AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

UNIVERSITIES AUSTRALIA
Universities Australia
Solutions Summit 2024
#UASolutionsSummit
2023 Neville Bonne
for Indigenous Edu
A/Prof Kerry B
Griffith University

2024 AAUT PD Series: Neville Bonner Award

Writing a successful
Neville Bonner Award nomination

Acknowledgement of Country

On behalf of those present, I acknowledge the Traditional Owners of the land on which we now meet. I live in Carnegie Melbourne, on the traditional land of the Wurundjeri people, but wherever we are, I pay my respects to their Elders: past, present and emerging.

The AAUT team, based at RMIT University, acknowledge the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin nations on whose unceded lands we conduct our business.

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.

Meet the AAUT team

Prof Ange Carbone

Awards Director

Ms Angeline Sim

Awards Manager

Ms Daniele Patterson

Awards Coordinator

Agenda

- Welcome & purpose
- Advice from an assessor on how to write a successful Neville Bonner Award nomination
- Advice from the 2023 Neville Bonner Award recipient
- Q&A, key dates and next steps

Guest speakers

Prof Susan Page
Western Sydney University

AAUT Assessor (Team Lead) for the
Neville Bonner Award Category

2018 Award for Teaching Excellence
(Neville Bonner Award for Indigenous Education) CAIK team recipient

A/Prof Kerry Bodle
Griffith University

2023 Award for Teaching Excellence
(Neville Bonner Award for Indigenous Education)

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

Prof Susan Page

Pro Vice-Chancellor, Indigenous Education
Western Sydney University

AAUT Assessor (Team Lead) for Neville Bonner Award Category

2018 Award for Teaching Excellence
(Neville Bonner Award for Indigenous Education) CAIK team recipient

Citation/Teaching Award Categories

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

Citation 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 Commence
☐ Society and Culture
☐ Creative Arts
☐ Multi-disciplinary

Select one of the nomination categories

☐ Early Career
☐ Neville Bonner Award for Indigenous Education
☐ Sessional staff
☐ None of the above

Award 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 Commence
☐ Society and Culture
☐ Creative Arts
☐ Multi-disciplinary

Select one of the nomination categories

☐ Early Career
☐ Neville Bonner Award for Indigenous Education
☐ None of the above

Citation/Teaching Award Categories

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Citation - Select one / 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 or digital solutions, or any assessment strategies that bring about change.

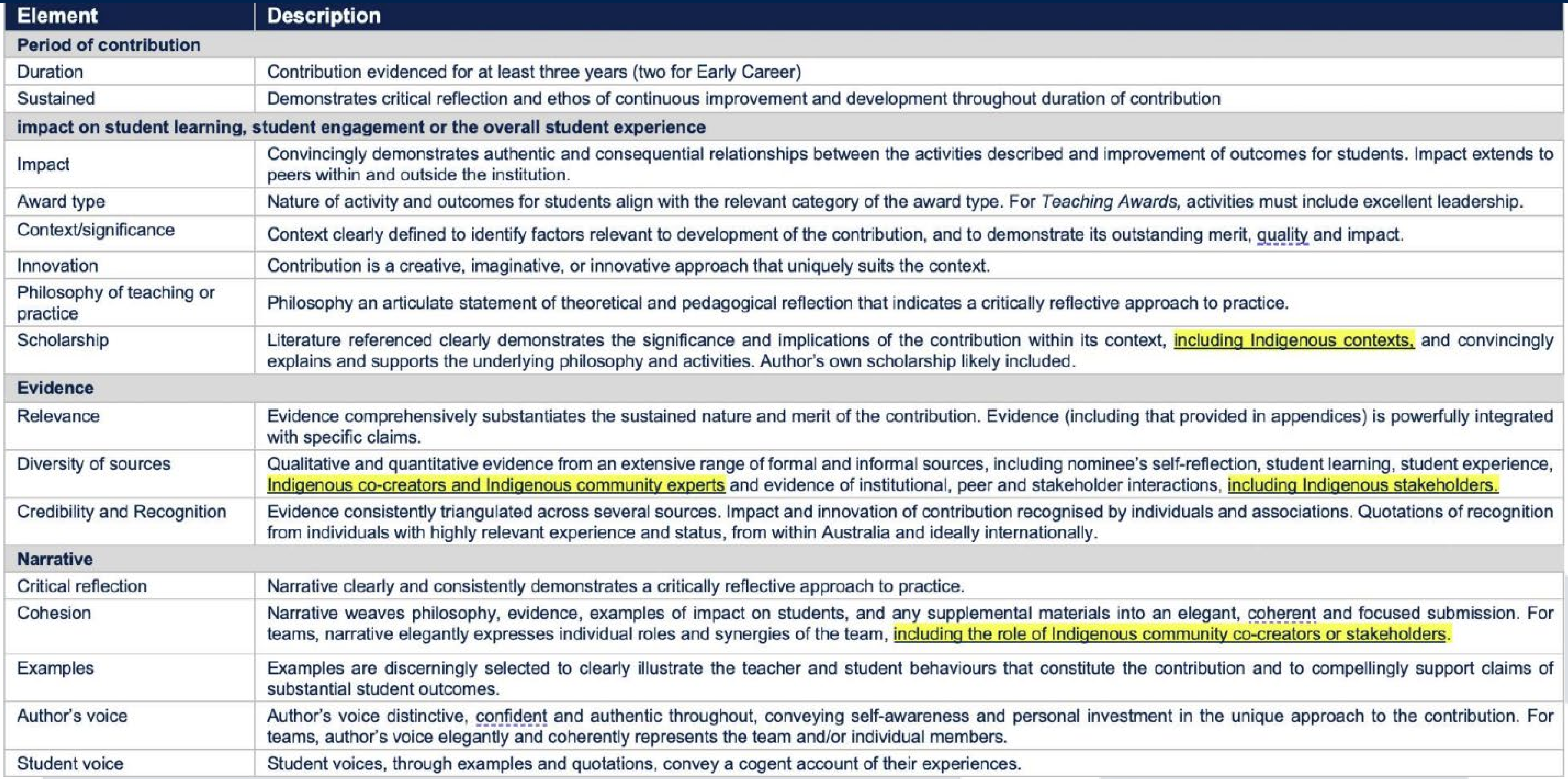
☐ Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience.

AAUT NEVILLE BONNER AWARD ASSESSMENT MATRIX

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

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%)	☐ 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.	☐ 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.	☐ 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.	☐ 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, including Indigenous communities and Elders where relevant. (25%)	☐ Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. ☐ Recognition does not include adoption.	☐ 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.	☐ 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.	☐ 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 and/or innovation. (25%)	☐ 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.	☐ Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. ☐ Limited examples provided to demonstrated how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience.	☐ 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.	☐ 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, including Indigenous teaching and learning to inform the development of initiatives, programs and/or practice. (25%)	☐ Nomination refers to limited scholarly literature in relation to their teaching practice. ☐ Limited description to their teaching philosophy.	☐ 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.	☐ 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.	☐ 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.

Key elements for a successful Neville Bonner application



Element	Description
Period of contribution	
Duration	Contribution evidenced for at least three years (two for Early Career)
Sustained	Demonstrates critical reflection and ethos of continuous improvement and development throughout duration of contribution
impact on student learning, student engagement or the overall student experience	
Impact	Convincingly demonstrates authentic and consequential relationships between the activities described and improvement of outcomes for students. Impact extends to peers within and outside the institution.
Award type	Nature of activity and outcomes for students align with the relevant category of the award type. For *Teaching Awards*, activities must include excellent leadership.
Context/significance	Context clearly defined to identify factors relevant to development of the contribution, and to demonstrate its outstanding merit, quality and impact.
Innovation	Contribution is a creative, imaginative, or innovative approach that uniquely suits the context.
Philosophy of teaching or practice	Philosophy an articulate statement of theoretical and pedagogical reflection that indicates a critically reflective approach to practice.
Scholarship	Literature referenced clearly demonstrates the significance and implications of the contribution within its context, including Indigenous contexts, and convincingly explains and supports the underlying philosophy and activities. Author's own scholarship likely included.
Evidence	
Relevance	Evidence comprehensively substantiates the sustained nature and merit of the contribution. Evidence (including that provided in appendices) is powerfully integrated with specific claims.
Diversity of sources	Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience, Indigenous co-creators and Indigenous community experts and evidence of institutional, peer and stakeholder interactions, including Indigenous stakeholders.
Credibility and Recognition	Evidence consistently triangulated across several sources. Impact and innovation of contribution recognised by individuals and associations. Quotations of recognition from individuals with highly relevant experience and status, from within Australia and ideally internationally.
Narrative	
Critical reflection	Narrative clearly and consistently demonstrates a critically reflective approach to practice.
Cohesion	Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, coherent and focused submission. For teams, narrative elegantly expresses individual roles and synergies of the team, including the role of Indigenous community co-creators or stakeholders.
Examples	Examples are discerningly selected to clearly illustrate the teacher and student behaviours that constitute the contribution and to compellingly support claims of substantial student outcomes.
Author's voice	Author's voice distinctive, confident and authentic throughout, conveying self-awareness and personal investment in the unique approach to the contribution. For teams, author's voice elegantly and coherently represents the team and/or individual members.
Student voice	Student voices, through examples and quotations, convey a cogent account of their experiences.

Element	Description
Structure	Division into the required sections is appropriate and produces a clear and compelling narrative. Conclusion elegantly draws elements of narrative together to provide a cohesive and powerful ending.
Reference letters	
Content	References demonstrate familiarity with the contribution and context, providing strong endorsement of the claims and additional evidence relating to context, merit and impact on students.
Second referee	Second referee eminently qualified to comment on broader impact of the contribution based on relevant professional or personal expertise and standing. Provides strong endorsement on the merit of the contribution from an independent perspective inside/outside of the university. Indigenous co-creators and community cultural experts may be included.

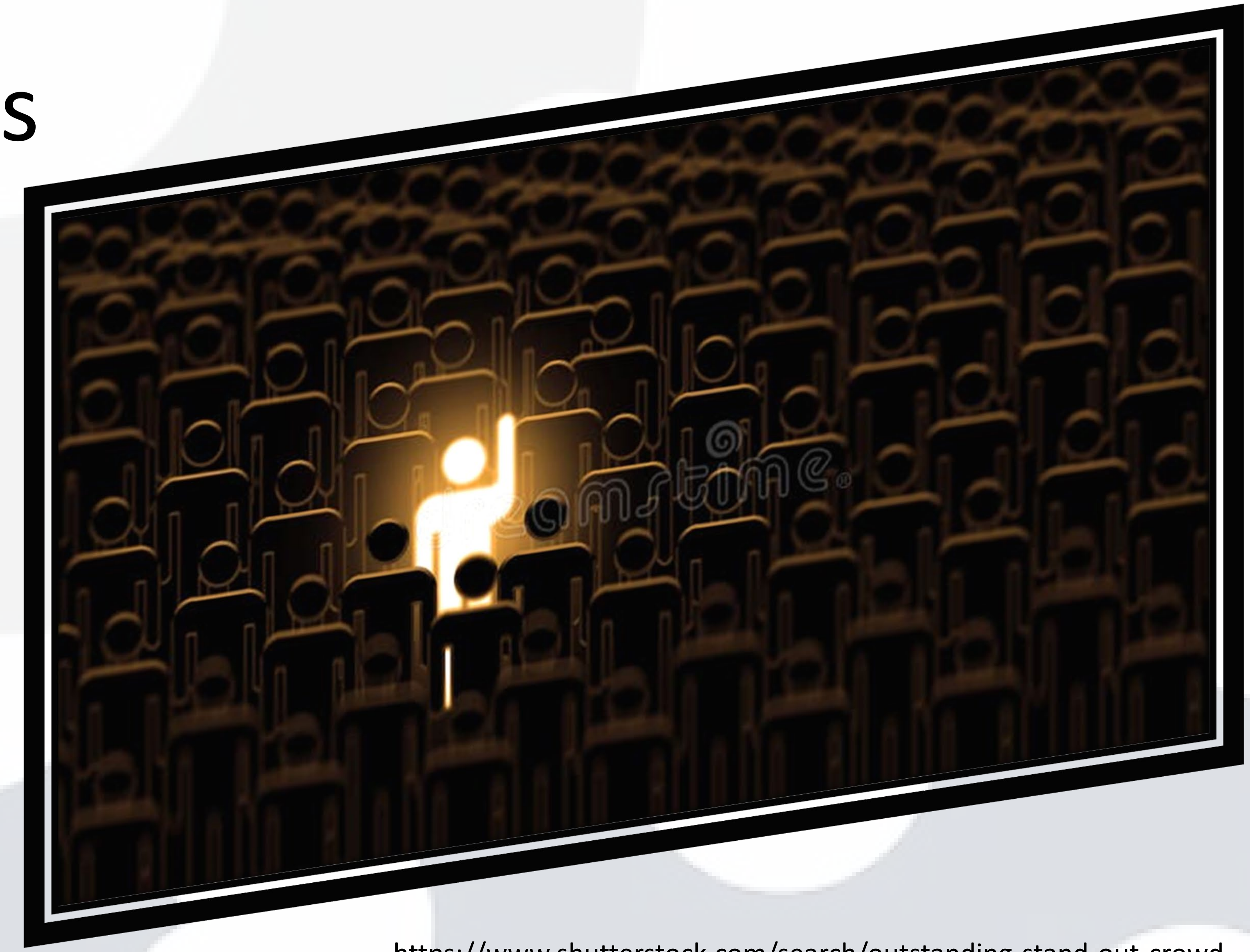
**The table above is drawn from Southern Cross University Teaching Awards Rubric.*

Scholarship	
Scholarship Practice	Demonstrates engagement and/or leadership in the scholarship of teaching. Various aspects of scholarship are relevant to higher education, but at its core are: • making a contribution to the advancement of knowledge or professional practice in a field • transmission of these advances through effective, contemporary approaches to teaching and learning, and research training if applicable. • relevant Indigenous pedagogy and theory. In an environment of scholarly activity, evidence of a range of outputs constituting different forms of scholarship, for example: • scholarly publication/communication such as literature reviews and conference presentations • scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development • original research in a discipline or on teaching and learning practices • leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals) • contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice), teaching related Indigenous community engagement. • involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge) • undertaking higher level qualifications that lead to scholarly outputs, in particular high degrees by research • individual or collaborative activities, e.g., 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or • undertaking advanced specialised practice or scholarly secondments. A successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall: • actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice • informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials • engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices, including co-creation of teaching and materials with Indigenous community experts. • engaged in communication, discussion, or debate with other scholars in relevant fields of study • stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and • exploring, testing, practising, and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).

** The information in this section are taken from the TEQSA Guidance Note: Scholarship https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship*

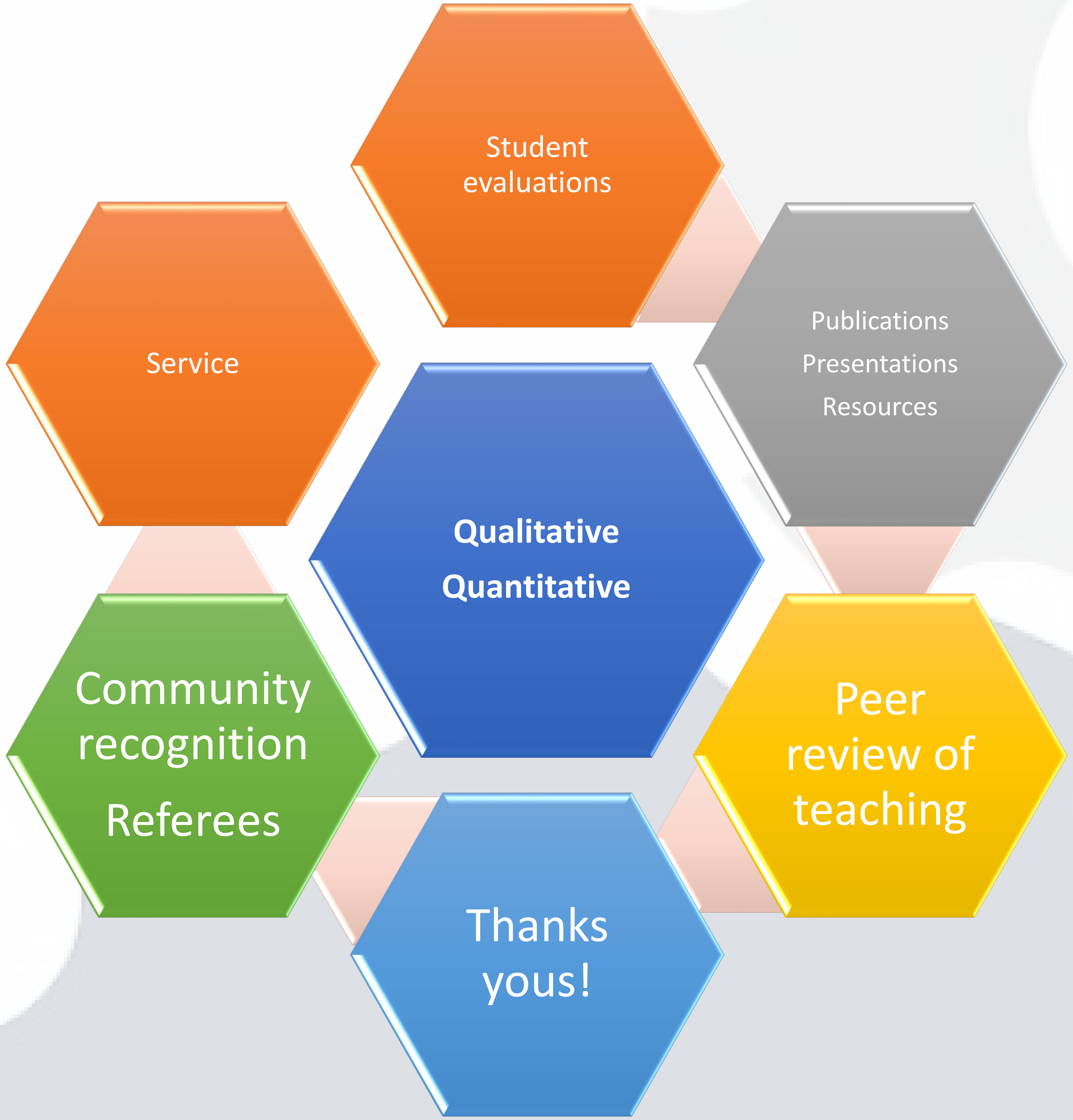
Tips

- Outstanding vs standing out
- Take advantage of Indigenous mentors
- L&T centre support
- Address the criteria
- Teaching philosophy is important
- Time is of the essence
- Evidence, evidence, evidence



https://www.shutterstock.com/search/outstanding-stand-out-crowd

Evidence: Variety is key



Student evaluations

Publications
Presentations
Resources

Service

Qualitative
Quantitative

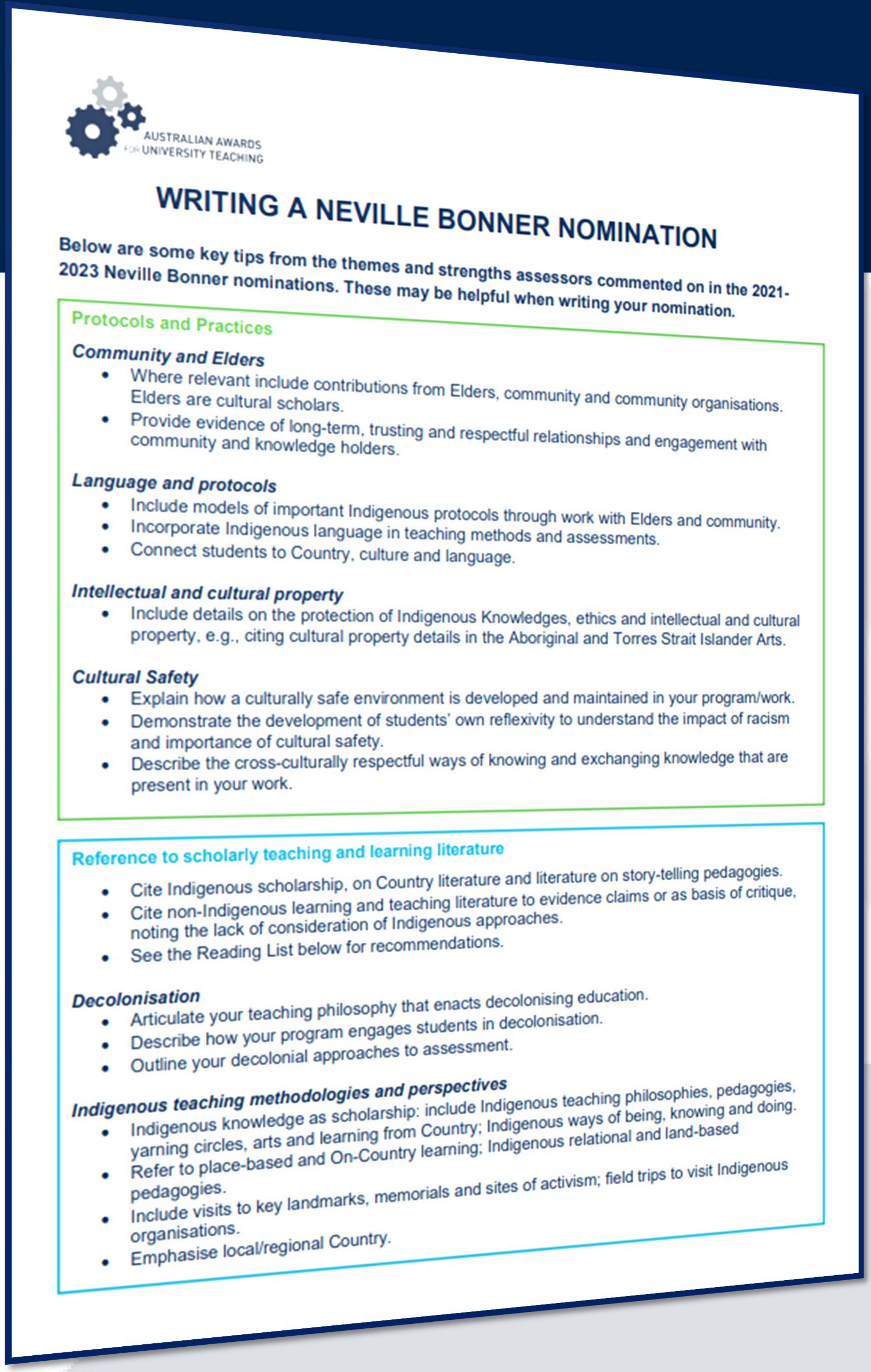
Community recognition
Referees

Peer review of teaching

Thanks yous!

LEVEL 3
LEVEL 2
LEVEL 1
EVIDENCE
HIGH

https://www.istockphoto.com/photos/evidence



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WRITING A NEVILLE BONNER NOMINATION

Below are some key tips from the themes and strengths assessors commented on in the 2021-2023 Neville Bonner nominations. These may be helpful when writing your nomination.

Protocols and Practices

Community and Elders

- Where relevant include contributions from Elders, community and community organisations. Elders are cultural scholars.
- Provide evidence of long-term, trusting and respectful relationships and engagement with community and knowledge holders.

Language and protocols

- Include models of important Indigenous protocols through work with Elders and community.
- Incorporate Indigenous language in teaching methods and assessments.
- Connect students to Country, culture and language.

Intellectual and cultural property

- Include details on the protection of Indigenous Knowledges, ethics and intellectual and cultural property, e.g., citing cultural property details in the Aboriginal and Torres Strait Islander Arts.

Cultural Safety

- Explain how a culturally safe environment is developed and maintained in your program/work.
- Demonstrate the development of students' own reflexivity to understand the impact of racism and importance of cultural safety.
- Describe the cross-culturally respectful ways of knowing and exchanging knowledge that are present in your work.

Reference to scholarly teaching and learning literature

- Cite Indigenous scholarship, on Country literature and literature on story-telling pedagogies.
- Cite non-Indigenous learning and teaching literature to evidence claims or as basis of critique, noting the lack of consideration of Indigenous approaches.
- See the Reading List below for recommendations.

Decolonisation

- Articulate your teaching philosophy that enacts decolonising education.
- Describe how your program engages students in decolonisation.
- Outline your decolonial approaches to assessment.

Indigenous teaching methodologies and perspectives

- Indigenous knowledge as scholarship: include Indigenous teaching philosophies, pedagogies, Indigenous ways of being, knowing and doing. yarning circles, arts and learning from Country; Indigenous relational and land-based
- Refer to place-based and On-Country learning; Indigenous relational and land-based pedagogies.
- Include visits to key landmarks, memorials and sites of activism; field trips to visit Indigenous organisations.
- Emphasise local/regional Country.

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- ➢Protocols and Practices
- ➢Reference to Indigenous scholarly literature
- ➢Evidence and impact
- ➢Definitions, details and contexts
- ➢Reading List

https://universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/

https://aautn.org/wp/wp-content/uploads/2023/04/2023_Writing-a-Neville-Bonner-Nomination.pdf

Questions?

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

Associate Professor Kerry Bodle

Griffith University

2023 Award for Teaching Excellence - Neville Bonner Award for Indigenous Education

ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the people who are the Traditional Custodians of the land. We pay respect to the Elders, past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples.

Together, Sid Domic

CRICOS: 00233E | TEQSA: PRV12076

Experience of a past award recipient

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

Associate Professor Kerry Bodle
Academic Director (Indigenous)
Griffith Business School
Griffith University

Background

- Cherbourg, Qld - Wakka Wakka Nation, ‘Stolen Generation’
- “accidental academic”

https://app.secure.griffith.edu.au/exlnt/entry/4845/view

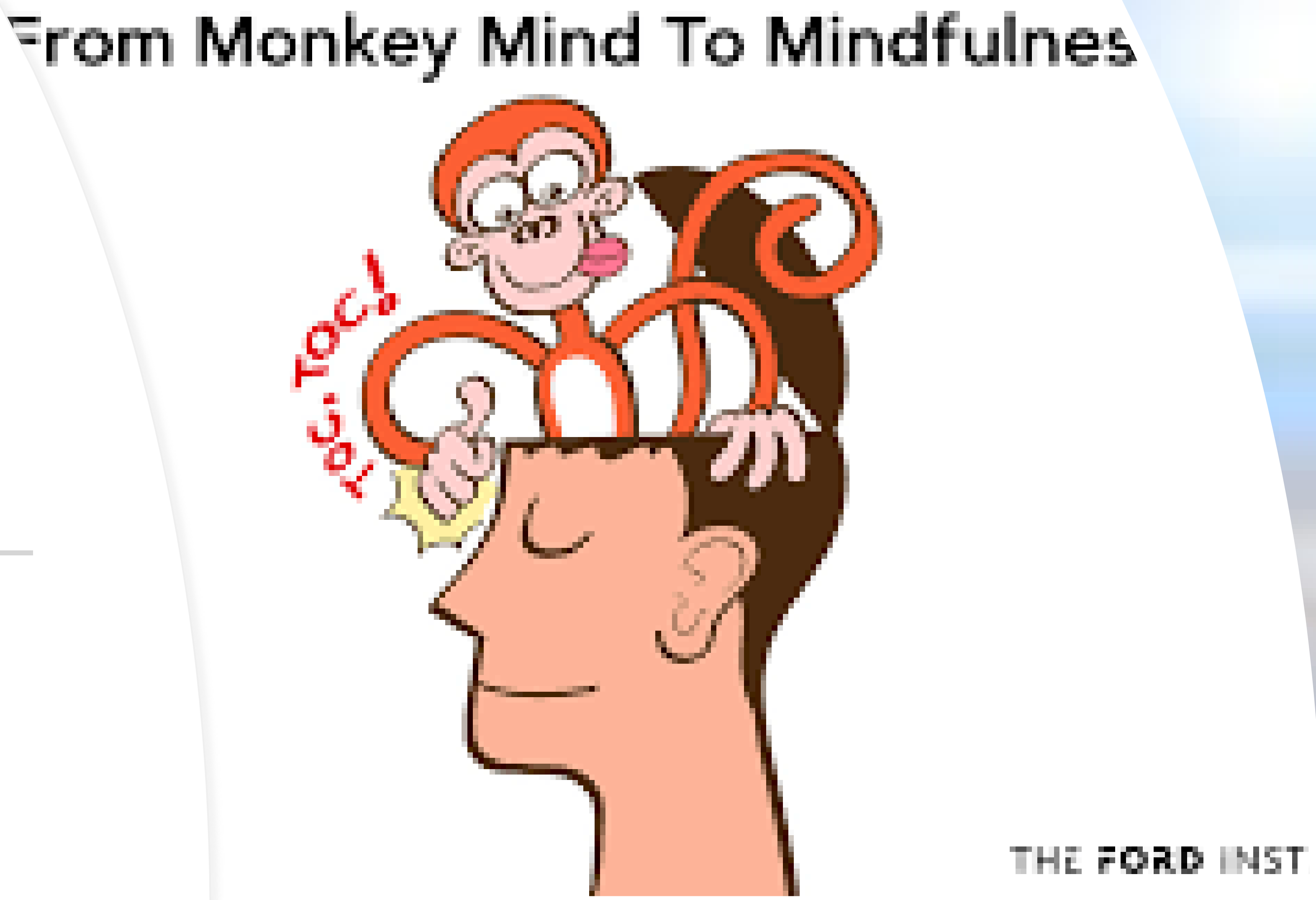
AAUT 2023

PD SESSION CITATION APPLICATION

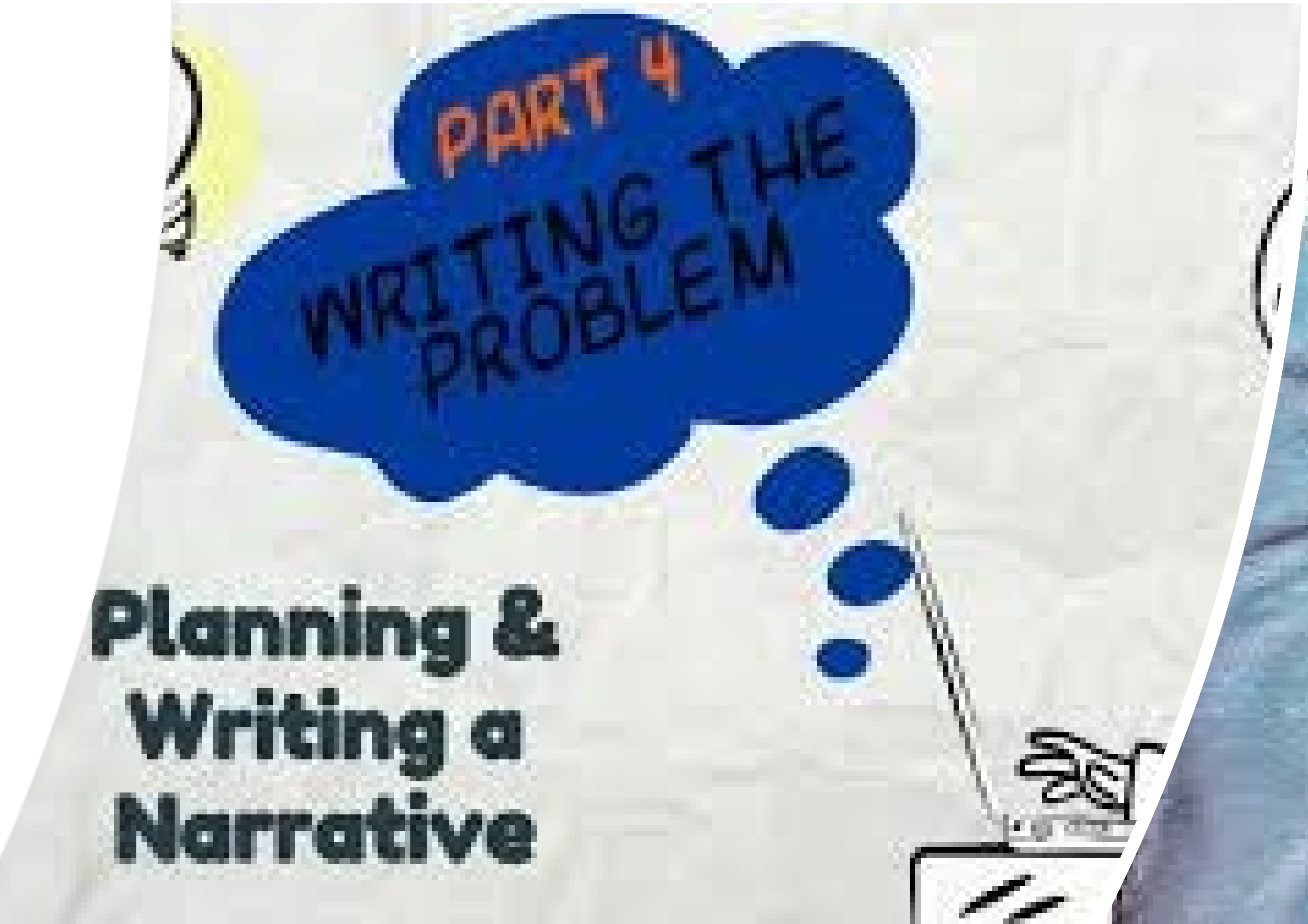
- Preparing the application
  - Challenge – where to start
  - Category SC1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn
  - Pedagogy - “Storytelling”
  - Evidence – SETs, SECs, Qualitative comments

Experience writing the nomination

- Monkey mind
- Self-doubt
- Writing a narrative
- Trust


From Monkey Mind To Mindfulnes
TOC, TOC!
THE FORD INST

Positive mind
Be
AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING
Respect
Collaborate
Create
TRUST


PART 4
WRITING THE PROBLEM
Planning & Writing a Narrative

WHEN
YES
SHOULD
YES
MAYBE
NOT
HOW MUCH?
MAYBE...
WHICH ONE
????
WHERE?
NO
NO

Tips & Advice for future nominees

Challenges and how they were resolved

- Self-doubt = yoga
- Selecting the right categories = the matrix

I'm not good enough
I must be perfect
I must not make a mistake
I'm not worthy
Nobody loves me
I can't do it

RESTORATIVE YOGA

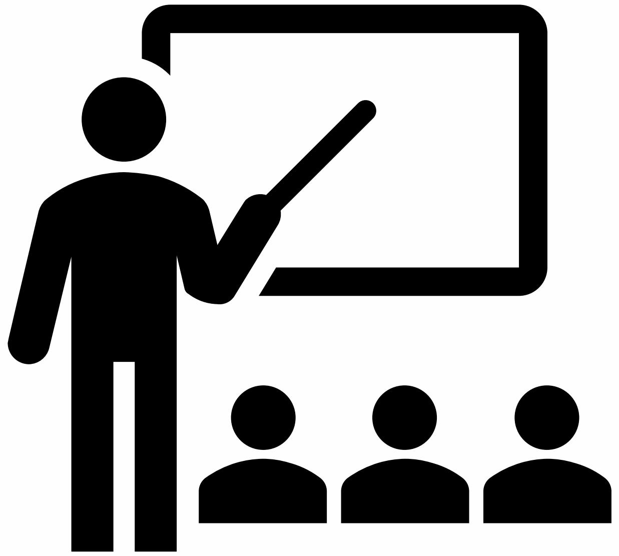
Benefits

- In-house assistant
- AAUT resources
- AAUTN mentor
- Colleagues to read

YOU ARE A LIFESAVER
THANKS FOR ALL THAT YOU DO!
M MADE

Questions?

Upcoming AAUT PD Sessions



15 May – Writing a successful Teaching Award nomination

21 May – Writing a successful Citation nomination

3 June – Writing a successful Early Career Award nomination

18 June – Writing a successful Neville Bonner Award nomination

26 June – Writing a successful Program Award nomination

Recap: Key dates

May – July

Prepare nomination

12 Aug – 1 Sept

ICOs submit nominations

Oct - Dec

3-stage assessment process

Feb 2025

Universities Australia announce award outcomes

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More information

AAUT-UA webpage

Mentoring Scheme

aautn.org

AAUT Awards Team

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@ProfAngeCarbone & @uniaus

Universities Australia

Professor Angela Carbone