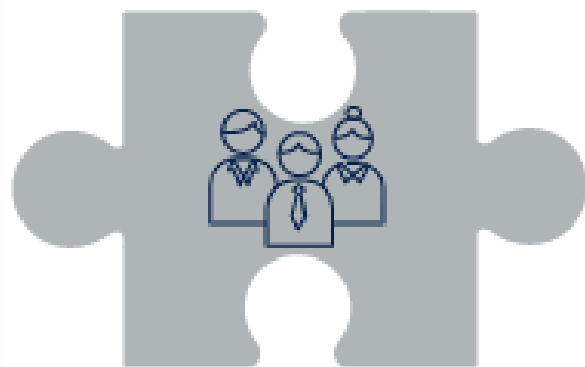


**Nominee
Registration**
Open: Monday 15 Aug
8.00am AEST
Close: Friday 26 Aug
11.59pm AEST



**Submission
Upload**
Open: Monday 5 Sept
8.00am AEST
Close: Friday 16 Sept
11.59pm AEST

AAUT ASSESSMENT PROCESS

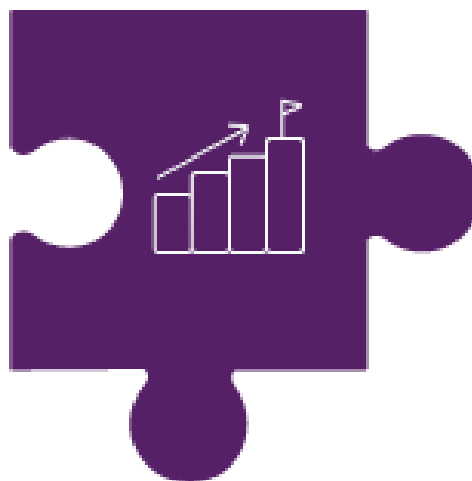


Assessors

Oct to Nov 2022

Individual Assessment

Collaborative Assessment



Awards Committee

Dec 2022

Endorsement



UA Board

Feb 2023

Approval

2022 AAUT BRIEFING/PROFESSIONAL SESSIONS (APRIL to JULY)



28 APR

Introduction to Neville Bonner Award for Indigenous Education

5 MAY

Institutional Contact Officers (ICOs) Briefing Session

19 MAY

Meet the 2018 to 2021 Australian University Teacher of the Year recipients

TBC

Writing a successful AAUT Citation application

TBC

Writing a successful AAUT Program Award application

TBC

Writing a successful AAUT Teaching Award application

TBC

Applying for a Neville Bonner Award for Indigenous Education

TBC

Applying for an Early Career application

Q&A



[AAUT-UA webpage](#) for more
information

[AAUTN](#) for Mentoring Scheme

[ICOs List](#) for your Institutional Contact
Officers

AAUT Awards Team:
aaut@rmit.edu.au

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. (25%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> 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, <u>initiative</u> 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, <u>program</u> or practice. Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, <u>engagement</u> or experience.
B. Gained recognition from colleagues, the institution, and/or the broader community, including Indigenous communities and Elders where relevant. (25%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> 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, including Indigenous communities and Elders. 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, including Indigenous communities and Elders.. The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, imagination or innovation. (25%)	<ul style="list-style-type: none"> Unreliable, <u>weak</u> 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, <u>engagement</u> 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, <u>engagement</u> 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, <u>engagement</u> or overall experience.
D. Drawn on the scholarly literature on teaching and learning, including Indigenous 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, including relevant Indigenous scholarly literature. 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, including relevant Indigenous scholarly literature 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.