**CAUL Achievement Award Nomination Form**

1. Please read the CAUL Achievement Award Guidelines and Selection Criteria to ensure you meet all necessary requirements including providing evidence of outstanding contributions.
2. Only complete one form per individual and per team. For team nominations please list each member of the team on the one form.
3. Please include full details of names, areas and email addresses of nominees and nominator.
4. Nominations must be supported by the relevant University Librarian.
5. Nominations must include a statement (no more than one A4 page) which clearly demonstrates how the nominee’s contribution supports the achievement of the [CAUL Strategic Directions](http://www.caul.edu.au/about-caul/caul-strategic-plan) and states specific and identifiable reasons for the award nomination. This statement should be clear, concise and compelling.
6. Please email nomination to the CAUL Office.

**Select the appropriate category or categories:**

□ **ENGAGEMENT & INFLUENCE**

National and global engagement in the development of quality, sustainability and innovation in information management and higher education;

 **LEARNING AND TEACHING**

Supporting transformations in the role of university libraries as partners in learning and teaching, and their major contribution to the student experience;

□ **RESEARCH**

Strengthening the role of university libraries as a partner in the research process and promoting their unique contribution to scholarship and scholarly communication;

□ **ACCESS TO INFORMATION**

Ongoing improvements in members’ capacity to maximise access to information resources; and

□ **SHARING KNOWLEDGE AND DATA**

Build a community in which members willing share know-how, experience, statistics and other data.

**Institution:** Monash University

**Name / Team details:**

|  |  |
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| Name: Lynette (Lyn) Torres | Position: Information Research Skills Manager, Monash University Library |
| Phone number: (03) 9905 9855 | Email address: : lynette.torres@monash.edu |
| Name: Leanne McCann | Position: Learning Skills Manager, Monash UniversityLibrary |
| Phone number: (03) 9903 4945 | Email address: leanne.mccann@monash.edu |

**Nominees are aware of the nomination (yes / no):** Yes

**Nominated by:**

|  |  |
| --- | --- |
| Name: Lisa Smith | Position: Director, Client Services – Humanities and Social Sciences, Monash University Library |
| Phone number (03)9905 2699 | Email address: lisa.smith@monash.edu |

**Achievement statement:**

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| This application evidences a significant change to professional practice and institutional approaches for developing students’ research skills within curricula at Monash University and beyond, initiated by the exceptional leadership of the Research and Learning team of Lyn Torres and Leanne McCann. In 2009, Lyn and Leanne introduced and implemented the Research Skill Development (RSD) framework (Willison & O’Regan, 2006, 2013) [http://www.adelaide.edu.au/rsd/framework/rsd-fram ework.pdf](http://www.adelaide.edu.au/rsd/framework/rsd-framework.pdf) as a key strategy to address identified teaching and learning challenges faced by the Library and University and to enable an embedded skills learning and teaching agenda across Monash University. The enduring long term outcomes achieved at Monash and a range of other Universities have been transformational. Lyn and Leanne implemented the RSD as a tool to inform the collaborative development of Library research skill programs by librarians and learning skills advisers in partnership with academics. This reconceptualised model for skills development provides a new direction for the Library’s learning and teaching programs and over time has invigorated the skills curriculum across disciplines at Monash. A significant tangible outcome of Lyn and Leanne’s leadership directing the Library’s RSD approach is the University-wide adoption of the RSD as a key education strategy in the Monash University Education Strategic plan, 2011-2015. Monash academics report that, where Library and Faculty staff have worked in partnership to embed academic skills development within curriculum, student learning outcomes have improved. Over 70,000 Monash students and 870 academics have benefitted from the RSD approach between 2012-June 2014. Where measurement of impact has been possible, clear educational improvements are evident, such as in the Faculty of Business and Economics unit ACF3491 where, as a result of the Faculty-Library RSD infomed partnership from 2009-14, pass rates have increased by 14%, average marks by 10 points and median Student Evaluation of Teaching Units (SETU) scores from 3.74 to 4.23 out of 5.The RSD approach is being used as a springboard for changed thinking about students’ research skill development at a number of Universities where Lyn and Leanne have led and facilitated workshops and seminars. As key active members on three ALTC/OLT RSD projects led by the University of Adelaide (2010-2014 ongoing), Lyn and Leanne have disseminated the Monash RSD approach through conference papers and numerous well attended workshops in national and international fora. The team initiated the inaugural RSD International Symposium (2012) at Monash (170 attendees from 9 institutions). RSD conversations continue with a number of institutions, including Auckland, Boulder, Utah, Indiana, Putra and the University of the South Pacific. Lyn’s Spanish translation of the RSD is being used at the University of Medical Science, Cuba, and the following testimonials exemplify Lyn and Leanne’s influence. *“Lynette and Leanne have been instrumental in introducing the University of Sydney Library professional staff into the theory and practice surrounding the Research Skill Development framework (RSD). Through their influence and collaboration Sydney hosted two RSD workshops, inviting participation from other local NSW universities. Sydney will now be looking to pilot the use of the RSD in 2015 units of study under the guidance of Lynette, Leanne and their colleagues at Monash”.* Michelle Harrison, Librarian, University of Sydney. *“Your RSD workshop approach at Monash University is highly effective. It helps librarians to recognise the value they can bring to curriculum through focused conversations with academics. With Monash’s model in mind, we will be incorporating a similar approach to developing staff capability for curriculum based work."* Janetta Mascilongo, Librarian, University of Melbourne.*“As a result of my work with Lyn during my semester-long fellowship in Semester 1 2014, I have been able to apply her work directly to mine at the University of Utah, specifically in curriculum design in our English as a Second Language (ESL) Program in the Department of Linguistics, as well as employing the strategy of the RSD in the first semester of classes at our Asia Campus in Incheon, Republic of Korea”.* Darby Fanning, Librarian, University of Utah.In conclusion, through strategically focused collaborations within Monash and beyond, Lyn and Leanne’s learning and teaching leadership has improved the articulation, teaching and mapping of research skills within curricula, galvanised new approaches to teaching partnerships and enabled several academic libraries to move in new directions. This has led directly to transformations in the role of University Libraries as partners in learning and teaching, altered the perception that their Universities’ have of them and enhanced their ability to make a major contribution to the student experience. |

**Supporting Documentation**

**Conferences Presentations and Publications**

Torres, L., McCann, L. (2014). Transforming the Library’s impact in the curriculum: Reconceptualising the library’s contribution to research skill development. Paper presented at the Australian Library and Information Association (ALIA) Conference, Melbourne, September.

Torres, L., Banderanaike, S., & Yates, S. (2014). *'What skills do I have? What skills will I need?’- Building an employability skills profile through an online reflective practice tool.* Paper presented at the 10th International Symposium on Cooperative & Work-Integrated Education, University West, Trollhattan, Sweden, June 2-4.

Styles, K., Torres, L., Stewart, P., McCann, L., & Horne, D. (2012). *Skill mapping an undergraduate Pharmacy degree*. Paper presented at the International Pharmaceutical Federation (FIP) World Centennial Congress of Pharmacy and Pharmaceutical Sciences, International Conference, Amsterdam, October.

Torres, L., McCann.L, Croy, G., Mayson., S. (2012). Bridging the Divide: Generating dynamic university-wide library-faculty connections to enable the explicit development of students research skills. Higher Education Research and Development Society of Australasia (HERDSA), International Conference, Hobart, July.

Searle, S. & Torres, L. (2011). From Silo to systematic: a new approach to building research data management skills at Monash University. 5th eResearch Australasia Conference, Melbourne, November.

Torres, L., McCann, L., Mayson, S., Croy, G. (2011). Collaborative Collisions: Learning Skills, Information Literacy and Disciplines. Higher Education Research and Development Society of Australasia (HERDSA), International Conference, Gold Coast, July.

Torres, L., McCann, L., Yates, S. (2010). The 3 amigos: collaborations in information research, learning skills and e-learning. Higher Education Research and Development Society of Australasia (HERDSA), International Conference, Melbourne, July.

**Workshops/Presentations and Outreach**

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| **2009-2010** |
| *The RSD Framework: Bring A Friend Workshop*, Monash University. |
| *Introducing the RSD Framework.* Information Research and Learning Skills Forum, Monash University. |
| *Students becoming researchers, researchers becoming renown*. Presentation. Early Career Researchers, Monash University.  |
| *Introducing the RSD Framework.* Primary Education curriculum planning day. Faculty of Education, Monash University. |
| Introducing the RSD framework. Presentation for General Library Committee, Monash University Library. (L. Torres & Dr. J. Willison).  |
| **2011** |
| *Collaborative approaches to implementing the RSD Framework.* Presentation/Workshop. University of Adelaide. |
| Willison, J., Torres, L. (2011). *Igniting the RSD framework: a collaborative approach*. Presentation. CAUL, Sydney. |
| *Making Research Skills Explicit*. Presentation. School of Biomedical Sciences Education Committee, Monash University. *Bula RSD*. RSD workshops at the University of the South Pacific, Laucala Campus. |
| *Research Skill Development for improving student learning outcomes.* RSD module for the Graduate Certificate of Academic Practice, Monash University. |
| *Mapping skills across units with the RSD*. Presentation. Faculty of IT, Education Committee, Monash University. |
| RSD designed and delivered for the Graduate Certificate of Higher Education (GCHE) / Graduate Certificate of Academic Practice.1. 2010/HED5022 Contemporary Issues in Higher Education B (23 students)
2. 2011/HED5021 Contemporary issues in Higher Education A (30 students)
3. 2011/HED5011 Learning and Teaching in Higher Education level I (30 students)
4. 2011/HED5012 Learning and Teaching in Higher Education level II (to run later in 2011)
5. 2012/HED5081 Discipline Based Studies. Research skill development for improving learning.
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| **2012** |
| *Working with the RSD.* Workshop. Perth. Western Australian Group of Academic Libraries. |
| *Mapping skills across units with the RSD*. Workshop for Information Technology Faculty Team, Monash University Library. |
| *Making Skills explicit with the RSD framework*. Workshop. Human Geography Honours students, Monash University. |
| *Making Research skills Explicit with the RSD7*. Presentation. Faculty of Nursing Medicine and Health Sciences. |
| *Making Research Skills Explicit*. Conference Workshop. Education Research Group of Adelaide (ERGA). *Refreshing the Curriculum with RSD: A Symposium.* Monash University. National and international attendees. University of Auckland, University of the South Pacific, Monash Malaysia, LaTrobe University, Melbourne University, Curtin University, Australian National University, University of Adelaide. |
| *Working with the RSD*. Information Literacy Conference (CRIG), Melbourne.  |
| *Adding Value to Your PhD and Your Career: Employability skills.* Post-Doctoral Students. Cancer Research. Attendees from various Australian Universities. |
| ***2013*** |
| *Enabling Research Skills for Global Engagement: Exploring the RSD framework.* Workshop. Law colloquium. La Trobe/Monash Universities. Melbourne. |
| *Applying the RSD framework.* Monash Excellence in Education Group (MEERG) Symposium. Workshop, Monash University. |
| *Rubrics for Learning*. Workshop. Faculty of Nursing Medicine and Health Sciences. Monash University. |
| *Working with the RSD framework.* Presentation. School of Languages Cultures and Linguistics Education Committee. Monash University. |
| *Making research skills Explicit, RSD7*. Workshop for Human Geography Honours students, Monash University. |
| *Rubrics for learning.* Workshop. School of Languages Cultures and Linguistics, Monash University. |
| *Assessment Matters Seminar.* Faculty of Business and Economics, Monash University. |
| *Unpacking the RSD Framework.* Train the Trainer workshop. Monash University Malaysia. |
| *Making skills explicit in the Curriculum*. Workshop. AALL Conference, Melbourne. |
| *Making skills explicit using the RSD framework*. Griffith University, Queensland. |
| **2014** |
| *Skill development for improving student learning outcomes*. RSD module in the Graduate Certificate of Academic Practice, Monash University. |
| *Working with the RSD framework. Part 1.* Video conference workshop. Monash University Malaysia. |
| *Working with the RSD framework. Part 2.* Video conference workshop. Monash University Malaysia. |
| *Working with the RSD framework. Part 1.* Video conference workshop. Monash University South Africa. |
| *Working with the RSD framework. Part 2.* Video conference workshop. Monash University South Africa. |
| *Transforming the Library’s impacy in the curriculum: Reconceptualising the library’s contribution to research skill development.* Paper presented at the Australian Library and Information Association (ALIA) Conference, Melbourne, September. Presentation available at: [http://nationalconference2014.alia.org.au/content/transforming-librarys-impact-curriculum-receonceptualising-librarys-contribution-students#](http://nationalconference2014.alia.org.au/content/transforming-librarys-impact-curriculum-receonceptualising-librarys-contribution-students) |
| *Working with the RSD framework. Sydney University.* (Attended by UWS, UTS, Macquarie University) |
| *Putting the RSD to Work: Mapping skills in the curriculum.* Presentation at the Higher Education Conference of Adelaide (HERGA). September. |
| *Mapping skills in the curriculum.* Workshop at the Higher Education Conference of Adelaide (HERGA). September. Attended by UNSW, Macquarie, Adelaide, UTAS, RMIT and Univerity of the South Pacific. |

**Teaching Awards**

* Dean’s Award for Excellence in Learning and Teaching. Faculty of Business and Economics, Monash University, 2011.
* Monash University Vice Chancellor’s Education Award for Programs that Enhance Learning, 2012. Special Commendation.
* Monash University Vice Chancellor's Award for Exceptional Performance by Professional Staff 2013. Special Commendation.

**RSD Research involvement.**

**2009-2010:** OLT Project Contributors. “Research Skill Development and Assessment in the Curriculum Project. Innovation and Development Grant (ID11-1984 $150K) Led by Dr. John Willison University of Adelaide.

**2011-2103:** OLT Project Team members for Monash University. “Outcomes and uptake of explicit research skill development across degree programs: "It's got a practical application in my world”. Led by Dr. John Willison University of Adelaide.

**2014:** OLT Fellowship Project Team members for Monash University. *Realising Research Modes of Learning for Masters by Coursework Students Using State-Based Clusters.* Led by Dr. John Willison University of Adelaide. (Commencing November 2014).

**University Librarian’s supporting statement:**

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| As University Librarian, I am writing in enthusiastic support of this nomination of Lyn Torres and Leanne McCann for a 2014 CAUL Achievement Award. Lyn and Leanne, in their respective roles as Information Research Skills Manager and Learning Skills Manager, lead the University’s research skill development programs from a Library base. Their work has been extraordinary and has fundamentally changed Monash’s pedagogical landscape. Very few people achieve this degree of influence in their working lives, and it would be fitting if Lyn and Leanne’s contribution could be recognised through this CAUL Award.Lyn and Leanne came to Monash into their respective positions shortly after the Library assumed responsibility for learning skills, in addition to its existing responsibility for information research skills development. They have taken these two parallel activities and, working as a strong team, and in close collaboration with Library, faculty and other University staff, achieved a degree of intertwining that has ensured that the sum has been very much more significant than the parts. More importantly, they have adopted and then led the take-up of a highly beneficial pedagogical framework, the Research Skill Development (RSD) framework that has been transformational for Library staff (librarians and learning skills advisers), academics and students. Over a five year period, Lyn and Leanne have initiated, led and facilitated partnerships of professional and academic colleagues to develop students’ information research and learning skills using an RSD informed approach. Their work includes collaborations with staff from the University’s Office of the Vice-Provost (Learning and Teaching), as well as with most faculties of the University across the Australian, Malaysia and South Africa campuses. This has resulted in greatly improved learning outcomes for large numbers of students. It is inspiring to hear of the impact on student learning from unit convenors such as Dr Laurance Orlando who has “transformed two … units so that RSD became the backbone of all the activities and assessment in the units” and has said “I love this tool [which has] brought so many good reflections from the students.” Professor Peter Stewart, then Head of School in the Faculty of Pharmacy and Pharmaceutical Sciences, said in 2011 that using the RSD changed his approach to teaching, and that he has realised that skill development is fundamental to developing knowledge of discipline content. This is evidence of the level of impact of Lyn and Leanne’s work across the University.Their work has been further validated at the institutional level through the inclusion of the RSD in the University’s Education Strategic Plan 2011-15 and the development and implementation of an RSD module in the University’s Graduate Certificate in Higher Education/Academic Practice. At the national level, Lyn and Leanne’s impact is demonstrated through involvement in RSD related ALTC/OLT funded projects and through the significant number of institutions who seek their advice and are changing their practice accordingly. They have contributed to national and international dialogue through conference presentations, discussions and program workshops with a range of universities who have recognised the innovative approach to learning and teaching that their work represents. We in the Library believe that the research skills model that has been established by Lyn and Leanne is one of the most innovative and effective in the world. It is also redefining the Library’s view of its partnership and leadership role and helping it to continually renew its effectiveness in contributing to the achievement of University strategic goals. Lyn Torres and Leanne McCann would be deserving recipients of CAUL recognition through this Achievement Award. |
| Name: Cathrine Harboe-Ree | Signature: |
| Date: 13/11/2014  |  |