



THE UNIVERSITY OF
MELBOURNE

2025 MDHS Staff Awards

Nomination Guidelines

Medicine,
Dentistry
and Health
Sciences

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Introduction

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) has a national and international reputation for excellence thanks to a community of highly committed staff. Each year, we celebrate the work of our staff through the MDHS Staff Excellence Awards. In 2025, nominations for awards will be open under three themes: **Global, Place and Community; Discovery;** and **Education** reflecting the priorities outlined in our strategic plan [Advancing Health 2030](#). Successful nominations will demonstrate alignment with the Faculty's core values; [Respect, Accountability, Compassion, Integrity, and Collaboration and Teamwork](#). Nominations are welcome from peers, colleagues or managers fostering a culture of recognition and shared celebration of excellence. Please note that self-nomination is no longer permitted.

The awards are not a recognition of lifetime achievement, and, where it makes sense, preference will be given to initiatives that were conducted or came to fruition with the last 12 months.

Overview of award themes and categories

The MDHS Global, Place and Community Awards recognise excellence in engagement and collaboration with our students, staff, alumni and partners to achieve shared outcomes that are for the benefit of our communities and society through six awards:

- the Award for Indigenous Health and Wellbeing,
- the Award for Partnership and Collaboration for Public Benefit
- the Award for Building an Inclusive, Values-Driven Faculty Community,
- the Award for Mentor Excellence, and
- the Award for Professional Excellence and in Demonstrating Impact.

The MDHS Discovery Awards recognise outstanding research that demonstrates excellence and impact from discovery to translation. The awards are open to early, mid-career and established researchers and will be assessed at the level of the nominees' experience. The Discovery Awards are the:

- Award for Graduate Researcher Supervision,
- Award for Interdisciplinary Research, and
- Award for Research Achievements:
 - early career researchers (less than 6 years' experience);
 - mid-career researchers (6 – 10 years' experience), and
 - senior career researchers (more than 10 years' experience).

The MDHS Education Awards recognise excellence in contributions to teaching and student learning. The four awards are the:

- Award for Sustained Excellence in Learning and Teaching,
- Award for Learning and Teaching Achievement,
- Award for Program Innovation, and
- Award for Education for Collaborative Practice.

Prizes

All 2025 MDHS Staff Excellence Awards are valued at \$5,000 each. The award money will be paid to the recipient's school or department to support a project or activity related to the recipient's career development or work of benefit to the University and the recipient. The award money must be spent by 31 December 2026 accordance with the [University's Financial Code of Conduct Policy](#) and approved by the recipient's finance department. All awards will be celebrated at the end of year staff celebration in December.

Key Dates

- Monday 18 August 2025 - nominations open.
- Monday 29 September 2025 - nominations close.
- Tuesday 2 December 2025 - award winners announced at the All Staff End of Year Celebration.

Eligibility criteria

Nominations are welcome from staff in continuing, contract, sessional or honorary* roles. Nominees should have been working at the University for at least two years. Some awards are specific to either academic or professional staff; where this is the case, this is specified in the award descriptions. Team nominations are encouraged, including from interdisciplinary teams across multiple schools and departments. Students can also be part of teams.

*Award prizes are for professional development and will be managed as a reimbursement of costs for honorary staff, to reduce any tax liability for the individual.

Nomination process and documents

Nomination to be completed at <https://mdhs.awardsplatform.com/> by the nominator. The form must include a brief (c.500-word) description of what the nominee(s) have done that has made a significant difference. Nominators can provide evidence to support the nomination in the respective award category, using the forms of evidence that best makes their case. This can be supported by appropriate evidence, such as feedback from colleagues, students and partners, relevant statistics, stories and references.

Supporting material (optional) up three documents. This may include additional feedback, internal and/or external references, websites (URL link or YouTube link) and other supporting documents. The inclusion of supporting material is not mandatory.

Global, Place and Community Awards

The MDHS Global, Place and Community Awards recognise exemplary contributions that reflect the strategic priorities of *Advancing Health 2030*, in the areas of Global, Place and Community. At the heart of these awards is a commitment to meaningful collaboration and innovation, with our students, staff, alumni and partners – driven by innovation, inclusion, and a shared vision for the benefit of our communities and society.

Nomination Criteria for Global, Place and Community Awards

Nominators should provide evidence to support the nomination in the respective award category, using the forms of evidence that best make their case. These may include and are not limited to the following:

- Demonstrated collaboration with Faculty (students, academics, professional staff) communities and external partners.
- Quantitative and qualitative evidence to demonstrate the outcomes, learning and future impact of the collaborative initiatives. This may include, where appropriate, references from external partners.
- Clear alignment with Advancing Health 2030 and Faculty Values.
- Demonstrated community/partner involvement, reciprocity and co-design and co-creation.

Global Place and Community Award Descriptions

Award for Indigenous Health and Wellbeing

This award recognises excellence and innovation in the development and delivery of curricula, or research, or initiatives that improve Indigenous health and wellbeing or outcomes for Indigenous students. The activities described may include educational and research activities or collaborative initiatives with Indigenous organisations or other partners that contribute to advancing Indigenous health. The award is open to both Indigenous and non-Indigenous staff where co-design and collaboration with Indigenous people is evident.

Award for Partnership and Collaboration for Public Benefit

This award recognises new models of collaboration and knowledge sharing between industry, health, research, or community partners in local or global arenas that have made a positive impact on the health and wellbeing of our communities. This may include a wide range of activities from engaging in public debate to influence the health of communities to developing research programs or other initiatives involving other institutions, industries, organisations, governments or community groups. The judging panel may choose to present two awards in this category: one recognising an institution- or centre-level partnership, and another recognising a program-level partnership and collaboration.

Award for Building an Inclusive, Values-Driven Faculty Community

This award recognises new initiatives or demonstrated commitment to building a diverse, values-driven faculty community. People in our faculty community include students, staff and honoraries. Activities might include but are not limited to co-curricular and extra-curricular programs, recruitment, selection and retention efforts, system and process design, teaching, student or staff support projects or networks, or community outreach projects. The work should reflect the objectives outlined in Advancing Health 2030, in particular those listed under Community.

Award for Mentor Excellence

This award recognises excellence in the mentoring across Faculty colleagues, encompassing both professional, academic staff. Award recipients will have made outstanding contributions through a sustained record of effective mentoring, demonstrated exceptional interpersonal and development support, and shown a deep respect for the individual growth of their colleagues. Nominees should demonstrate a dedication to nurturing the careers of their colleagues aligned to Advancing Health 2030 and the Faculty Values.

Award for Professional Excellence in Demonstrating Impact

This award recognises excellence in professional staff who apply our faculty values to create impact that aligns to the mission and vision of Advancing Health 2030. Activities could be administrative, operational, engagement or any professionally delivered project or initiative.

Nominators should provide evidence to support the nomination in the respective award category, using the forms of evidence that best makes their case. This may include but is not limited to the following:

- Proven outstanding service to the University community, stakeholders and clients
- Exceptional leadership and or/vision that contribute to the University's strategic direction
- Excellence in process improvement and/or innovation
- Exceptional teamwork or team contributions
- Creating connections and contributions to engagement
- Exhibiting the values to which the University aspires
- Contributions to creating high-quality student experiences

Discovery Awards

The MDHS Discovery Awards recognise outstanding contributions towards the delivery of high-impact research and the building of a world-leading research community. They celebrate the research that helps achieve the goals of Advancing Health 2030, including recognition researchers, external partnerships, collaborations across disciplinary boundaries, and graduate research supervision.

These awards complement other forms of research recognition that arise through publications, external grants, early-career grants, fellowships, and academic societies.

Nomination Criteria for Discovery Awards

Nominators should provide evidence to support the nomination using the forms of evidence that best makes their case. These may include, but are not limited to the following:

- Research outcomes with demonstrated impact.
- The membership of teams that contributed to the outcomes, including aspects such as inclusion of graduate researchers and early-career researchers and the presence of collaborators from diverse disciplines and organisations.
- Evidence of testimony from beneficiaries of the research or activity.
- Trajectories of research programs from conception to communication or deployment of outcomes.
- Demonstrated alignment with Advancing Health 2030.
- Demonstration and promotion of Advancing Health 2030 enablers of collaboration, innovation and nurture, and Faculty Values.

Discovery Award Descriptions

Award for Graduate Researcher Supervision (Individual)

Nominees must demonstrate a sustained record of high-quality graduate researcher supervision at the University of Melbourne, assessed relative to opportunity and disciplinary norms. They should exhibit exemplary supervisory practices that foster both research excellence and broader professional skill development. These practices should support graduate researchers to become well-rounded, independent, and successful in their chosen fields. This award is open to individual supervisors only.

The specific nature of the award means that it relies on distinct kinds of evidence. Below are characteristics to consider in making a nomination, but these are only indicative, and nominators should select the forms of evidence that best makes their case.

- Approaches to supervision that influence, motivate, and inspire candidates to excel.
- Fostering of candidates' development of critical thinking skills, analytical skills, scholarly values, capacity as communicators, and planning, design, and execution of projects.
- Shaping of outstanding research outcomes for candidates as recognised by awards for theses, publications in leading venues, and appointment to competitive postdoctoral positions.
- Approaches to feedback that foster independence and leadership and are reflective of the diverse needs and styles of individuals.
- Support for the development of candidates as individuals, including their career development, induction into their global academic community, and engagement with users of their research.
- Contribution to the development and practice of high-quality supervision practices and graduate research environments within faculties or for the wider University.
- Demonstration and promotion of Advancing Health 2030 enablers of collaboration, innovation and nurture, and Faculty Values.
- Evidence should be provided from diverse observers, such as committee chairs, independent colleagues, and graduates who have had significant postdoctoral experience, and can be supported by testimony from current and recent candidates.

Award for Interdisciplinary Research (Individual or Team)

Nominees will have demonstrated exceptional leadership in interdisciplinary research establishing or advancing impactful collaborations and programs that span multiple disciplines and typically involve partnerships across faculties or schools.

Award for Research Achievements (Individual)

Three awards will be granted in this category: early career researchers (less than 6 years' experience); mid-career researchers (6 – 10 years' experience) and senior career researchers (more than 10 years' experience). Nominees will have d an outstanding research achievement relative to career-stage.

Education Awards

The MDHS Education Awards recognise outstanding and diverse contributions and achievements to shape the next generation of health professionals. All nominations should demonstrate alignment with key University and Faculty strategies that present directions for learning and teaching, including the [University of Melbourne Advancing Students and Education Strategy](#) and [Advancing Health 2030](#). For further guidance, please see also the [MDHS guide for applying for learning and teaching awards](#).

Nomination Criteria for Education Awards

Nominations for the Award for Sustained Excellence in Learning and Teaching and the Award for Education for Collaborative Practice must address all selection criteria below.

Nominations for the Award for Learning and Teaching Achievement must address a selection of three of the first five selection criteria below and must address the final criterion on Faculty Values.

- Approaches to learning and teaching that influence, motivate and inspire students to learn.
- Development of curricula and resources that reflect a command of the field.
- Approaches to assessment and feedback that foster independent learning.
- Respect and support for the development of students as individuals.
- Scholarly activities that have influenced and enhanced learning and teaching.
- Demonstration and promotion of Advancing Health 2030 and Faculty Values.

Education Award Descriptions

Award for Sustained Excellence in Learning and Teaching

This award is open to continuing, fixed-term and sessional academic staff (both teams and individuals) in the Faculty. The award is for staff who demonstrate sustained excellence in learning and teaching of 4+ years with reference to all criteria (see below). The award provides holistic recognition of excellence in learning and teaching, aligned with the University's leading award for learning and teaching excellence and informed by the national learning and teaching citations and awards.

Award for Learning and Teaching Achievement

This award is open to continuing, fixed-term and sessional academic staff (both teams and individuals) in the Faculty. Applicants should demonstrate excellence in learning and teaching of 2+ years. The criteria below are the same for those of the Award for Sustained Excellence in Learning and Teaching. However, applicants for the Award for Learning and Teaching must address a selection of three of the five learning and teaching criteria. As such, this award is inclusive of staff who may have less capacity to respond to all five learning and teaching criteria required for applicants for the Sustained Excellence award. Reasons for this may include, but are not limited to, relative newness to teaching or to teaching in the Faculty, or employment in a role that does not readily enable performance in relation to all criteria.

Award for Education for Collaborative Practice

This award recognises excellence in interprofessional education for developing student readiness for collaborative practice. Interprofessional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care (World Health Organisation, 2010). Collaborative practice is core priority for the Faculty as we work to enhance student capabilities, patient and health consumer journeys and outcomes, and local, national and global health workforces and systems. Contributions can be those that enhance a range of capabilities for collaborative practice aligned with the principles, attributes, activities and outcomes of the Faculty's new [Collaborative Practice Ready Curriculum Framework](#). Teams should demonstrate excellence of 2+ years in the design and facilitation of interprofessional education for collaborative practice. The award is open to teams that may comprise continuing, fixed-term and sessional academic and professional staff in the Faculty; staff of other faculties and institutions; students; patients; community members, and industry partners. Teams are

welcome to include members of the MDHS Collaborative Practice Centre, and indeed, engagement with the Centre is encouraged for all seeking to enhance collaborative practice readiness.

Award for Program Innovation (refer specific criteria below)

The Award for Program Innovation is intended for programs or services that support and enhance learning and teaching at MDHS Faculty, School or Department level and are broader in scope than those in one or two subjects. Programs or services may run within or across year levels. They may focus on a particular group of students or MDHS students more broadly and can include collaborative programs involving external partners. Teams should demonstrate excellence of 2+ years in the design and facilitation of programs or services. The award is open to teams that may comprise continuing, fixed-term and sessional academic and professional staff in the Faculty; staff of other faculties and institutions; students; patients; community members, and industry partners. The selection criteria for this award are different from those of the other MDHS Education Awards to maximise opportunity for diverse programs to be recognised and celebrated (see below).

Nominations for the Award for Program Innovation must address all criteria below:

- Distinctiveness, coherence and clarity of purpose.
- A positive influence on student learning and student engagement.
- Breadth of impact.
- Concern for equity and diversity. Demonstration and promotion of Advancing Health 2030 and Faculty Values.

FURTHER INFORMATION

Faculty of Medicine, Dentistry and Health Sciences
Nominations here: <https://mdhs.awardsplatform.com/>
MDHS-StaffAwards@unimelb.edu.au