



Quality teaching, learning and research were in focus throughout 2006. We celebrated recognition from various quarters that the teaching and learning experience at our University is of an exceptionally high quality. At the same time, we sharpened our analysis of our research strengths, confirming that the impact of our research activities reflects our Mission and reverberates in the communities we serve.

In one measure of the quality of teaching at our University, we received a ranking of 13 among Australia's 38 universities by the Commonwealth Government, well ahead of many larger and older institutions. The resulting Learning and Teaching Performance Fund allocation of more than \$2 million has been spent on multiple projects which will continue to develop and enhance quality teaching at ACU National.

Our quality teaching record was further strengthened by the Carrick Institute for Learning and Teaching in Higher Education. Our academic staff received numerous awards for teaching excellence, citations for outstanding contributions to student learning, and grants recognising leadership and excellence in learning and teaching programs.

As the Commonwealth Government continued to introduce its Research Quality Framework, ACU National was well placed to consider the impact of its research activities. In teaching, research and service, ACU National has always explicitly engaged the social, ethical and religious dimensions of its activities. Much of our research continued in partnership with other organisations, responding to needs they have identified independently.

The University's commitment to serve the common good, expressed in our Mission, is all about impact, about quality, and about significance and relevance for the diverse communities we serve.

Together, quality teaching and research at our University in 2006 continued to deliver for our students the distinctive education which helps them 'qualify for life'. The quality teaching, learning and research nexus prepared them to serve communities in diverse ways, as healers and teachers, in business, in human services and elsewhere, at all their diverse destinations.

Academic review

During 2006, we gained significant external recognition of our achievements in teaching and learning receiving \$2.1 million from the inaugural Learning and Teaching Performance Fund allocation.

We entered into three sector-wide discipline studies (Arts, Business and Science) funded by the Carrick Institute as well as a project investigating preparation for senior leadership in teaching and learning.

Further, we implemented several initiatives to promote quality teaching and learning, a number of which were funded through the 2006 Learning and Teaching Performance Fund allocation. These included a Graduate Certificate in Higher Education, and support for staff to undertake the course; instructional design assistance for the delivery of online courses; establishment of the First Year Experience Program; and introduction of the new support role of Manager (Teaching and Learning) in each of the Faculties.

In addition, the Institute for the Advancement of Teaching and Learning (IATL) conducted the following activities:

- Workshops on Assessment Issues on all six campuses by Dr Karen Flowers, Chair of the Assessment Review Task Force
- Analysis of data from the 2005 Course Completion Survey (administered to graduating students) with reports being provided for use in course evaluation and review processes
- Online delivery of the Quality of Administrative and Support Services for Students Survey (administered to students completing their first year of studies in 2006)
- Two Heads of School programs, participants also included Deans and Associate Deans
- Teacher Portfolio Workshops, as part of a program to evaluate the quality of teaching
- Trial of a Peer Mentoring Support for Academic Staff program and a Student Evaluation of Teaching instrument
- Implementation of the Unit Evaluation program across all campuses and Faculties
- Appointment of two educational designers and a specialist technical officer to assist staff with online course development
- Workshops on life/time management and negotiating and influencing skills in collaboration with the Organisational Learning and Development Unit.

During 2006, The Academic Board recommended the following new courses to the University Senate for approval to commence in 2007:

- Master of Education Studies (Teaching English to Speakers of Other Languages)
- Bachelor of Arts/Bachelor of Social Work (Pass and Honours)
- Graduate Certificate and Graduate Diploma in and Master of Visual Arts and Design
- Graduate Certificate and Graduate Diploma in Human Rights
- Graduate Certificate in Catholic Identity and Leadership
- Graduate Certificate in Higher Education
- new clinical stream of Anaesthetics in the Graduate Certificate in Clinical Nursing and Master of Clinical Nursing
- Certificate in Guiding Meditation.

The following existing courses were modified or approved for extension to another location:

- Master of Practical Ministry as a stand-alone course (as well as an exit qualification from the Doctor of Practical Ministry).
- Bachelor of Education (Primary) (Graduate Entry) for offering at the Canberra and Strathfield Campuses
- Bachelor of Nursing offshore with Philippines universities (De La Salle University Health Sciences Campus and Manila Doctors College)
- Bachelor of Social Work (Pass and Honours) to the Brisbane Campus
- Graduate Diploma in Music (Performance) and Graduate Diploma in Music (Composition) to the Strathfield Campus
- Graduate Certificate in Catholic Studies to online mode
- Graduate Certificate in Mathematics to online mode
- Graduate Certificate in Professional Development to Singapore.

We were successful in our applications for Carrick Institute for Learning and Teaching in Higher Education awards and projects. The latter included seven Citations for Outstanding Contribution to Student Learning and three grants under the Leadership for Excellence in Learning and Teaching Program.

Carrick Institute Citations for Outstanding Contribution to Student Learning were:

- Ms Peta Drury, Dr Jennifer Hardy and Ms Astrid Frotjold for successfully assisting undergraduate students to identify as nurses through the development of the Virtual Health Environment

Carrick Institute Grants for projects through the Leadership for Excellence in Learning and Teaching Program were:

- Associate Professor Paul Chesterton, Professor Patrick Duignan, Ms Emma Felton, Dr Karen Flowers, Associate Professor Pam Gibbons and Associate Professor Marj Horne for Development of distributed institutional leadership capacity in online learning and teaching



- Associate Professor Peter Howard, Associate Professor Peter Bastian, Associate Professor Michael Griffith, Dr Graham English and Dr Ross Keating for transformational teaching and learning contributions within a unique Australian community-based tertiary education program for homeless and marginalised people
- Dr Theda Thomas, Mr Tim Davis and Mrs Alanah Kazlauskas for development of, and research into, a rich, discipline-based approach to assessment that assists undergraduate information systems students to enhance their thinking skills
- Dr Nereda White and Mr Evan Harris for exemplary and sustained effort in providing a supportive and constructive environment enabling Indigenous student learning in 'away-from-base' education programs
- Dr Peta Goldberg rsm for engaging and motivating pre-service and in-service religion teachers through their Critically Engaging Creative Arts (CECA) approach
- Dr Anthony Stokes for an outstanding contribution to teaching and the promotion of learning in economics for university students and the wider educational community
- Dr Maureen Walsh for a creative and sustained contribution to the field of literacy teacher education for university students and the wider educational community.

- Professor Tony d'Arbon, Ms Nereda White and Dr Jack Frawley for An Institutional Leadership Paradigm: Transforming practices, structures and conditions in Indigenous higher education. ACU National staff worked with the participants from Batchelor Institute of Indigenous Tertiary Education (the lead institution) on this project
- Dr Nereda White and her colleague from Flinders University (the lead institution), Associate Professor Tracie Bunda for Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership.



Research Flagships, Centres and Institutes

In 2006, the University continued its focus on strengthening its research profile by providing continued financial support to University Flagships, Centres and Institutes.

Secondments to the Institute for the Advancement of Research, and appointments to the Distinguished Visiting Research Fellowship Scheme also contributed to the strengthening of research activities. Successful appointees came from the University of Calgary in Canada, St Mary's University in Texas, USA, and John Carroll University in Cleveland, USA and the National University of Ireland.

The Research Publications Incentive Scheme continued to encourage staff to increase their level of research outputs. The University Research and Research Training Management Committee (URRTMC) approved the introduction of Research Connect, and E-print archive for research publications.

Other achievements include:

- Continued preparation for the Commonwealth Research Quality Framework (RQF)
- Review of policies and procedures relating to higher degree by research candidature
- A new Policy for Professional Doctoral Degrees
- Training sessions on how to improve academic supervisions skills
- Introduction of a postgraduate research award scheme for Aboriginal and Torres Strait Islander higher degree candidates
- A new research training program of units for new higher degree candidates to enhance their research skills and
- Development of a policy on mentoring new academic researchers.

Creative and Authentic Leadership (CAL)

In its unique role the CAL Flagship engages, directed by Professor Patrick Duignan, in academic and scholarly reflection with the issues of the day, especially the challenges for organisational leadership in contemporary human service organisations.

The Flagship's research is based on the ethical challenges confronting organisations in increasingly complex and competitive environments. The research undertaken assists many organisations to develop performance measures which are grounded in a clear set of values.

Among the major activities undertaken by the Flagship in 2006 are:

- A strategic planning workshop to produce the document outlining the direction for the Flagship
- Preparation for a major conference on Catholic Educational Leadership for the 21st century
- The publication of three books: *Key Challenges and Ethical Tensions* by Patrick Duignan, *Leading Australia's Schools* – a DEST publication by Patrick Duignan and *The Price Of Freedom*: Edmond Rice – Educational Leader by Denis McLaughlin
- An Australian Research Council (ARC) Linkage project – Linking Worlds (Improving Educational Leadership in Remote Aboriginal Communities) with the Batchelor Institute of Indigenous Tertiary Education
- A project on Leadership Standards for Teaching Australia
- A project on Leaders Transforming Learning and Learners with four Dioceses in NSW
- A review of the Catholic Education Office in Parramatta
- A Leadership Development Program for Anglicare Sydney with the Australian Centre for Educational Leadership at the University of Wollongong (under the Australia Leadership consortium)
- A scoping project with three schools in Adelaide.

Mathematics and Literacy Education Research

The Flagship promotes quality research and a national perspective on mathematics and literacy teaching and learning. Directed by Professor Doug Clarke, it involves 21 members from all university campuses.

Among the major activities undertaken by the Flagship in 2006 are:

- Conclusion of DEST-funded Parent Partnerships Project supporting 42 schools around Australia
- Coordinating and researching of the work of Critical Friends in the DEST-funded Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) Project
- Establishment and funding of internal research grants under the theme Mathematics and Literacy for Life
- ARC Linkage grants for projects titled Examining the relationship between the documented curriculum, classroom tasks, and the learning of mathematics (\$410,000) with Monash University, and Learning essential knowledge by design: promoting and connecting mathematics and science in the middle years of schooling with the University of Queensland.

Quality of Life and Social Justice

The Flagship, under the directorship of Associate Professor Ruth Webber, has a core of 10 researchers actively involved in over a dozen research projects. Two such projects are: VISY Cares Link Centre Project at Laverton and Ageing People with Lifelong Intellectual Disability Living in Residential Aged Care Facilities funded by the Pratt Foundation and the Peter Gill Agency Trust. An ARC Linkage grant was awarded for 2007-2009 to expand the scope of the disability project.

Religion and spirituality continue to be a core research area. In 2006, the Spirit of Generation Y report was released and the project's website has had over 4,000 hits to date. Researchers continue to focus on spirituality with two newly funded projects. Firstly, research will be conducted on a proportion of the anticipated 100,000 young people attending World Youth Day in Sydney in July 2008 at which the Pope will be in attendance. Secondly, Xavier College, Genazzano College and Boroondara Deanery Group are funding a research project titled Engagement of Youth in Churches. A highlight of 2006 was a well attended forum Connecting Communities, organised by the Flagship in conjunction with the Department for Victorian Communities.

Centre for Early Christian Studies

The aim of the Senate-endorsed Centre for Early Christian Studies, directed by Professor Pauline Allen FAHA, is to foster and develop the study of early Christian literature in the areas of history, philosophy, theology, ethics, politics and social issues.

In 2006, members of the Centre published 50 articles and seven books. They were co-sponsors of the third Western Pacific Rim Patristics Society meeting in Nagoya, Japan. Building on the Centre's ARC Discovery grant, Japanese colleagues were awarded a grant for two years by the Japan Society for the Promotion of Science to enable scholarly cooperation between the two countries. During 2006, Professor Shigeki Tsuchihashi (Chuo University, Tokyo) took his sabbatical leave in the Centre.

Guests for shorter periods were Associate Professor Boris Repschinski sj (Leopold Franzens University, Innsbruck) and Professor Kazuhiko Demura (Okayama University), who were awarded Honorary Distinguished Visiting Research Fellowships.

Centre member Dr Geoffrey Dunn was awarded two fellowships at the Vatican Film Library at the University of St Louis, Missouri, and Dr Wendy Mayer was awarded a senior fellowship at Dumbarton Oaks (Harvard) for 2006-2007.

Centre for Environmental Sustainability and Stewardship

The Centre for Environmental Sustainability and Stewardship, directed by Dr Scott Wilson, is made up of multidisciplinary teams involved in environmental research, restoration, education and policy development.

Among the major activities undertaken by the Flagship in 2006 are:

- Dr Scott Wilson spent six months on an academic exchange at Napier University in Edinburgh Scotland undertaking both teaching and research and establishing collaborative links
- Dr Brian Bicknell delivered a keynote address at the American Geophysical Union fall meeting in San Francisco
- Dr Bob Thurman received a Victorian Government Sustainability grant and will be working with a team of researchers on the Hopetoun Community Sustainable Energy Initiative
- Dr Bob Paddle spent six months at St John's College, Oxford UK, where he continued his work on the Thylacene, commonly known as the Tasmanian Tiger, now extinct
- Supervision of three PhD and three Honours students
- Geoff Winning's successful completion of his Masters on Wetland Vegetation of the Newcastle Bight Embayment.

Centre for Lifelong Learning

In 2006, the Centre for Lifelong Learning, directed by Professor Judith Chapman, was engaged in a number of significant research and development activities including:

- The publication of a book, *Lifelong Learning, Participation and Equity*. The book is co-edited by Professor Judith Chapman, Patricia Cartwright and Dr Jacqueline McGilp
- Working with Commonwealth Government school clusters in undertaking a study of good school practice in values education
- Seminars and contribution to a book on Values Education
- Professor Chapman is co-editing a book on Lifelong Learning and Values Education for publication in 2007. The book brings together authors from around the world including Australia, the United Kingdom, Austria, South Africa, and the United States of America
- Professor Chapman is co-editing an international book series on Lifelong Learning. The series aims to publish up to 20 books on lifelong learning over five years.

Centre of Physical Activity Across the Lifespan (CoPAAL)

The Centre of Physical Activity Across the Lifespan (CoPAAL), directed by Associate Professor Geraldine Naughton, aims to improve excellence in research into the health-related benefits of physical activity.

It has established much respected industry partnerships with the YMCA, Gatorade Sports Science Institute, the Heart Foundation and the Murdoch Institute at the Royal Children's Hospital in Melbourne.

Ongoing injury prevention projects have been maintained with the Australian Rugby Union, the Australian Football League, the NSW Sporting Injuries Committee and the NSW Institute of Sport.

Centre staff make a difference to physical activity across the lifespan in populations who carry high risks of too much or too little activity.



Centre for Research in Ethical Decision-making in Organisations (CREDO)

CREDO provides research, education and consultancy services to corporate organisations. The Centre's clients include a peak body in the superannuation industry, an Anglican welfare agency and the Archdiocese of Melbourne. The Centre's current Director, Mr John Little, has a particular interest in the ideas of Jesuit philosopher and theologian, Bernard Lonergan.

A 2006 Palgrave Macmillan publication, *Global Perspectives on Ethics of Corporate Governance*, contains his theoretical paper on the foundations of governance.

Golding Centre for Women's History, Theology and Spirituality

The Golding Centre, directed by Dr Sophie McGrath rsm, continues to promote research and publication in the much neglected field of women's history, theology and spirituality. The Centre is increasingly being consulted in these areas, from members in the wider community to journalists and academics.

The Centre is increasingly being requested to mark doctoral theses in the area of Catholic women's history and responded to three such requests in 2006 from universities in New Zealand, Queensland and NSW. The Centre successfully presented its first doctoral student for examination, and another doctoral student was awarded the 2006 Australian Catholic Historical Society James MacGinley Award for an essay on Australian history.

National Centre for Science, Information and Communication Technology, and Mathematics Education in Rural and Regional Australia (SiMERR)

SiMERR was established on the Canberra Campus in late 2005, and is linked to the National SiMERR centre at the University of New England. SiMERR aims to improve the quality of learning for regional students in the areas of Science, Information Technologies and Mathematics.

Associate Professor Catherine McLoughlin, is the Coordinator and Head of the ACT Hub.

Among the major activities undertaken by the Centre in 2006 are:

- Issues in Teaching and Learning Science, ICT
- Mathematics in Rural and Regional Australia: A National Survey (completed). The national survey was one of the largest ever undertaken in Australia, and extends across schools in all states and territories. The ACT Centre participated and completed case studies of rural and regional schools in the ACT/NSW area
- Percentages as part of whole relationships (in progress)
- Utilising information and communication technologies to build a professional learning community to enhance the learning outcomes of

In 2006, staff of the Centre published a chapter in a book (on the ethical evaluation of new possibilities opened up by genetic science), an article in peer-reviewed literature (on withdrawal of neonatal mechanical ventilation against the parents' wishes), a conference paper (on Christianity's contribution to the role of the family in Australia) and four other articles in professional journals (on future care planning, on the fairness of Australia's pharmaceutical benefits scheme, on the provider-insurer relationship in health care, and on the form and content of consequentialism and utilitarianism in recent moral theory).



teachers and students in regional and rural schools in NSW and the ACT (in progress)

- Developing models of podcasting to improve oral presentation skills and metacognition among rural/regional students in Science, Mathematics and History (in progress)
- Context Rich Integrated Mathematics and Science (CRIMS 1 and 2) in rural schools (in progress)
- A study of the mathematical development of young children with Down Syndrome (in progress).

Plunkett Centre for Ethics

The activities of the Plunkett Centre for Ethics, directed by Associate Professor Bernadette Tobin, fall into three broad categories: teaching, research and contributions to the formation of public policy.

In addition, Dr Gerald Gleeson and Associate Professor Bernadette Tobin helped to draft two new sets of guidelines on 'future care planning' for Catholic Health Australia, one for people anticipating their own future care needs, the other for professionals who have a responsibility for the health and nursing care of people who are no longer able to make their own health care decisions.

Institute for Advancing Community Engagement

The Institute, directed by Professor Jude Butcher cfc, fosters joint University-community initiatives which address community issues and serve the common good. The Institute is committed to the development of mutually beneficial and sustainable University community partnerships which enhance the dignity and wellbeing of people and communities. In 2006, two key priority areas were addressed, the Clemente/Catalyst Education for Homeless programs and the Instituto Catholico Para Formacao de Professores, Timor-Leste. For further details about these programs, please see *Serving the Common Good* in this Annual Report.

Institute of Child Protection Studies (ICPS)

The Institute of Child Protection Studies directed by Dr Morag McArthur, carries out research which leads to improved practice in the care and protection of children and young people, both nationally and within ACT. In 2006, the Institute achieved an ARC Linkage grant: Community capacity building in child protection through responsive regulation. This is a collaboration between the Institute, Australian National University and University of South Australia.

Other key research projects included a national study of young carers and education, an exploration of children's experience of homelessness, how to increase integration of early childhood services, and a project that assisted to build more collaborative practice for student support services. Institute staff also wrote a major research report and developed the practice framework for screening and assessment in the new family relationship centres throughout Australia for the Attorney-General's Department.

In July, the new journal *Communities, Children and Families Australia*, was launched. The uniqueness of this journal is its dissemination of cross disciplinary, cross sectoral empirical research and its potential as a forum for redefining policy and practice in Australian child welfare.

Institute of Legal Studies

In 2006, the Institute of Legal Studies enrolled its inaugural cohort of students in the Graduate Certificate of Education Law. During the year, the course was also prepared for online delivery from 2007.

In addition, new courses, the Graduate Certificate and Graduate Diploma in Human Rights, were developed and approved for offering, commencing in Semester 2, 2007. The course will be taught by eminent scholars, including Professor Frank Brennan sj AO and Professor Ramond Gaita, widely recognised as being among the most influential intellectuals within Australia.

The Institute also sponsored a number of public lectures and forums, including on the workplace relations legislation and therapeutic cloning.

Institute for the Advancement of Research (IAR)

The Institute for the Advancement of Research promotes pure, applied and strategic research across the University's six campuses. Its members include staff from the Faculties of Arts and Sciences, Education, and Health Sciences, the Australian Catholic Bishops Conference Pastoral Projects Office, Encompass Australasia, Centre for Research into Ethics and Decision-making in Organisations (CREDO) and the Golding Centre for Women's History, Theology and Spirituality.

The Institute also hosts researchers from the Catholic Archdiocese of Melbourne and Brisbane and professors from overseas and other Australian universities. International Fellows include researchers from Georgetown University in Washington, DC, City University in London, and Ritsumeikan University in Japan.

The University continues to increase funding to the IAR to support the secondment of academic staff for up to six months. This scheme continues to be popular and provides academic staff with release from heavy teaching loads, the time to write up the results of previous research, to prepare grant applications to the Australian Research Council and corporate organisations, and to establish links with industry bodies in the areas of education, health, environmental sciences and social sciences.

The secondment scheme supports and encourages academic staff, especially new researchers, in their research efforts and goals. It helps to attract high-quality higher degree candidates to work with research professors and other senior University staff.

Financial and publications data

Research Income Sources*

Commonwealth Government	2,532,729
Other public sector	295,668
Private Industry and other	749,881
TOTAL	3,578,278

Research Outputs*

Books, authored research	10
Book chapters	67
Articles in refereed journals	136
Refereed conference papers	102
TOTAL	315

* Financial and publication statistics are subject to external audit by the Department of Education, Science and Training