2016 Awards for Teaching Excellence and Awards for Programs that Enhance Learning

Assessment Report

A total of 85 nominations for the Australian Awards for University Teaching were received in 2016 from 33 institutions. Nominations included Awards for Teaching Excellence and Awards for Programs that Enhance Learning. A summary is provided below at Table 1.

Table 1: Summary of nominations and results for 2016

<table>
<thead>
<tr>
<th></th>
<th>Total Nominations received</th>
<th>Nominating institutions</th>
<th>Nominations recommended by peer oversight group</th>
<th>Nominations approved by the Minister</th>
<th>Successful institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Awards for Programs that Enhance Learning</td>
<td>23</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

In November 2016, the Minister for Education and Training approved 18 Awards for Teaching Excellence, 12 Awards for Programs that Enhance Learning and one Award for Australian University Teacher of the Year. A breakdown by institution and by category is at Attachment A and a list of 2016 award recipients is at Attachment B.

All nominations were assessed by at least two assessors, using a seven-point scale. A total of 30 assessors from 26 eligible institutions assessed the nominations.

Nominations for Awards for Teaching Excellence were assessed on the evidence provided that addressed the following criteria, which was accorded equal consideration.

1. Approaches that influence, motivate and inspire students to learn
2. Development of curricula, resources or services that reflect a command of the field
3. Evaluation practices that bring about improvements in teaching and learning
4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.
When reviewing nominations against the criteria, assessors considered:

1. Extent to which the claims for excellence are supported by formal and informal evaluation
2. Extent of creativity, imagination or innovation
3. Information contained in student data or institutional student surveys, references, and selected teaching materials.

Nominations for **Awards for Programs that Enhance Learning** were assessed on evidence provided that addressed the following criteria, which was accorded equal consideration.

1. Distinctiveness, coherence and clarity of purpose
2. Influence on student learning and the student experience
3. Breadth of impact
4. Extent to which the program addressed equity and diversity.

When reviewing nominations against the criteria, assessors considered:

1. Evidence of the effectiveness of the program in formal and informal evaluation
2. The degree of creativity, imagination or innovation
3. Evidence of sustained effectiveness of the program for no less than three years.

**2016 Feedback from Assessors**

As part of the assessment process, assessors provided feedback on the quality of nominations and key issues for consideration. The majority of assessors rated the nomination quality overall as good. Leadership in relation to influencing others was positively recognised as a more prominent theme, when compared with nominations from previous years. However, innovation in nominee’s work was not well demonstrated in some nominations. The quality of supporting evidence remains an issue, as does the application of scholarship in nominations.

In some instances assessors felt that a nomination was better suited to the criteria of a citation award, and greater consideration is required when selecting the most appropriate award type (teaching or program) and associated category. When assessing nominations that had resubmitted in 2016, often improvements outlined in previous assessor feedback were not reflected in the new nomination.

Overall the key areas for future nominees to focus on are: developing a strong narrative, including a broad range of evidence to support claims especially impact and innovation, describing the evaluation framework used and application of sector benchmarking information.

Further, nominations could be improved by:

**Evidence**

- Drawing on a broad range of evidence, gathered from varied sources and over time, to support each claim.
Evidence cont.

- Clearly articulating evidence of student learning, and the sustained and broad contribution.
- Using rich qualitative and quantitative evidence focusing on demonstrating impact.
- Including evidence of peer review and evidence demonstrating impact on colleagues.
- Showing an awareness of the nominee’s contribution on a larger level, e.g. whole course experience or institution wide.
- Including a clear statement on the nominee’s approach to evaluation.
- Corroborating student evaluations to avoid inconsistencies and using this data to show the whole picture.
- Incorporating use of benchmarking evidence, providing comparison of other courses, programs and university outcomes to support claims and demonstrate an understanding of what others are doing in the sector.
- Engaging with relevant literature, including outlining what principles of teaching and learning underpin each innovation, strategy or the development of a program.

Narrative

- Creating a strong narrative is necessary to tell a story and take the reader on a journey.
- Explaining how the narrative aligns to the nominee’s personal philosophy of learning and teaching.

Assessment criteria

- Addressing each of the assessment criteria equally and clearly defining each criterion in the context of the nominee’s work/program.
- Explicitly stating how nominees address diversity in their student cohort, opposed to just describing the diversity that exists.

Supporting material

- Evaluating the quantity and types of supporting material provided and how it is presented, to ensure it adds value and does not detract from the nomination.
## 2016 Awards overview

### Table 2: Award recipients by institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Teaching awards</th>
<th>Program awards</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtin University</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Deakin University</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Flinders University</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Griffith University</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>James Cook University</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>University of South Australia</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Southern Queensland</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Tasmania</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Technology, Sydney</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Wollongong</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
<td><strong>12</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Table 3: Category summary - 2016 Awards for Teaching Excellence

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Teaching award recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological Sciences, Health and Related Studies</td>
<td>3</td>
</tr>
<tr>
<td>2. Early Career</td>
<td>1</td>
</tr>
<tr>
<td>3. Humanities and the Arts</td>
<td>4</td>
</tr>
<tr>
<td>4. Law, Economics, Business and Related Studies</td>
<td>3</td>
</tr>
<tr>
<td>5. Neville Bonner Award for Indigenous Education</td>
<td>1</td>
</tr>
<tr>
<td>6. Physical Sciences and Related Studies</td>
<td>2</td>
</tr>
<tr>
<td>7. Social and Behavioural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>8. Priority Area 2016: High impact intervention for progression, retention and attainment</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Table 4: Category summary - 2016 Awards for Programs that Enhance Learning

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Program award recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Widening Participation</td>
<td>3</td>
</tr>
<tr>
<td>2. Educational partnerships and collaborations with other organisations</td>
<td>3</td>
</tr>
<tr>
<td>3. Innovation and flexibility in curricula, learning and teaching</td>
<td>2</td>
</tr>
<tr>
<td>4. Postgraduate education</td>
<td>1</td>
</tr>
<tr>
<td>5. Student experiences and services supporting learning, development and growth in higher education</td>
<td>2</td>
</tr>
<tr>
<td>6. Global citizenship and internationalisation</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
2016 Award Recipients

2016 Award for Australian University Teacher of the Year

**Associate Professor Karen Burke da Silva**  
*Flinders University*

2016 Awards for Teaching Excellence

**BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES**

**Associate Professor Karen Burke da Silva**  
*Flinders University*

**Professor Paul Mills**  
*The University of Queensland*

**Associate Professor Mario Ricci**  
*The University of Adelaide*

**EARLY CAREER**

**Mrs Michelle Quail**  
*Curtin University*

**HUMANITIES AND THE ARTS**

**Professor Dawn Bennett**  
*Curtin University*

**Professor Gemma Carey**  
*Griffith University*

**Associate Professor Trevor Cullen**  
*Edith Cowan University*

**Dr Tony Joel**  
*Deakin University*

**LAW, ECONOMICS, BUSINESS AND RELATED STUDIES**

**Dr Peter Balan**  
*University of South Australia*
Professor Mark Brimble  
*Griffith University*

Professor Gayle Kerr  
*Queensland University of Technology*

**NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION**

Associate Professor Heidi Norman  
*University of Technology, Sydney*

**PHYSICAL SCIENCES AND RELATED STUDIES**

Associate Professor Paul Francis  
*The Australian National University*

Associate Professor Birgit Loch  
*Swinburne University of Technology*

**SOCIAL AND BEHAVIOURAL SCIENCES**

Associate Professor Catherine Attard  
*Western Sydney University*

Dr Jaclyn Broadbent  
*Deakin University*

Dr Lorraine Hammond  
*Edith Cowan University*

Professor Michael Platow  
*The Australian National University*

2016 Awards for Programs that Enhance Learning

**WIDENING PARTICIPATION**

**Dementia Education Program**  
*University of Tasmania*

**Live, Learn, Lead Program**  
*Federation University Australia*

**The Connecting4Success Program**  
*University of Southern Queensland*
EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

Noongar Dandjoo  
_Curtin University_

Physiotherapy National Simulation Program  
_Curtin University_

Pro Bono Centre  
_The University of Queensland_

INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

QUT Sessional Success Program  
_Quantland University of Technology_

Research and Critical Analysis Program  
_University of Wollongong_

POSTGRADUATE EDUCATION

UQ Three Minute Thesis  
_The University of Queensland_

STUDENT EXPERIENCES AND SERVICES SUPPORTING LEARNING, DEVELOPMENT AND GROWTH IN HIGHER EDUCATION

JCU Learning Centre  
_James Cook University_

QUT STIMulate  
_Queensland University of Technology_

GLOBAL CITIZENSHIP AND INTERNATIONALISATION

The Flinders University Introductory Academic Program  
_Flinders University_