

Document AAUTC 004

# Awards Program 2009 Assessment Report

## Citations Program

In 2009, 286 nominations for Citations for Outstanding Contributions to Student Learning were received from 40 institutions. The Australian Awards for University Teaching Committee (AAUTC) approved the award of 206 citations to nominees from 40 institutions. A list of citation recipients may be found at Attachment A.

Nominees were required to select one or two selection criteria, determined by the nature of their contribution to student learning. Nominations were assessed, using a scale of 1-5 (where 5 is the highest), on the quality of the nomination against the criteria and on the extent to which the nominees showed evidence (in the written statement) that their contribution has:

1. influenced student learning, student engagement or the overall student experience;
2. gained recognition from fellow staff, the institution, and/or the broader community; and
3. been sustained over time.

The following selection criteria, as defined in the 2009 AAUT guidelines were applied.

1. Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.
2. Development of curricula, resources and services that reflect a command of the field.
3. Approaches to assessment, feedback and learning support that foster independent learning.
4. Respect and support for the development of students as individuals.
5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

## General comments on nominations

Thirty assessors, representing 29 institutions and 5 states or territories, were recruited to assess nominations. Each nomination was assessed by a minimum of two assessors. Assessors did not review nominations from their institution nor from an institution based in the home state of their institution.

Overall the standard of nominations was ranked as *good* by assessors, and about three-quarters of the thirty assessors rated the diversity of the nominations either *average* or *high*. Almost two thirds felt that the understanding of the selection criteria and the guidelines displayed by nominees was *good* to *excellent*.

Answers to an open-ended question about the weaknesses of nominations most frequently referred to:

1. the need for nominees to demonstrate clearly the evidence to support their claims.
2. the lack of structure (which obscured evidence) in some nomination documents and an inadequate understanding of what constitutes evidence.
3. significant variation in the quality of review of nominations by institutions.
4. the value of the feedback provided to institutions.

### Awards Programs

A total of 153 nominations for Australian Awards for University Teaching were received in 2009. Of the nominations received, 109 were for Teaching Awards and 44 for Program Awards.

The following table summarises the number of nominations received from the 44 eligible institutions, and their results.

| Nominations received                                    | Nominating institutions | Successful institutions |
|---|-------------------------|-------------------------|
| 2009 Teaching Award nominations                         | 29                      | 15                      |
| 2009 Program Award nominations                          | 21                      | 9                       |
| 2009 nominations in both programs                       | 18                      | 7                       |
| 2009 institutions with no nominations in either program | (13)                    | n.a.                    |

The Committee awarded 24 Teaching Awards and 12 Program Awards. A list of 2009 award winners is appended at Attachment B.

All nominations were assessed by at least two assessors, using a scale of 1 to 5 (where 5 is the highest). Thirty-six assessors from 26 eligible institutions, together with two assessors from non-eligible institutions (both with previous assessment experience) were recruited to complete the assessment.

Nominations for **Teaching Awards** were assessed on the evidence provided in relation to the five criteria listed below, each of which was accorded equal consideration.

1. Approaches to teaching that influence, motivate and inspire students to learn
2. Development of curricula and resources that reflect a command of the field
3. Approaches to assessment and feedback that foster independent learning
4. Respect and support for the development of students as individuals
5. Scholarly activities that have influenced and enhanced learning and teaching.

Assessors also considered the contribution to Indigenous education made by nominations for the **Neville Bonner Award for Indigenous Education**, and for nominations in the **Early Career** category, the career stage of each nominee was considered when assessing criterion five.

Nominations for **Program Awards** were assessed on evidence provided in relation to the following four criteria, each of which was accorded equal consideration.

1. Distinctiveness, coherence and clarity of purpose

2. Influence on student learning and student engagement
3. Breadth of impact
4. Concern for equity and diversity.

### **General comments on nominations**

Overall the quality of nominations was ranked as *excellent* or *good* by more than 80% of the 38 assessors. Only one third of assessors reported a *high* degree of diversity of applications. More than 90% of assessors rated the understanding of the selection criteria and guidelines demonstrated in the nominations as either *good* or *excellent*.

Answers from assessors to an open-ended question about the weaknesses of nominations identified the following issues:

1. Many nominations document good practice rather than excellence in learning and teaching
2. Nominations building on the award of a Citation need to allow a sufficient interval for appropriate development to occur and be documented
3. Many nominations concentrate on the perspective of the nominee, to the detriment of the perspective of the learner
4. Nominations must demonstrate an understanding of the difference between scholarship in a discipline and scholarship in teaching and learning
5. Some nominations lacked structure (which obscures evidence) while others showed an inadequate understanding of what constitutes evidence
6. Many nominations demonstrate insufficient awareness of others' experience and achievements in comparable areas
7. Nominees should consider the perspective of reviewers (assessors and AAUTC members) when preparing their nominations
8. The level of support provided to nominees varies across institutions and this is reflected in the quality of presentation of the nominations, and supporting materials
9. Fewer nominees than expected use the option of a website for their supporting materials
10. Some institutions appear to have adopted a standardised approach to the presentation of nominations; more variety should be sought and encouraged
11. Nominations in the Teaching Award category Humanities and the Arts were notably weaker than those in most categories. Nominations to the Assessment and Feedback category of the Program Awards were also weak
12. Much effort by the sector, supported by ALTC and its predecessor bodies, has contributed to the identification of good practice in Australian learning and teaching. Consideration by institutions should now be given to what constitutes innovative practice
13. Nominations should provide some evidence of benchmarking against local and international standards of practice. This should not, however be at the expense of the importance of context in making a case for an Award
14. Little evidence is presented of collaborative activities within and beyond Australia. Referees from institutions other than that of the nominee would therefore provide valuable perspective on the quality of nominations

15. More diversity in the disciplines represented by nominees should be encouraged by institutions
16. Institutions must continue to put mechanisms in place to encourage applications by Indigenous educators
17. Institutions are encouraged to make use of and plan for the continuation of the developments made during the course of their ALTC Promoting Excellence Initiative so as to provide support to nominees for Awards and Citations
18. While there is considerable benefit to nominees from assistance in preparation of their nominations, care should be exercised to make sure that nominations do not become formulaic
19. Institutions must do more to encourage and recognise the value of research in learning and teaching
20. Institutions are encouraged to nominate members of the general staff for teaching and learning awards, where appropriate.
21. Institutions are reminded that ALTC Awards Scheme is a competitive one.

## 2009 Citations for Outstanding Contributions to Student Learning

Australian Catholic University

Dr Anne Drabble  
Dr Lindsay Farrell  
Dr Ann Gervasoni  
Dr Robyn Horner  
Dr Annette Schneider rsm  
Dr Klaus Serr

Avondale College

Dr Daniel Reynaud

Bond University

Associate Professor Vicki Bitsika  
Associate Professor Michael Rees  
Dr Stephen Sugden

Central Queensland University

Dr Ergun Gide  
Ms Jennifer Kofoed

Charles Darwin University

Ms Helen Rysavy  
Associate Professor Deborah West

Charles Sturt University

Ms Amanda Davies  
Dr Graeme McLean  
Ms Liz Smith

Curtin University of Technology

Associate Professor David Baccarini  
Dr Georgina Fyfe  
Associate Professor Peter Galvin  
Associate Professor Glenda Scully  
Professor Zora Singh  
Professor Bert Veenendaal

Deakin University

Ms Julie Clarke  
Dr Kristin Demetrious  
Ms Claire Macken  
Associate Professor Bernie Marshall  
Dr Greg Tooley  
Dr Ian Warren

Edith Cowan University

Mr Dan Archibald  
Dr Paul Chang  
Dr Kayt Davies  
Miss Diane Slade  
Dr Sandra Wooltorton



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|-----------------------|---|
| Flinders University   | <p>Dr Derek Dalton<br/> Ms Kay Edgecombe<br/> Professor Ross Kalucy<br/> Associate Professor Janet McIntyre<br/> Dr Barbara Nielsen<br/> Dr Julie Robinson<br/> Dr Ingrid Scholten<br/> Dr Lynley Wallis</p>  |
| Griffith University   | <p>Professor Michael Balfour<br/> Associate Professor Paul Bates<br/> Dr Eddo Coiacetto<br/> Dr Don Lebler<br/> Associate Professor Alf Lizzio<br/> Dr Jock Macleod<br/> Dr Analise O'Donovan<br/> Ms Jenny O'Neill<br/> Associate Professor Anna Stewart</p> |
| James Cook University | <p>Dr Shaun Belward<br/> Ms Katja Fleischmann<br/> Ms Kate Galloway<br/> Dr Marion Gray<br/> Ms Robyn Lynn<br/> Ms Helen McDonald<br/> Dr Suzanne Munns<br/> Dr Janelle Rose</p>  |
| La Trobe University   | <p>Associate Professor Alberto Gomes<br/> Mr John McDonald<br/> Dr Svetlana Petelina</p>  |
| Macquarie University  | <p>Dr Ayse Bilgin<br/> Dr Jennifer Cornish<br/> Dr Jennifer Duke-Yonge<br/> Associate Professor Antonina Harbus<br/> Dr Mira Kim<br/> Ms Radha Pathy</p>  |
| Monash University     | <p>Dr Julia Harrison<br/> Professor Catriona McLean<br/> Associate Professor David Paganin<br/> Ms Ann Turner</p>   |
| Murdoch University    | <p>Ms Christina Ballantyne<br/> Associate Professor Max Cake<br/> Dr Ngaire Donaghue<br/> Ms Janice Dudley<br/> Ms Helen Makeham</p>  |

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|-------------------------------------|--|
| Queensland University of Technology | Dr Wasana Bandara<br>Mrs Donna Cooper<br>Dr Philip Crowther<br>Dr Deborah Henderson<br>Ms Avril Huddy<br>Dr Renata Meuter<br>Dr Deborah Peach<br>Ms Deborah Southwell                              |
| RMIT University                     | Dr Anthony Bedford<br>Mr Peter Burton<br>Dr Mark Gregory<br>Dr Gloria Latham<br>Professor Pavla Miller<br>Professor Rob Watts  |
| Southern Cross University           | Mr Soenke Biermann<br>Mr Murray Cullen<br>Dr Kath Fisher<br>Professor Peter Harrison<br>Ms Thea van de Mortel  |
| Swinburne University of Technology  | Mr Andrew Cain<br>Dr Alexis Esposto<br>Ms Catherine Farrell<br>Dr Alex Maritz<br>Dr Mark Schier<br>Ms Debbi Weaver<br>Ms Lynette Zeeng   |
| Tabor Adelaide                      | Dr Rosanne Hawke   |
| The Australian National University  | Associate Professor Patricia Backwell<br>Associate Professor Susan Howitt<br>Professor Kiaran Kark<br>Mr John Minns<br>Professor Helen O'Neill<br>Dr Kristen Pammer<br>Professor Martin Richardson |
| The University of Adelaide          | Dr Georges Baume<br>Dr Martin Hand<br>Ms Anne Hewitt<br>Professor Martin Lambert<br>Professor Anthony Pohl<br>Dr Matthew Sorell  |

The University of Melbourne

Dr Jennifer Conn  
Ms Christine Enker  
Professor Gordon Lynch  
Mr Jonathan Norton  
Dr Laura Parry  
Dr Sean Pinder  
Dr David Pitt  
Associate Professor John Polesel  
Associate Professor Neil Strathmore

The University of New England

Dr Ingrid Harrington  
Associate Professor John Malouff

The University of New South Wales

Mr Graham Forsyth  
Dr James Hanson  
Dr Obada Kayali  
Associate Professor Prem Ramburuth  
Dr Mohammed Razzaque  
Dr Nicodemus Tedla  
Dr Yong Zhong

The University of Newcastle

Ms Leanne Brown  
Mr Thayaparan Gajendran  
Ms Ruth Gresham  
Associate Professor Marjorie Kibby  
Dr David Newby

The University of Notre Dame Australia

Professor Neil Drew  
Associate Professor Shane Lavery  
Mr John Rees

The University of Queensland

Dr Stephen Anderson  
Dr Felicity Baker  
Dr Victor Galea  
Dr Carrie Ritchie  
Professor Tapan Saha  
Ms Heather Todd

The University of Sydney

Associate Professor Maureen Boughton  
Associate Professor David Easdown  
Dr Merran Govendir  
Associate Professor Frank Seebacher  
Ms Kristine Sodersten

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| The University of Western Australia | Ms Barbara Black<br>Professor Kenneth W Clements<br>Professor Stephen Houghton<br>Associate Professor Prudence Manners<br>Professor Neil Morgan<br>Professor Tom O'Donoghue<br>Professor David Plowman<br>Mrs Kerry Smith |
| University of Ballarat              | Associate Professor Kim Durban<br>Dr Xiaoli Jiang<br>Dr Jane Mummery  |
| University of Canberra              | Ms Misty Adoniou<br>Dr Wendy Chesworth<br>Dr Ting Wang  |
| University of South Australia       | Associate Professor Kazem Abhary<br>Mr Gregory Donovan<br>Ms Irene Doskatsch<br>Dr Freya Higgins-Desbiolles<br>Mr Stefan Hornlund<br>Dr Karma Pearce<br>Ms Olga Sankey  |
| University of Southern Queensland   | Associate Professor Thiru Aravinthan<br>Dr Jacquie McDonald<br>Dr Janet McDonald<br>Mr Stephen Smith  |
| University of Tasmania              | Mr Patrick Dalton<br>Dr Angela Martin<br>Dr Melissa Nursey-Bray   |
| University of Technology, Sydney    | Dr Peter Docherty<br>Ms Beth Marnane<br>Dr Gordon Menzies   |
| University of the Sunshine Coast    | Ms Liani Eckard<br>Dr Ann Parkinson<br>Ms Anna Potter<br>Ms Margot Reeh<br>Mrs Kylie Russell<br>Dr Monte Wynder   |

University of Western Sydney

Mr Michael Blissenden  
Mrs Neera Handa  
Dr E Charles Morris  
Dr Loshini Naidoo  
Dr Ruying Qi  
Dr Yenna Salamonson  
Associate Professor Catherine Sinclair  
Ms Nicole Stegemann

University of Wollongong

Associate Professor Sue Bennett  
Dr Kate Bowles  
Dr Tonia Gray  
Dr Geraldine Lefoe  
Mr Peter McLean  
Dr Glenn Mitchell  
Associate Professor Ken Russell

## 2009 Awards for Programs that Enhance Learning

| <b>Educational Partnerships and Collaborations with Other Organisations</b>         |                                     |
|---|-------------------------------------|
| Internationalising Law in Action  | Monash University                   |
| ANU Medical School Rural Program  | The Australian National University  |
| The Internship Program  | The University of Queensland        |
| <b>The First-Year Experience</b>  |                                     |
| Study Link — Preparation for University Study                                       | Charles Sturt University            |
| Succeeding@Griffith   | Griffith University                 |
| Monash South Africa Foundation Program  | Monash University                   |
| <b>Innovation in Curricula, Learning and Teaching</b>                               |                                     |
| ANU Medical School Research Projects Initiative                                     | The Australian National University  |
| Beyond Serendipity: Structuring Early Clinical Skills Learning for Medical Students | The University of Melbourne         |
| <b>Postgraduate Education</b>   |                                     |
| Master of Business Administration (MBA)   | Curtin University of Technology     |
| The School of Indigenous Australian Studies   | James Cook University               |
| Postgraduate Program at JCU   |                                     |
| Master of Applied Epidemiology (MAE) Program  | The Australian National University  |
| <b>Services Supporting Student Learning</b>   |                                     |
| QUT Equity Scholarships Scheme  | Queensland University of Technology |

## 2009 Awards for Teaching Excellence

| <b>Biological Sciences, Health and Related Studies</b> |                                     |
|--|-------------------------------------|
| Dr Victor Galea  | The University of Queensland        |
| Associate Professor Robert Mead                        | Murdoch University                  |
| Professor Robyn Nash                                   | Queensland University of Technology |
| Associate Professor Pauline Ross                       | University of Western Sydney        |
| <b>Early Career</b>                                    |                                     |
| Dr Susan Edwards                                       | Monash University                   |
| Dr Claire Macken                                       | Deakin University                   |
| <b>Humanities and the Arts</b>                         |                                     |
| Mr Abdel-Hakeem Kasem                                  | Deakin University                   |

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| <b>Law, Economics, Business and Related Studies</b>  |                                     |
| Dr Paul Chen   | The Australian National University  |
| Dr Angela Paladino                                   | The University of Melbourne         |
| Dr Glenn Pearce                                      | University of Western Sydney        |
| Dr Martin Shanahan and team                          | University of South Australia       |
| <b>Neville Bonner Award for Indigenous Education</b> |                                     |
| Professor Paul Memmott                               | The University of Queensland        |
| Mr Mel Thomas and team                               | The University of Western Australia |
| <b>Physical Sciences and Related Studies</b>         |                                     |
| Associate Professor Syed Mahfuzul Aziz               | University of South Australia       |
| Associate Professor Iouri Belski                     | RMIT University                     |
| Associate Professor Simon Lewis                      | Curtin University of Technology     |
| Dr Martin Murray                                     | Queensland University of Technology |
| Professor Joe Shapter                                | Flinders University                 |
| <b>Social Sciences</b>                               |                                     |
| Associate Professor Glenn Finger                     | Griffith University                 |
| Professor Stephen Houghton                           | The University of Western Australia |
| Dr Margaret Lloyd                                    | Queensland University of Technology |
| Associate Professor Maureen Walsh                    | Australian Catholic University      |
| <b>Priority Area 2009 – Work Integrated Learning</b> |                                     |
| Dr Julia Harrison                                    | Monash University                   |
| Mr Glen Hutchings                                    | Curtin University of Technology     |