AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

UNIVERSITIES AUSTRALIA

2025 AAUT ICO Briefing

Presented by:

Ms Angeline Sim, AAUT Awards Manager

Ms Daniele Patterson, AAUT Awards Coordinator

Professor Pip Pattison, Chair of the AAUT Teaching Awards Committee 2021-2024

19 June 2025

MEET THE AAUT TEAM

Professor Angela Carbone – Awards Director

Ms Angeline Sim – Awards Manager

Ms Daniele Patterson – Awards Coordinator

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Acknowledgement of Country

On behalf of those present, I acknowledge the Traditional Owners of the land on which we are all joining from today. I pay my respects to their Elders, past and present, and to all Aboriginal and Torres Strait Islander People of Australia.

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Agenda

Overview of the AAUT Program

- 2024 Reflections

- Changes in the 2025 AAUT

- ICO's roles and responsibilities

- Award types, Categories, Subcategories, Criteria & Matrix

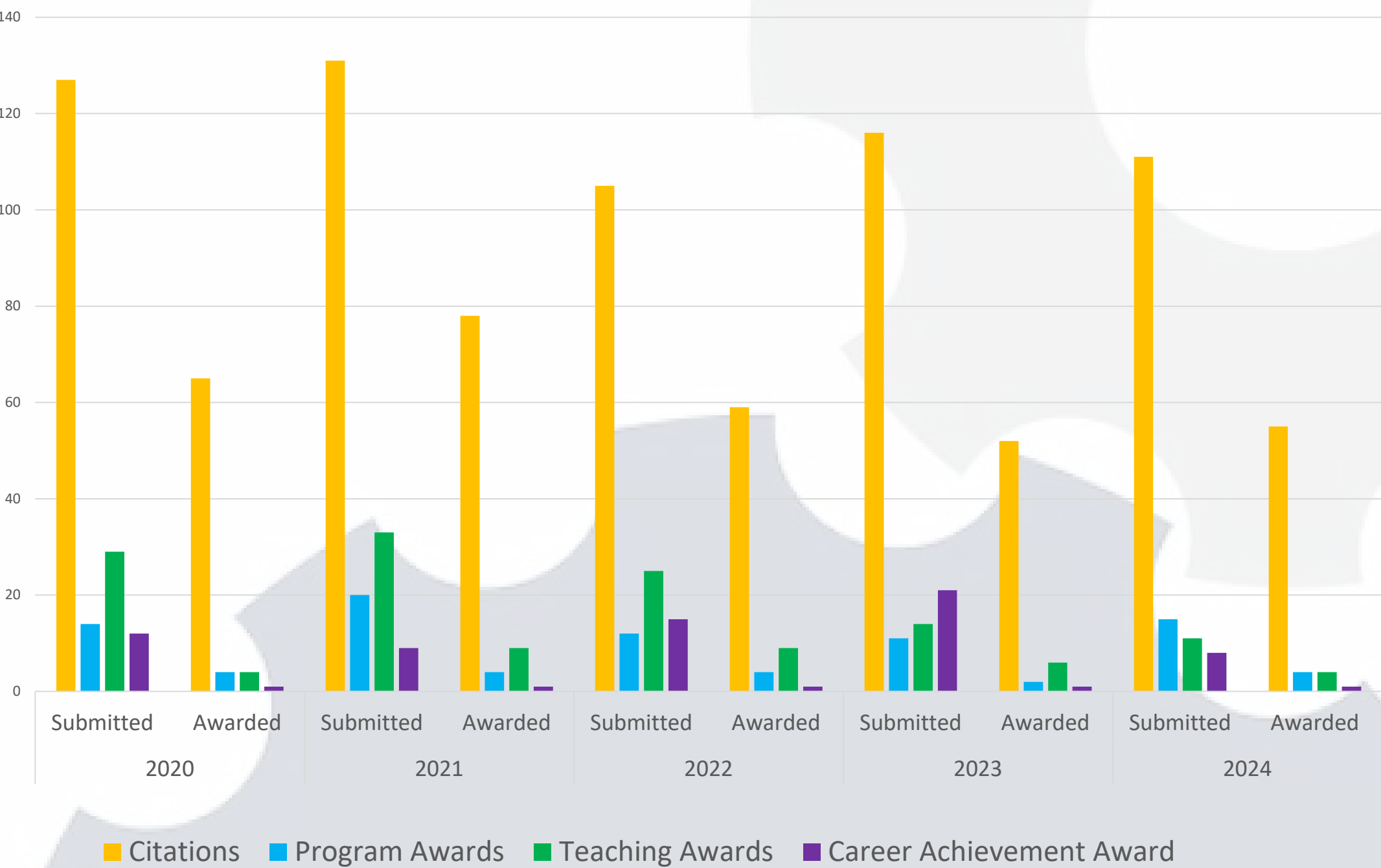- Nomination & Assessment Process

- PD Sessions

- Key dates

Featured Presentation

- **What makes a strong AAUT nomination -** *Emeritus Prof Pip Pattison*

- Q&A

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Changes in 2025

✅ **New question** added to the online nomination form: *"Do you identify as Aboriginal and/or Torres Strait Islander?"*

📣 Developed a **campaign to promote the Neville Bonner Award for Indigenous Education.**

🎥 **2–3 minute video requirement for Teaching Award:** Place greater emphasis on the nominee's educational practice, i.e. what they do, how and why they do it, and the impact of their work. Applicants are encouraged to share these insights that convey a coherent narrative of their philosophy and practice.

📝 **No nomination template** provided this year: Applicants are encouraged to create their own narrative while still clearly addressing the selection criteria.

❓ **2025 AAUT FAQs** added to the **AAUT-UA website.**

📄 **Program Overview** will **not** be provided.

ICO Roles & Responsibilities

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Central point of contact

Upload applications to AAUT Awards Portal

Disseminate all AAUT related news

Promote AAUT within your institution

AAUT Award Types

AAUT Awards Type	Categories	No. of awards	Max Submissions (per institution)
Citations	8 Discipline Categories 3 Nomination Categories (Neville Bonner, Early Career, Sessional)	Up to 100	6
Program Awards	4 Nomination Categories (Student experience, Collaboration Partnership, Curriculum transformation, WIL)	Up to 4	2
Teaching Awards	7 Discipline Categories 2 Nomination Categories (Neville Bonner, Early Career)	Up to 9	3
Teacher of the Year Award	One winner from the Teaching Awards recipients	Up to 1	N/A
Career Achievement Award	Nominated by the VC	1 or more	1

Award Categories

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

Citations for Outstanding Contributions to Student Learning (Citations)	Awards for Teaching Excellence (Teaching Awards)	Awards for Programs that Enhance Learning (Program 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 ☐ Sessional staff ☐ OR none of the above	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 Select one of the nomination categories ☐ Early Career ☐ Neville Bonner Award for Indigenous Education ☐ OR none of the above	Select one category ☐ Student experience that supports diversity and inclusive practices ☐ Collaboration educational partnerships in learning and teaching ☐ Curriculum transformation and innovative pedagogy ☐ Work Integrated Learning (WIL) programs that valve and enhance student employability In your submission, ensure to include the scope of your program i.e. whether it's: • whole institution, • College or Faculty based, • School or Department based, • Discipline specific or other.

Awards Requirements

Citations for Outstanding Contributions to Student Learning (Citations)

o   For **specific contributions** (e.g. approaches to teaching, curriculum development, assessment, innovation/leadership)

o   Choose **1 subcategory**

o   **4 pages** claim

o   Requires: nomination form, 2 references, photo (+ team statement if applicable)

Awards for Teaching Excellence (Teaching Awards)

o   For **broad excellence** across teaching practice

o   Address **all 4** subcategories

o   **8 pages** claim

o   Requires: nomination form, CV, 2 references, 2-3 min video, supporting materials, photo (+ team statement if applicable)

Awards for Programs that Enhance Learning (Program Awards)

o   For **initiatives** that enhance learning (e.g. WIL, student experience, collaborative partnerships, curriculum transformation)

o   Choose **1 category**

o   **10 pages** claim

o   Requires: nomination form, 2 references, supporting materials, photo (+ team statement)

AAUT Assessment Matrix - Citations, Program & Teaching Awards

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.

AAUT Assessment Matrix - Neville Bonner Awards

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.
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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.

Possibilities for Aboriginal/ Torres Strait Islander Educators

- Encourage more nominations from Aboriginal and Torres Strait Islander applicants, particularly for the Neville Bonner Awards

- Can apply **individually** or **as part of a team**

- Neville Bonner Award assessment matrix includes:
  - Recognition from Indigenous Communities and Elders, where relevant
  - Deep understanding and engagement with the scholarly literature teaching and learning, including relevant Indigenous scholarly literature

Citations for Outstanding Contributions to Student Learning	*Awards for Teaching Excellence*	*Awards for Programs that Enhance Learning*
– Neville Bonner Award for Indigenous Education AND select a subcategory

OR

- Any eligible subcategory | – Neville Bonner Award for Indigenous Education

OR
– Discipline-based subcategories | – Any eligible subcategory |
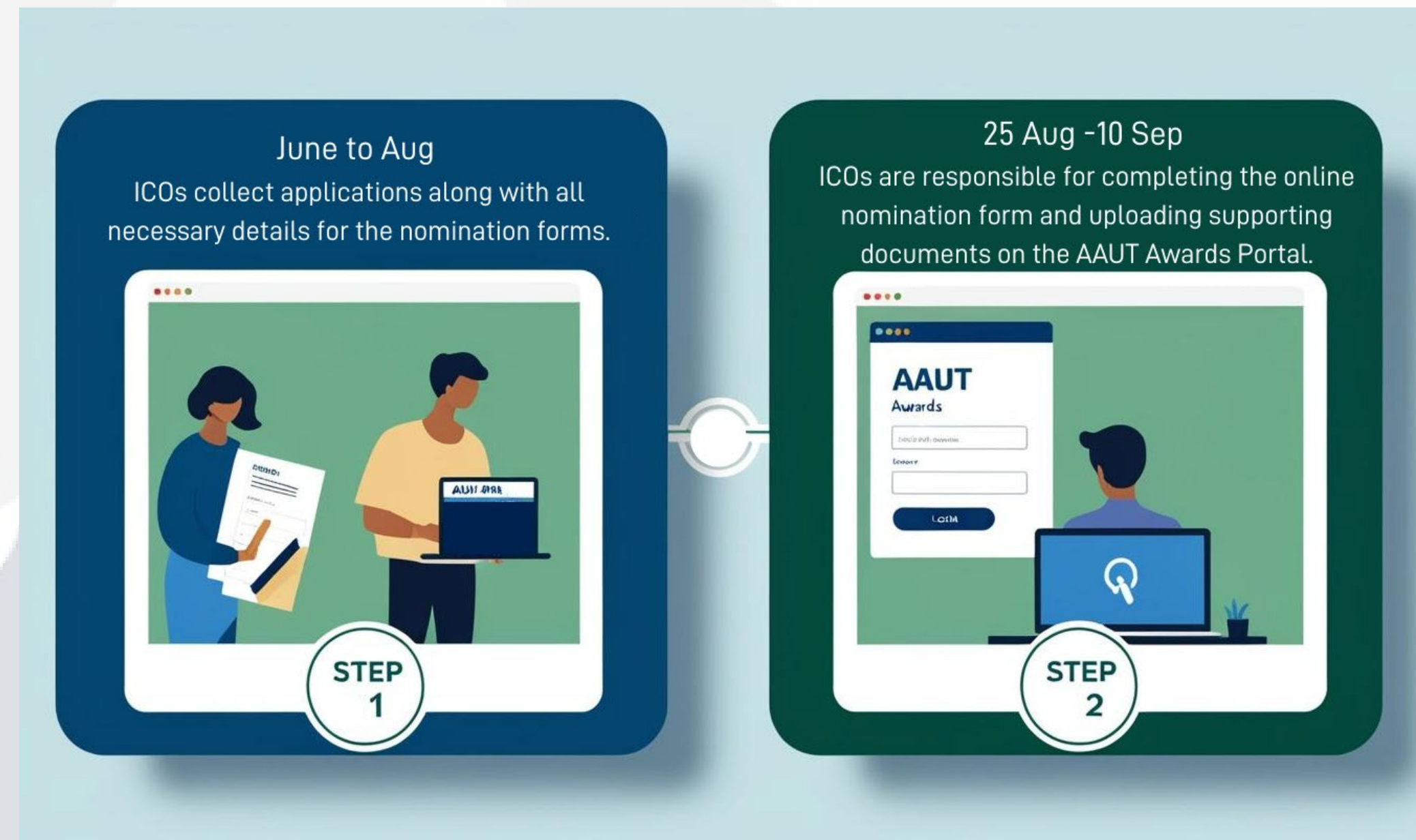
Nomination Process

Nomination Period:
25 August – 10 September 2025

- ICOs will submit nominations via the AAUT Awards Portal

- ICOs may use the sample nomination forms to gather nominee information & endorsements in preparation for submission

- Awards Portal Q&A session (optional) will run at the start of nomination period

- Nominations can be edited after submission until the deadline

AAUTAwards Portal

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2025 Australian Awards for University Teaching

Welcome to the 2025 AAUT Awards Portal.

Institutional Contact Officers (ICOs) can nominate up to 11 nominees for an award.

AAUT Nomination checklist

	Citation	Program Award	Teaching Award
No. of Awards	Up to 100	Up to 4	Up to 9
Max submissions per institution	6	2	3
Submission requirements			
Online nomination form	✔	✔	✔
Claims against assessment criteria	✔	✔	✔
Two letters of reference	✔	✔	✔
Digital photo	✔	✔	✔
Supporting materials (inclusive of URL links)	✘	✔	✔
CV	✘	✘	✔
Video (2-3 min)	✘	✘	✔

For more information visit the AAUT-UA website.

If you encounter any issues with the Awards Portal, please contact the AAUT Awards Team via aaut@rmit.edu.au

See my application

APPLY

Open to
Organizations and individual applicants can apply.

Opens
5 May 2025 08:00 AM (AEST)

Deadline
5 Sep 2025 11:59 PM (AEST)

Categories
Citations for Outstanding Contributions to Student Learning
Awards for Programs that Enhance Learning
Awards for Teaching Excellence

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m Awards for University Teaching   Programs   My Applications   ⓘ ▾   AAUT 2025 ▾

< Back to application

2025 Australian Awards for University...
Melanie LEE
ID: 2025AAUT-0000000003 | Status: In progress

✔ Program Award Nomination Form   ›

○ Upload Submission

○ Upload Digital Photo

1 of 3 tasks complete

Last edited: 27 May 2025 05:20 PM (AEST)

REVIEW   **SUBMIT**

Deadline: 5 Sep 2025 11:59 PM (AEST)

✔ Program Award Nomination Form
Completed 27 May 2025 05:20 PM (AEST)   •••

2025 Program Award Nomination Form

AAUT AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

Nomination Type

Responses Selected:

Team nomination

Program Information

Program/Team Name (less than 10 words)	STEM Construction Challenge
Date program commenced (MM/YYYY)	01/2023

Program discipline

Where the program has a discipline, please select one of the ASCED Classification Broad & Narrow Fields of Education number/s below:

Responses Selected:

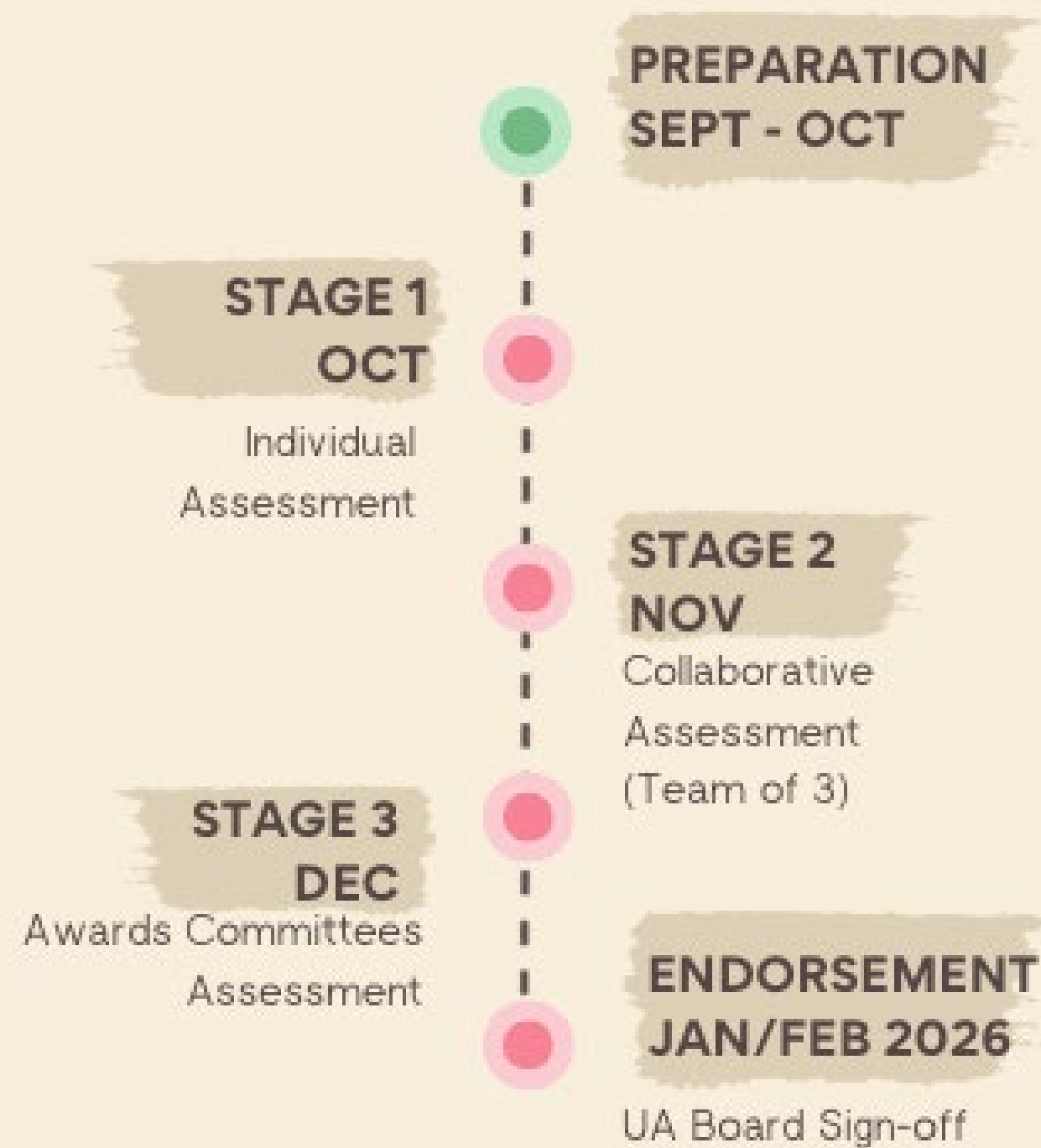| 03. Engineering and Related Technologies |
|---|

Contact details (For Individual Nominee/Team Lead)

Title (e.g. Prof, Dr, Ms)	A/Prof
First name	Melanie
Last name	Lee
Position/Role	Director

Resources to Effectively Support Nominees

- Nomination writing tips from assessors

- Writing tips for Neville Bonner Nominations

- Assessment Matrices and Key Elements of a Successful Nomination (pp 2-3 of the matrix documents)

- AAUT Mentor Scheme

- Video archive with advice from previous award recipients

- AAUT-N website (aautn.org)

AAUT ASSESSMENT PROCESS

PREPARATION SEPT - OCT

STAGE 1 OCT

Individual Assessment

STAGE 2 NOV

Collaborative Assessment (Team of 3)

STAGE 3 DEC

Awards Committees Assessment

ENDORSEMENT JAN/FEB 2026

UA Board Sign-off

What makes a strong AAUT nominatio

Emeritus Professor Pip Pattison

Chair of Teaching Awards Committee 2021-2024

Teaching Awards Committee 2019-2020

Key Factors For A Successful Teachin

Award Application

A coherent narrative that:

- Captures the applicant(s) as educators – their philosophy, aspirations, approach to reflection and learning, and impact, including the excellent learning experience they create their students

- Addresses *all* of the subcategories with compelling evidence against each assessment criterion

- Demonstrates *sustained* commitment and excellence

Teaching Award Categories

Discipline categories

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

Nomination categories

- Early Career Award (up to 5 years teaching experience)
- Neville Bonner Award (for Indigenous Education)

Awards

Up to 9 AAUT Awards for Teaching Excellence

One award for Australian University Teacher of the Year

Subcategories to be Addressed

❑ 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.

Teaching Award Assessment Criter

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

Common Issues That Reduce Application Effectiveness

- Failure to communicate coherence and quality of approach and impact

- Restricted evidence of student experience and impact

- Restricted evidence of broader influence (e.g., on discipline or institution)

- Failure to address all subcategories and criteria (e.g., drawing on scholarly literature)

- Limited evidence of *sustained* commitment and excellence

Qualities of A Competitive Application

- Has been planned for some time, with early, regular and open reflection on teaching practice effectiveness

- Has been through several iterations of drafting and feedback

- Draws on experience and success with internal award programs

- Has been developed with multiple, related goals in mind, including future teaching plans, professional development, promotion, other awards, scholarly contributions

- Has sought feedback, support, mentoring through you (the ICOs), the AAUT website and from respected colleagues

- Conveys clearly the aspirations, philosophy and rationale of the teacher

- Conveys clearly the learning experience and impact for students (and peers)

- Presents compelling evidence against the assessment criteria for each subcategory

Example of Good Use of Evidence (1)

Using Quantitative data

Scholarly evaluation

Context and narrative

Explaining the data

Graph explained

Triangulate with student quote – adding depth

Extend and link to research

Outcomes benchmarked

In 2013, I was very grateful to receive a [REDACTED] University Postgraduate Students' Association Online Teacher of the Year Award. Of my five [REDACTED] teaching awards, this is the most treasured because it was student-nominated. It was a turning point for my teaching – I became motivated to invest in evidence-based evaluation, applying Brookfield's (1995) advice around multiple evidence points. I used feedback from esteemed teachers by participating in a national, multi-institutional trial of a Peer Assisted Teaching Scheme. This really helped me adapt my course delivery without reducing the student experience as student numbers increased from 12 to 60. I also used Brookfield's Critical Incident Questionnaire (CIQ, 1995) as a lens into students' experiences. I shared my reflections on what I 'heard' with students and adjusted my own teaching transparently and publicly in response. I used a reflective journal assignment as a second 'window' on student experience (Wals, 2014).

'At first I was very reluctant to do this … quite overwhelming. However … I realised it was a great way to really think about everything I had learnt in the course and how that relates to my career' (student survey, 2014).

Another survey evaluated the ten stages of transformative learning (Mezirow, 1991). My data showed all my students went through one stage of transformational learning, and 73% went through 5+ (CV refs 26 & 27). Standardised university Student Feedback on Courses (SFC, /5), show student satisfaction consistently improved over 8 years (Figure 1).

Figure 1. Change in Student Satisfaction 2012-18
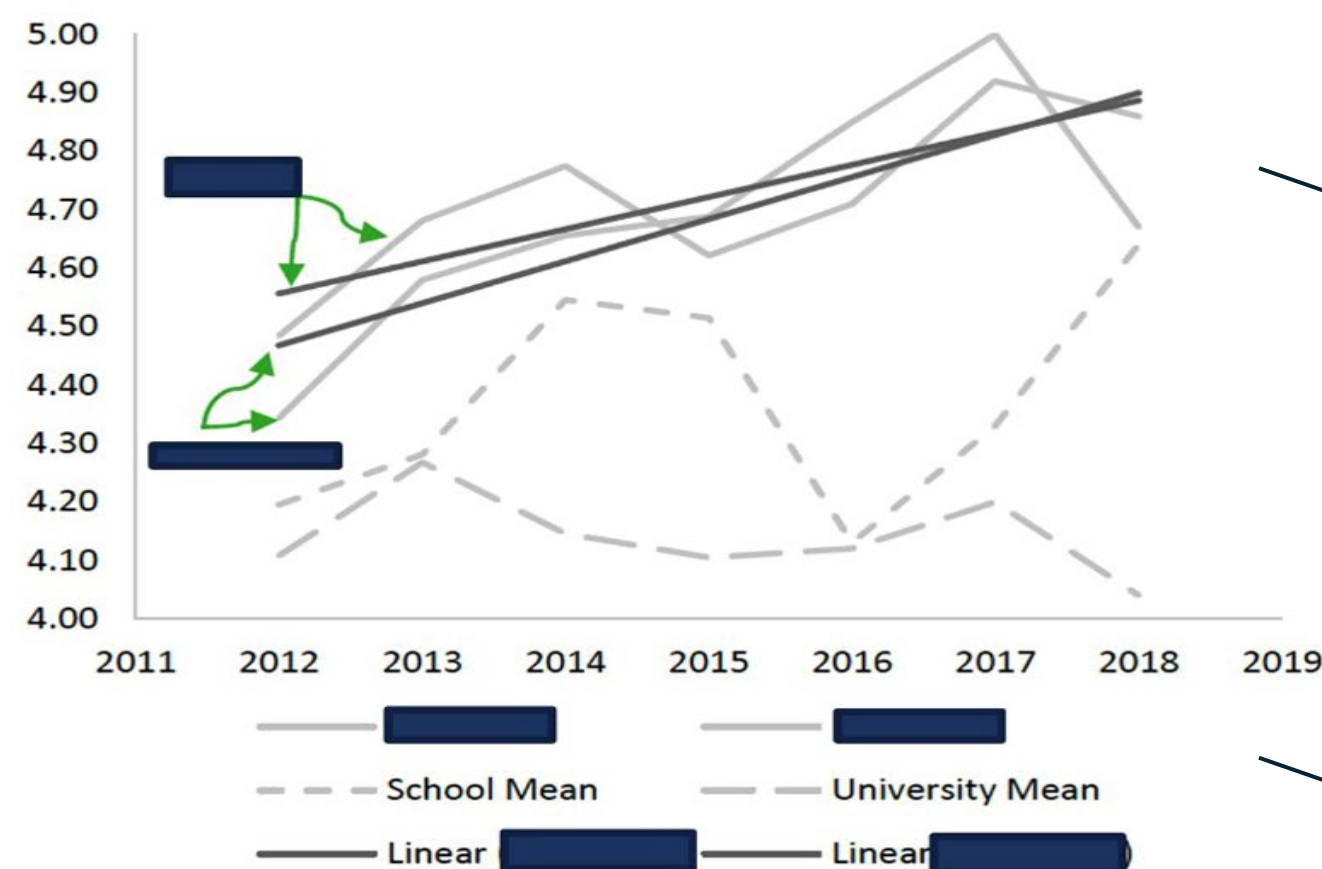
School Mean — University Mean — Linear [REDACTED] — Linear [REDACTED]

Example of Good Use of Evidence (2)

Descriptive data: qualitative and diverse

Context and narrative

Impact through students and graduates

Recognition via awards and funding

Student feedback

My impact was acknowledged by xxxx Faculty Staff Awards for Sessional Academic of the Year… and a Vice-Chancellor's Award for Sessional Staff Teaching Excellence …I successfully sought funding to design… elective course xxxx Implementing Resilience & Addressing Complexity to replicate my own workplace experience.

I taught this intensive course for xxxx years for small groups of students (up to xxxx students at a time) with average student satisfaction rating of xxxx and won the DVC Academic's Merit List Award for this teaching... The course's success resulted in a second invitation, and associated funding, to design a completely a-disciplinary course xxxx Unravelling Complexity in a new transdisciplinary xxxx Master of Studies program…I really became excited when my graduating students were using their learning to change the world.

After discussing an idea within a course, one student founded and became the Managing Director of 'xxxx Sustainable Living', winning the xxxx Australian Association of Environmental Education xxxx Environmental Community Educator of the Year Award.

Another integrated her coursework learning into her role managing urban cooling for xxxx City Council, winning both a Council 'Shine' Award in 2016 for her Action Plan and the xxxx Government's Premier's Sustainability Award…

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Supporting Materials

In addition to the 8 pages addressing criteria, nominees must also include:

- Curriculum Vitae

- 2 reference letters

- Team statement of contribution (if applying as a Team nomination only)

- A 2-3 minute video of publishable quality (mov or mp4 file)

- Digital photograph

Nominees can also submit:

- One website – include URL link in your PDF submission **OR** a 10 page PDF of supporting material

Other Things to Be Aware of

- Panels attend to the coherence of narrative and evidence

- Success often comes on a second or later attempt

- Most applicants ARE excellent teachers: the challenge is to communicate excellence in 8 pages

- The resources on the AAUT website are excellent

- The process has been honed over some years by the AAUT Awards Team and now yields a high consistency of judgment

Feedback from the 2024 Round

Fewer awards were recommended in 2024, possibly because:

- There were fewer applications overall, and hence a genuine reduction in the number of high-quality applications

- The template introduced in 2023 led inadvertently to a more 'tick-box' style of application, making it harder for quality to shine

As a result, there is <u>no nomination template</u> this year and applicants are encouraged to structure their narrative to convey their distinctive approach and impact while also demonstrating excellence against the criteria

And please do all you can to encourage applications from your outstanding teachers!

Questions?

Thank you ICOs!
CONNECT WITH US

More information
AAUT-UA webpage

Mentoring Scheme
aautn.org

AAUT Awards Team
aaut@rmit.edu.au

@AAUTnetwork, @ProfAngeCarbone
& @uniaus

Universities Australia

Professor Angela Carbone