

2025 VICE-CHANCELLOR'S EDUCATION AWARDS

Tips, Expectations and Requirements

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Chair, 2025 Vice-Chancellor's Education Awards Committee



Australian
National
University

Congratulations on your nominations!



Award Categories

Category	Awards (Est.)
Vice-Chancellor's Award for Teaching Excellence*	3
Vice-Chancellor's Award for Programs that Enhance Learning	2
Vice-Chancellor's Award for Excellence in HDR Supervision	1
Vice-Chancellor's Citation for Outstanding Contribution to Student Learning*	6
Vice-Chancellor's Award for Excellence in Tutoring or Demonstrating	4
Vice-Chancellor's Award for Indigenous Education*	2

**Including awards for Early Career Academics who have less than 5 years of University teaching experience; the 5 years can be non-sequential and must be counted on a semester basis, and includes all tutoring, part-time or casual teaching, and teaching within a team.*



2025 submission requirements

Requirements	Teaching	Program	HDR Supervision	Citation	Tutoring or Demonstrating	Indigenous Education
<i>Synopsis</i>	250 words max	250 words max	250 words max	250 words max	250 words max	250 words max
<i>Award Statement</i>	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max
<i>Award statement: Content</i>	<ul style="list-style-type: none"> Statement addressing the required selection criteria (addressing one by one in a structured manner; each criterion is weighed equally) Reference list 					
<i>CV (3 page max; 1 extra page per additional team member)</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Supporting materials</i>	No	No	No	No	No	No
<i>References One from Head of School/Director</i>	2	2	2	2	2	2
<i>Photo</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Formatting requirements</i>	<ul style="list-style-type: none"> 2cm margin, clear spacing between paragraphs Font 11 point Arial or Calibri Feel free to use colours, bold, or <i>italicise your words/phrases</i> 					
<i>Submission</i>	<ul style="list-style-type: none"> All documents (except the photo) in a single PDF file 					



Teaching Excellence Award: 4 award criteria

1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn

Fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; developing and/or integrating assessment strategies to enhance student learning; provision of support services or programs that improve the student experience and enable learning; evaluating the quality of programs and activities, including consideration of past and current student feedback to support student learning

2. Development of curricula, resources or services that reflect a command of the field

Developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; contributing professional expertise to enhance curriculum or resources; evaluating the quality of curriculum, resources or services.

3. Effective evaluation 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

Showing advanced skills in assessment/alternative assessment practices; using a variety of assessment strategies to bring about change; adapting assessment methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of assessment in order to improve program design and delivery; dissemination and embedding of good practice identified through assessment; evaluating the quality of the assessment practices.

4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience

Participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; influencing the overall academic, social and cultural experience of higher education; evaluating the feasibility of the innovation or the quality of leadership that enhances learning and teaching and/or influence student experience.



Teaching Excellence Award: 4 page-statement

1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

2. Development of curricula, resources or services that reflect a command of the field

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

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Reference list



Program Award: 4 award criteria

1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years, not including time taken for development or trial of any activity

The extent to which the program has positively impacted student learning, student engagement, or the overall student experience for at least three years; the extent to which the program addresses identified needs and directly or indirectly enhances student learning, engagement, and/or the overall student experience in higher education; the extent to which the program promotes and supports equity and inclusiveness by improving access, participation, and outcomes for diverse student groups

2. Gained recognition from colleagues, the institution, and/or the broader community

The extent to which the program has gained recognition from colleagues, the institution, and/or the broader community; the extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, in alignment with the program's purpose.

3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

The extent to which the program demonstrates creativity, imagination, or innovation; the extent to which the program enhances traditional or technology-based learning environment

4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

The extent to which the program draws on scholarly literature on teaching and learning and your own discipline to inform the development of initiatives, programs, and/or practices; the extent to which the program has clear objectives and systematic approaches to coordination, implementation, and evaluation



Program Award: 4-page statement

Overview: Describe the program and its core attributes

1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years, not including time taken for development or trial of any activity

Tell the story of your endeavours. Address all elements listed in the previous slide

2. Gained recognition from colleagues, the institution, and/or the broader community

Tell the story of your endeavours. Address all elements listed in the previous slide

3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

Tell the story of your endeavours. Address all elements listed in the previous slide

4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

Tell the story of your endeavours. Address all elements listed in the previous slide

Reference list



HDR Supervision Award: 5 award criteria

1. Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices

Development of a research program that attracts and maintains high quality candidates, while appropriately reflecting equity and diversity concerns; a record of students attending, and being involved in, disciplinary seminars and other relevant activities; encouraging and assisting candidates with publication during their period of study; development of independent, ethical researchers, as evidenced by an outstanding record of research practice that demonstrates strong adherence to the highest ethical standards; ensuring that students access appropriate research education opportunities ranging from workshops on the concept of research, through to using data sources.

2. An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students.

Evidence of outcomes of research supervision at a minimum including numbers of supervisions (of each kind) supplemented by a record of achievement such as (sheer number of completions is not sufficient on its own): completion rates, timely completions or completions in spite of difficulties arising within the degree, meeting of milestones, progression to academic or research careers for completed students, other employment outcomes for completed students; external measures of successful research outcomes from the supervised research (e.g. awards, medals, publications, quality of journal, published books, conference presentations/invitations, competitive research funding, funded Fellowships) including joint collaborations

3. Outstanding modelling of the research process for students

Supporting students in choosing a research topic; setting and maintaining clear mutual expectations between student and supervisor; providing timely, constructive, clear and actionable feedback; and nurturing progress through research milestones including processes of completion, publication and research dissemination; provision of resources, necessary coursework if required, and research plan design, developing students' theoretical, analytical and methodological skills appropriate to the discipline; assisting candidates in the development of research, writing and communication skills, particularly through providing appropriate resources/access to relevant training opportunities



HDR Supervision Award: 5 award criteria (cont.)

4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities

Evidence of modelling a scholarly approach to research in a global context which recognises the complexity and challenges research candidature in contemporary academic contexts; encouragement and support for students to access a range of research scholars and projects nationally and internationally, providing opportunities for students to work within an international context through exchanges, meetings, and collaborative work; facilitation of student networking with other national and international researcher colleagues, appropriately evidenced by student engagement at conferences and other networking opportunities; provision of career support and opportunities at a national and international level, leadership of, or contribution to, an effective supervisory panel; facilitating the construction of a well-balanced panel, including working effectively with other panel members; encouragement to students to effectively utilise supervisory panel members including encouraging students to take advantage of the particular strengths of other members of the panel; specific research outcomes for the student involved, such as invited presentations at international conferences; publications in high-quality, peer-reviewed journals; academic reputation/position of past completed students.

5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings

Evidence of advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to research supervision; coordination, management and leadership roles in relation to research supervisions; conducting and publishing research related to research supervision; leadership through activities that have broad influence on the profession, department, school and research candidates; contribution to relevant policy development at College, University, or even sector level.



HDR Supervision Award: 4 page-statement

1. Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

2. An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students.

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

3. Outstanding modelling of the research process for students

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

Reference list



Citation Award: PICK ONE CATEGORY from the following 4

1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn

Fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; developing and/or integrating assessment strategies to enhance student learning; provision of support services or programs that improve the student experience and enable learning; evaluating the quality of programs and activities, including consideration of past and current student feedback to support student learning

2. Development of curricula, resources or services that reflect a command of the field

Developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; contributing professional expertise to enhance curriculum or resources; evaluating the quality of curriculum, resources or services.

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Participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; influencing the overall academic, social and cultural experience of higher education; evaluating the feasibility of the innovation or the quality of leadership that enhances learning and teaching and/or influence student experience.



Citation Award: 4 page-statement

Proposed citation: 25 words max (“For.....”)

Overview: Tell the story of your endeavours in the **chosen category** (one out of 4 from the previous slide) that really demonstrate your identity related to the proposed citation as above

1. 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

This should include evidence of extent of positive impact on student learning, student engagement and/or the overall student experience of higher education.

2. Gained recognition from colleagues, the institution, and/or the broader community

This should include evidence of extent of recognition, aligned with the purpose of the citation.

3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

This should include evidence of the extent to which the citation demonstrates creativity

4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

This should include evidence of the extent to which the citation is informed by, and if applicable, contributes to scholarly literature.

Reference list



Tutoring or Demonstrating: 4 award criteria

1. Approaches to teaching that influence, motivate and inspire students to learn and achieve the desired objectives of a course.

Fostering student development by stimulating curiosity and independence in learning; facilitating the development of students' critical thinking analytical skills and scholarly values; encouraging student involvement through the appropriate use of interactive, collaborative and engaging learning activities; the use of high-level of communication (e.g. skilled questioning), presentation and interpersonal skills to help students build understanding in either virtual or face to face settings; using strategies to understand and attend to the individual needs of students; collaborating with course convenors in forming coherent strategies to promote student learning and identifying critical learning issues within a course.

2. Participating in the design, planning and or selection of curricula, particularly relating to tutorial or demonstration resources, that facilitate learning

Demonstrating a deep understanding of the course objectives and expectations of students as communicated by and discussed with the course convenor; developing and/or selecting and presenting coherent and imaginative resources for student engagement and learning; demonstrating up-to-date knowledge and skills in the field of study in the planning, design and or selection of resources and activities for learning; extending course material in tutorials and/or demonstrations to enhance student learning; implementing research-led approaches to learning and teaching

3. Approaches to assessment and feedback that foster independent learning

Helping students to understand how assessment strategies integrate with the course aims and objectives and student learning activities; providing timely, and meaningful feedback to students on their learning; using a variety of assessment and feedback strategies; implementing formative and summative assessments; assisting students in adapting to the assessment requirements and where appropriate recommending how assessment should be adapted to cater for the specific needs of students.

4. A commitment to evaluating and improving teaching practices

Analysing and appropriately applying feedback received by students; participating in professional development activities focused on developing a greater understanding around teaching and learning; being proactive in the role as an intermediary between the students and the course coordinator in suggesting how the course can be further enhanced



Tutoring or Demonstrating: 4-page statement

1. Approaches to teaching that influence, motivate and inspire students to learn and achieve the desired objectives of a course.

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

2. Participating in the design, planning and or selection of curricula, particularly relating to tutorial or demonstration resources, that facilitate learning

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

3. Approaches to assessment and feedback that foster independent learning

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

4. A commitment to evaluating and improving teaching practices

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements: (i) positive impact on student learning, student engagement or the overall student experience, (ii) recognition from others (colleagues, institution, community), (iii) creativity, imaging and/or innovation, and (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

Reference list



Indigenous Education: Award Criteria and 4-page statement

AWARD CRITERIA

1. Pick one award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating)
2. Award criteria for Indigenous Education are the same as the chosen award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating), **PLUS**

Evidence of effective contribution to Indigenous education and evidence of effective collaboration with Indigenous communities/people

4-PAGE STATEMENT

Follow the same guidelines as specified in the 4-page statement of the chosen award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating), **PLUS**

Evidence of effective contribution to Indigenous education and evidence of effective collaboration with Indigenous communities/people



2025 award preparation steps: Summary

1. Write the synopsis (250 words max) – this is in addition to the 4-page statement
2. Revise the existing statement from your College-level award (if available)
 - You must systematically address the required selection criteria. A generic statement like a cover letter will disqualify your application
3. Enrich your existing statement with additional evidence (more in the next slides), including more recent student evaluations or peer feedback
4. Seek internal reviews of your award draft by your peers
5. Have your photo taken
6. Produce a 3-page resume (1 additional page for each team member)
 - Education, job history, educational elements, service activities, relevant research outputs (if applicable)
 - This is where you might want to ask the judges to look at for additional information, especially if you're running out of space in the 4-page statement
7. Seek 2 reference letters (1 from your Head of School or School Director)
 - A paragraph re-enforcing how great the applicant/team is
 - The rest should focus on new/additional points that the applicant/team might not have addressed or do not have space to address in their 4-page statement

Not for consideration:

- URL links
- Supporting materials

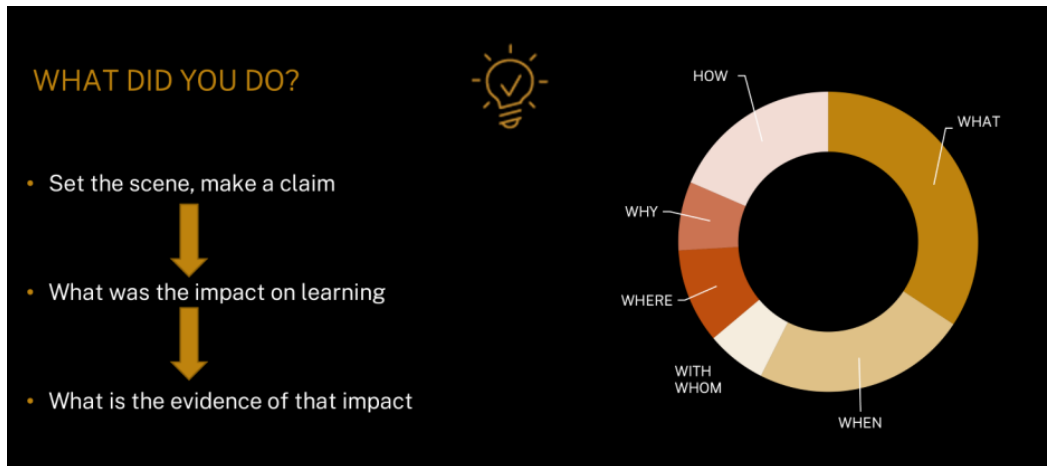


What are the judges looking for?

- Stories of excellence in your student impact – something unique about you and your educational endeavours: **What do you do that is special and out of the ordinary?**
- Clear linkage between your teaching philosophy and pedagogical approaches to the literature and relevant theoretical framework(s) – the literature should form the foundation of your endeavours
- The impact of your teaching activities (on student outcomes and on other peers)
- Supporting evidence
 - Quantitative: SELT ratings (consistently high or improving over time) if applicable
 - Qualitative: student SELT feedback, student emails, feedback from peers and other stakeholders
- It is GOOD to include the **initial low** student evaluation outcomes or **negative student feedback** in your application. Judges like how you reflect on these and how you have improved student learning as a result of your re-design of the curriculum, assessments etc. over time (if applicable)



Evidence: Tell stories of student impact



- Be **student-focused**: For each criterion, start with a ‘problem’ or ‘problems’ that we’re addressing as educators. The ‘problem(s)’ could be from the literature, your own discipline, your observations, industry/academic reports, government policies
- Buzzwords: *effective, successful, innovative, creative, learning, satisfaction, beyond expectations, passion, dedication, commitment, feedback, care, inspiration, motivation, experience, surprising, impressive, student-centred, student-focused, impactful, employability skills, graduate skills gap, graduate outcomes, collaborative, leadership, improvement, outstanding, etc.*

Evidence for written statement

1. Qualitative - Student quotes (SELT, unsolicited emails, feedback)

- Supporting a claim you have made, rather than just randomly inserting them into your narrative as padding
- About 2 quotes per criterion

Good: *“Dr X’s method of presenting XYZ, really enhanced my knowledge of the subject because of its modern implications in ... Dr X challenged my thinking on ABC topics.....”*

Too generic/not useful: *“Dr X is a great teacher”*

2. Qualitative - Peer feedback

- Written feedback from those who might have observed your teaching in the past or comments/observations from external guests/reviewers/supporters

3. Quantitative - Student evaluation outcomes (SELT)

- Use different forms of charts/graphics
- Compare your results, growth, trend **against ANU/College/Subject Groupings in your disciplines**
- Source: **ANU Insights → Students → Student Experience:** <https://insight.anu.edu.au/>



Sample quant. data & graphics

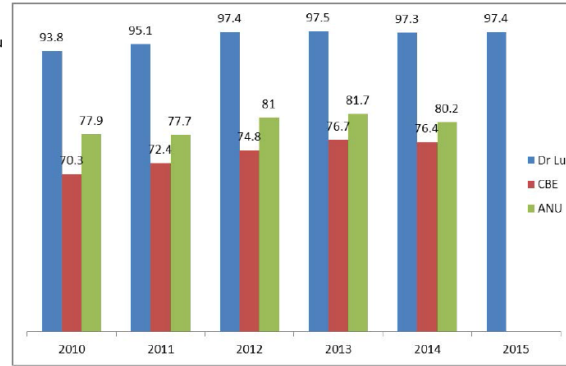
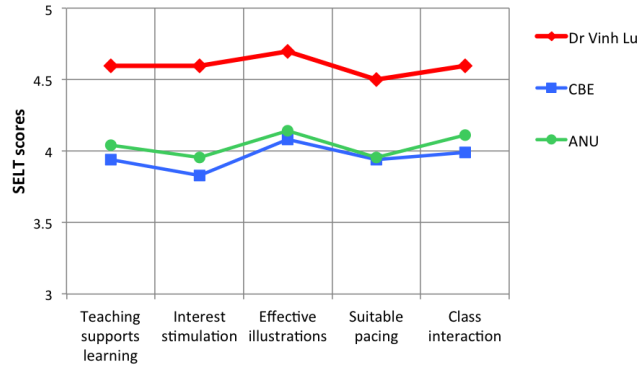


Figure 3. Student satisfaction with quality of teaching

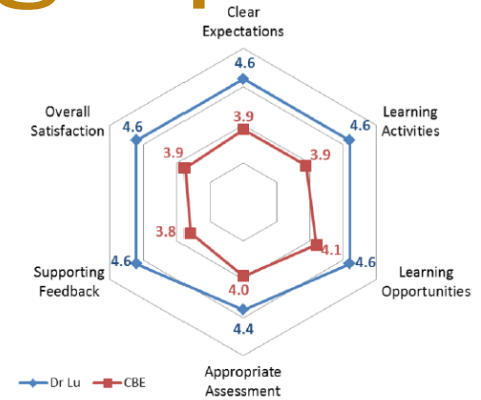
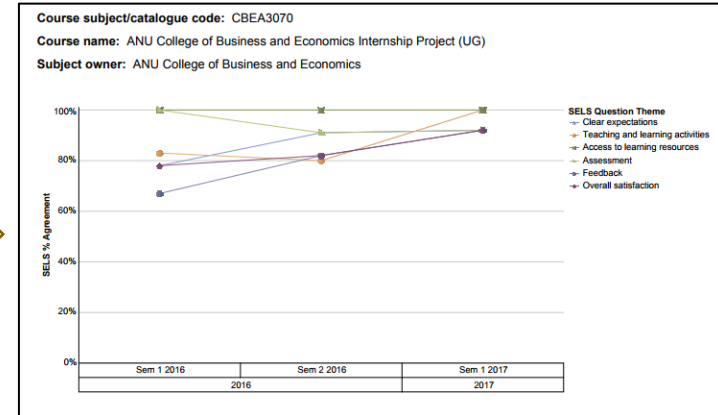
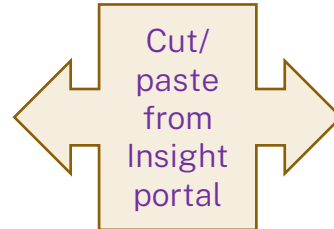
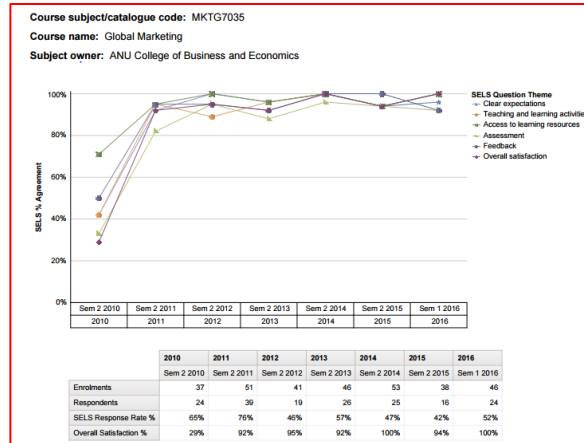


Figure 6. Demonstrated excellence



Evidence for written statement (cont.)

4. Illustrative examples of your work – keeping in mind you only have limited page numbers

- Innovative/effective page/snapshot from Wattle or Canvas
- Still image of a video you created or photos of classroom/ student activities
- Copy of interesting lecture slides
- Assessment artefacts – tasks or marking criteria that were innovative/effective

5. Reference to previous recognitions and/or success

- Any previous nominations or awards (at any level) related to learning and teaching
- Career outcomes of students
- Teaching and learning grants
- Your record of professional development in teaching and learning
- Relevant publications or presentations at conferences on learning and teaching
- Invitation to supervise and/or thesis examination

6. AVOID

- Using “I” too frequently as the sentence subject
- The ‘business as usual’ statements: “I learn names quickly”, “My door is always open”, “I respond to emails quickly”, “I am friendly and approachable”



Final award submissions

- Submissions by 5pm Friday 19 September 2025
- *Online at* <https://forms.office.com/r/12BF2FBkuY>

Questions? Please email academic.project@anu.edu.au



Post award submission

- Decisions by the Awards Committee: Mid October
- Notification to Awardees: By late October
- On Campus announcement: Mid to late November
- Award ceremony: Thursday 4 December, 10am-12 Noon
- Notification of nominations for the 2026 Australian Awards for University Teaching (AAUT): Early 2026 for September submission
 - Teaching Excellence: Up to 3 nominees (as per 2025 AAUT Awards)
 - Citation: Up to 6 nominees (as per 2025 AAUT Awards)
 - Program: Up to 2 nominees (as per 2025 AAUT Awards)



CONGRATULATIONS
&
GOOD LUCK!!!



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National
University

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