AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

2024 AAUT PROGRAM OVERVIEW

Privacy policy

Universities Australia takes its obligations to protect privacy very seriously. Universities Australia is an 'APP entity' and an 'organisation' within the meaning of the Privacy Act 1988 (Commonwealth). The Privacy Act regulates how organisations collect, use, hold and disclose personal information. Our policy is to comply in all respects with our privacy obligations. Universities Australia is bound by the Act including the Australian Privacy Principles. The Act is available for viewing at https://www.legislation.gov.au/Details/C2020C00025.

The purpose of this privacy policy is to tell you about the personal information handling practices of Universities Australia. This privacy policy may be reviewed and updated from time to time. Changes to the privacy policy will be updated on the UA website.

Collection, use and disclosure of personal information

As part of the nomination process Universities Australia collects the personal information identified in the AAUT nomination forms, as well a photo of nominees and their curriculum vitae (if required). Where the nomination is on behalf of another person, the information above is collected about that person.

Personal information is collected to assess eligibility for an award, and to undertake statistical analysis in relation to the AAUT program. Universities Australia may also use this information to:

- Maintain an ongoing relationship with nominees
- Award prizes
- Invite nominees to relevant events
- Review or evaluate the AAUT program

Privacy Consent

By submitting and award nomination or providing information in support of a nomination, the nominee acknowledges and consents to Universities Australia disclosing their personal information to the following parties:

- Awards Team
- Nominee's Institution
- Assessors
- Award Committee Members

Universities Australia may also publish award recipients' information (excluding contact details) in media releases, presentations, conference programs, booklets about the AAUT recipients and on the Universities Australia's website. Universities Australia and the Awards Team will not use or disclose personal information for any other purpose unless permitted by the Privacy Act 1988.

Publicity

The names of the award recipients including photographs of recipients will be made public through the media and the Universities Australia's website. Nominees will be advised of the results of their nomination by email. Universities Australia reserve the right to make the first public announcement of successful nominations. Recipients and their institutions are informed once Universities Australia provides approval, but the embargo remains in place until the Universities Australia makes the announcement.

Freedom of Information

The Freedom of Information Act 1982 gives members of the public a right to request access to documents held by the Awards Team. This does not guarantee that the request will be granted and is assessed on a case-by-case basis. See more information on Freedom of Information Victoria website.

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GLOSSARY

AAUT	Australian Awards for University Teaching
Assessor	An individual who assess AAUT nominations
Awards Committee	Made up of senior academic leaders in teaching and learning
Award Recipient	The individual or team receiving the award
Awards Portal	Sparkplus online assessment portal
Awards Team	Project team at RMIT managing the administration on behalf of UA
DVCA	Deputy Vice-Chancellors Academic
Institutions	Eligible institutions listed in Table A and Table B of the Higher Education Support Act (2003) to nominate for the AAUT
ICO	Institutional Contact Officer
Nominee	The individual or team applying for the award
SPARKPLUS	Online Awards Portal
UA	Universities Australia
UA Board	Made up of eight Australian Vice-Chancellors plus UA Chief Executive

KEY UPDATES IN 2024

- A new Awards Portal will be rolled out using Survey Monkey Apply software for a more user-friendly experience and efficient nomination and assessment processes
- The nomination forms will be part of the streamlined nomination and submission process in the new Awards Portal
- Updated nomination templates have been provided for all award types (Teaching, Citation and Program) as a guide
- This year, Program Awards are open to both individual and team nominations.
- Each nominee's video file (.mp4 or .mov) must be uploaded in the Awards Portal (instead of a YouTube link) – for Teaching Award nominations only

CONTACT DETAILS

AAUT Awards Team
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03 9925 8269
(Awards Manager, Luana Spadafora)

03 9925 1834
(Awards Coordinator, Daniele Patterson)

AAUTN website

1 INTRODUCTION

The Australian Awards for University Teaching (AAUT) were established in 1997 by the Australian Government to celebrate and reward excellence in university teaching. Since then, with an honour roll that includes many highly respected and celebrated members of the sector, the Australian Awards for University Teaching have become a valued form of recognition for university educators Australia wide.

The Australian Awards for University Teaching recognise the impact that educators have on the learning and teaching experiences and outcomes of university students. They celebrate and reward programs that support students and enhance learning. They promote excellence in learning and teaching in all aspects of higher education. Recipients, with the support of their institutions, contribute to systemic change in learning and teaching through the ongoing sharing and dissemination of knowledge.

This year, AAUT is funded by universities collaboration.

There are five Award types promoting and recognising excellence in learning and teaching. For more information, refer to section 2 Award Types.

1.1 NOMINATION KEY DATES

See the diagram below for this year key dates. Refer to section 3 Nomination Process for details.

Career Achievement Award nomination period:
28 October - 15 November

1.2 KEY ROLES

This section outlines key roles and responsibilities.

1.2.1 NOMINEE

Nominees are to complete a nomination in line with the requirements in these instructions, including provision of evidence demonstrating claims against the assessment criteria. It is expected that all nominations should substantially reflect their own work. Nominees should seek the advice of their institution throughout this process.

1.2.2 NOMINATING/ELIGIBLE INSTITUTIONS

Only member institutions listed on the UA website are eligible to nominate for the AAUT. Refer to Appendix A for the list of eligible institutions.

It is the role of the nominating institution to organise and support submissions of Citations, Program Awards and Teaching Awards. In addition, the institution is responsible for:

- Identifying candidates and supporting the development of their nomination.
- Providing guidance to nominees around the quality and strength of nominations.
- Assisting the nominee to:
  - present evidence of teaching quality
  - present evidence of sustained contribution
  - gather data to strengthen claims
  - outline their vision and clear narrative within the nomination.
- Coordinating the nomination process, including submission of award nominations.
- Distribution of assessor feedback to individual nominees and dissemination of assessment reports outlining areas for improvement from previous nominations.
- Working with and supporting recipients to further their contribution to learning and teaching following the granting of an award.

1.2.3 INSTITUTIONAL CONTACT OFFICER (ICO)

Each institution is required to nominate an ICO as the central point of contact for the AAUT Awards Team. All communication with nominees will primarily be through their ICO, such as AAUT newsletters, notification of outcomes etc. The ICO is required to upload all of their institution's nominations via the AAUT Awards Portal. Please note that ICOs cannot form part of any nomination as this may be seen as a conflict of interest.

1.2.4 AWARD RECIPIENTS

Recipients (or their nominated delegates) are invited to attend the relevant award ceremony to accept their award. Award recipients, with the support of their institutions, are expected to engage in ongoing sharing of best practice and innovation in learning and teaching.

1.2.5 ASSESSORS

Assessors selected by UA and the Awards Team will assess all nominations against the assessment criteria and make recommendations.

1.2.6 AWARDS COMMITTEE

There are four Award Committees: Citations, Program Awards, Teaching Awards and Career Achievement Award, made up of senior academic leaders in teaching and learning with a track record of leadership and extensive experience in the field across the Australian higher education sector. The Awards Committees are responsible for confirming and recommending the ratings before sign-off by UA.

1.2.7 AWARDS TEAM

The Awards Team is responsible for:

- Managing the administration of the AAUT, including responding to queries.
- Preparing all supporting information and nomination instructions, the receipt and collation of all awards nominations.
- Selecting and providing administrative support to the assessors.
- Managing the online submission.
- Communicating with eligible institutions through their ICO.

1.2.8 UNIVERSITIES AUSTRALIA (UA) BOARD

Universities Australia (UA) Board of Directors, which consists of eight Australian Vice-Chancellors plus the UA Chief Executive Officer, will sign-off on the final AAUT Award recipients list.

2 AWARD TYPES

There are five Award types promoting and recognising excellence in teaching and learning.

2.1 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING (CITATIONS)

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates. The maximum number of citations awarded is five per institution.

The Neville Bonner Award for Indigenous Education category is open for Indigenous teaching staff only.

2.2 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING (PROGRAM AWARDS)

Awards for Programs that Enhance Learning recognise learning and teaching programs or services that make innovative and outstanding contributions to student learning and/or the quality of the student experience. They are awarded to programs and services that have set high standards for education support in Australian universities.

The Program Awards are open for individual and team nominations.

2.3 AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

Awards for Teaching Excellence 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. Teaching Awards reward the enrichment of student experiences and the improvement of learning outcomes through innovation and the delivery of quality teaching over a sustained period.

The Neville Bonner Award for Indigenous Education category is open for Indigenous teaching staff only.

2.4 AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The Award for Australian University Teacher of the Year is the premier university teaching award. Among the Teaching Award recipients, one individual with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching will be awarded the Award for Australian University Teacher of the Year.

In selecting the recipient of the Award for Australian University Teacher of the Year, particular attention is given to the evidence demonstrating advanced skills in evaluation and reflective practice; participation in and contribution to professional activities related to learning and teaching; coordination, management and the leadership of courses and student learning; publication of research related to teaching; and demonstration of leadership through activities that have a broad influence on the profession.

2.5 CAREER ACHIEVEMENT AWARD

The Career Achievement Award is occasionally awarded to one or more individuals who have:

- Made an outstanding contribution to learning and teaching.
- Been recognised for the impact they have had on the higher education sector.
- Achievements that have had a major influence and left an enduring legacy.
- Served in higher education for at least 25 years.

Vice-Chancellor to nominate one nominee from their institution. In October 2024, the online Career Achievement Award Nomination Form and details will be sent to all Vice-Chancellors.

2024 AAUT Award Information Summary

Award Types	CITATION	TEACHING AWARD	PROGRAM AWARD
No. of Awards	**Up to 100**	**Up to 9**	**Up to 4**
Max submission per institution	**6**	**3**	**2**
Prizemoney	**NIL**	**NIL**	**NIL**
Categories Choose ONE	**Discipline Categories** • 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 **Nomination Categories** • Early Career • Neville Bonner Award for Indigenous Education • Sessional staff	**Discipline Categories** • 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 **Nomination Categories** • Early Career • Neville Bonner Award for Indigenous Education	• Student experience that supports diversity and inclusive practices • Collaborative educational partnerships in learning and teaching. • Curriculum transformation and innovative pedagogy. • Work Integrated Learning (WIL) programs that value and enhance student employability.
Subcategories	**Address one** 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 or leadership that has influenced and enhanced learning and teaching and/or the student experience.	**Address all four** 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 or leadership that has influenced and enhanced learning and teaching and/or the student experience.	**NIL**
Assessment Criteria	Nominees are required to make a case that they have: 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), not including time taken for development or trial of any activity. B. Gained recognition from colleagues, the institution, and/or the broader community. C. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments. D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.		

2024 AAUT Nomination process

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

Mar to July

Preparation for Submission

Documentation must comply with the formatting requirements (Refer to the Nomination instructions for details).

From May - June a new suite of Professional Development sessions for ICOs and nominees will be rolled out.

- 14 May: ICO Briefing Session
- 15 May: Teaching Award PD
- 21 May: Citation PD
- 3 June: Early Career Award PD
- 18 June: Neville Bonner Award PD
- 26 June: Program Award PD

All information will be distributed via ICOs.

Aug to Sep

Online Submission

ICOs to submit nominations via the online Awards Portal. The new software will provide a more user-friendly experience and efficient nomination and assessment processes.

- The nomination forms will be part of the streamlined nomination and submission process in the new Awards Portal.
- Updated nomination templates will be provided for all award types (Teaching, Citation and Program) as a guide.
- The Awards Portal will be open from 12 August until 1 September 2024.
- An extension until 8 September 2024 will provided to institutions with exceptional circumstances only.

Oct to Dec

Assessment Period

Assessors and Awards Committees review each nomination based on the rating scale and assessment matrix.

Feb 2025

Notification of Outcome

Each nominating institution and all nominees will be advised of the outcome of their nomination by email.

All nominees will receive feedback letters from assessors by end of March.

Feb 2025

Awards Announcement

UA will announce the recipients via an online video on the AAUT-UA webpage.

3.1 NOMINATION CHECKLIST

The AAUT Nomination Checklist outlines the documentation requirement for each award submission.

There are two files for submission:

- Consolidated all required documents as listed in the order below in a single PDF file
- A digital photograph should be uploaded as a separate file.

Documentation Requirements	Citation	Program Award	Teaching Award
1. Nomination Form	√	√	√
2. Claims against Assessment Criteria	√	√	√
3. Team Statement of Contribution *(For team nomination ONLY)*	√	√	√
4. Two Letters of Reference (One A4 page for each reference	√	√	√
5. Digital photograph (.jpg format)	√	√	√
6. Video (.mp4 or .mov)	✗	✗	√
7. Supporting Materials (*inclusive of URL and links)*	✗	√	√
8. Curriculum Vitae	✗	✗	√

It is strongly recommended that nominations are proofread prior to submission.

Note: Submissions that do not meet the requirements outlined in these instructions, and with any missing documents, un-ticked boxes and/or missing signatures, will not be accepted. Pages in excess of page limits outlined will not be provided to the assessors.

3.2 ONLINE SUBMISSION REQUIREMENT

Online submission of nominations is via the 2024 AAUT Awards Portal by the ICO.

- Each institution will be invited to create a login and password.
- Refer to 2024 AAUT Awards Portal Nomination Instructions for more information.

4 ASSESSMENT PROCESS

There are four levels of review during the assessment of nominations.

4.1 AWARDS TEAM

The Awards Team is responsible for the administrative processes involved in submission and assessment of nominations. This includes:

- Determining whether a nomination complies with the requirements set out in the instructions.
- Grouping the nomination according to its category for each awards type.
- Assigning the nomination to an assessor for review.

4.2 ASSESSORS

Assessment of nominations is carried out by selected groups of assessors against the relevant assessment criteria. Assessors will be allocated to a team of three to assess the assigned applications. They will individually assess the applications, then meet online to discuss their evaluations and make joint recommendations. Assessments are subject to a moderation process.

In selecting assessors, UA and the Awards Team will consider the following:

- Discipline expertise.
- Learning and teaching expertise.
- Experience assessing applications or nominations.
- Years of leadership education experience.
- Potential professional development for the individuals.
- Benefit to their institutions provided by their participation in the assessment exercise.

Assessors are required to sign a conflict-of-interest declaration and a confidentiality agreement form. No assessor may review a nomination if they took part in its preparation and assessors do not assess nominations involving their own institution. All members of nominating teams are ineligible to participate in that round's assessments.

4.3 AWARDS COMMITTEE

The Citations, Program Awards, Teaching Awards and Career Achievement Award Committees will be responsible for confirming and recommending the ratings before sign-off by UA.

4.4 UA BOARD

The UA Board of Directors will sign-off on the final AAUT Award recipients list.

5 APPENDIX A: ELIGIBLE INSTITUTIONS

TABLE A PROVIDERS

ACU Australian Catholic University

Bond University

CQUniversity Australia

Charles Darwin University

Charles Sturt University

Curtin University

Deakin University

Australia ECU Edith Cowan University

Federation University Australia

Flinders University

Griffith University

James Cook University Australia

La Trobe University

Macquarie University

Monash University

Murdoch University

QUT Queensland University of Technology

RMIT University

Southern Cross University

Swinburne University of Technology

Australian National University

The University of Adelaide

The University of Melbourne

The University Of Queensland Australia

The University of Sydney

The University of Western Australia

University of Canberra

une University of New England

UNSW Sydney

The University of Newcastle Australia

University of South Australia

UniSQ

University of Tasmania

UTS University of Technology Sydney

USC

University of Wollongong Australia

Western Sydney University

Victoria University Melbourne Australia

The University of Notre Dame Australia

6 APPENDIX B: 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. (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. (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. ❑ 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. ❑ 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 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. ❑ 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. ❑ 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 NOMINATION

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.
Contribution: influence 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, 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, and evidence of institutional, peer and stakeholder interactions.
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.
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.
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.

Element	Description
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.

**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. 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). • 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. • 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*

7 APPENDIX C: AAUT NEVILLE BONNER AWARD 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. (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, <u>including Indigenous communities and Elders where relevant.</u> (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, <u>including Indigenous communities and Elders.</u> ❑ 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, <u>including Indigenous communities and Elders.</u> ❑ 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, <u>including Indigenous teaching and learning</u> 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, <u>including relevant Indigenous scholarly literature</u>. ❑ 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, <u>including relevant Indigenous scholarly literature.</u> ❑ 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 AWARD NOMINATION

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
Contribution: **influence 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.

Element	Description
	• 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*