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AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

AUSTRALIAN UNIVERSITY
TEACHERS OF THE YEAR
THIRD EDITION
1997–2018

produced by VTAS PEN and
Professor Angela Carbone

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2019

Universities Australia proudly sponsor the third edition of the 1997–2018 Australian University Teachers of the Year booklet. This booklet captures the profiles of Australia’s most highly recognised teachers – the recipients of the Australian Award for University Teacher of the Year (AAUTY) and how the award has impacted the practice and career direction of its recipients. The book outlines the history of the awards, and acts as a resource for prospective award applicants.

Each year the Australian Awards for University Teaching (AAUTs) recognise university teachers from across Australia for their exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching.

This book edition was revised by the current team managing the Awards program: Professor Angela Carbone, Angeline Sim, Jing Ye and Annica Carmichael (September 2018 – July 2019).

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AWARD SCHEME

2004

INTRODUCTION OF
EARLY CAREER
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2002

INTRODUCTION
OF NEVILLE
BONNER AWARD
FOR INDIGENOUS
TEACHER OF THE
YEAR

1997

AUSTRALIAN AWARDS FOR
UNIVERSITY TEACHING (AAUT)

Prime Minister's Award

Discipline-based
individual awards

Cross disciplinary awards

Institutional awards

1992-96

EXPLORATION OF NATIONAL
TEACHING AWARD
SCHEME IN AUSTRALIA

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

ADMINISTRATION OF AWARDS

1997

DEPARTMENT OF
EMPLOYMENT,
EDUCATION, TRAINING
AND YOUTH AFFAIRS
(DEETYA)

COMMITTEE FOR THE
ADVANCEMENT OF
UNIVERSITY TEACHING
[CAUT]

2000

DEPARTMENT OF
EDUCATION, TRAINING
AND YOUTH AFFAIRS
(DETYA)

AUSTRALIAN UNIVERSITY
TEACHING COMMITTEE
[AUTC]

2005

CARRICK AWARDS FOR AUSTRALIAN UNIVERSITY TEACHING

- Prime Minister's Award
- Awards for teaching excellence
- Awards for programs that enhance learning
- Citations

2007

INTRODUCTION OF CAREER ACHIEVEMENT AWARD

2008

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING (AAUT)

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

2018

2005

CARRICK INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION (CARRICK)

2008

AUSTRALIAN LEARNING AND TEACHING COUNCIL (ALTC)

2012

OFFICE FOR LEARNING AND TEACHING (OLT)

2016-2017

DEPARTMENT OF EDUCATION AND TRAINING (DET)

2018

UNIVERSITIES AUSTRALIA (UA)

EXECUTIVE SUMMARY

This booklet captures the profiles of Australia's most highly recognised university teachers.

Since 1997, the AAUTs have recognised Australia's leading university educators, and the impact their teaching has had on student learning. Recognition in the past has been through teaching awards, program awards and citations, with the most prestigious award being the Australian Award for University Teacher of the Year (AAUTY), previously known as the Prime Minister's Award.

Each year usually one university teacher is recognised from across the nation for an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching. However, in some years there have been joint recipients (2000, 2002, 2008, 2015), or instances of a team award (2000, 2005).

There have been two previous editions; first edition: 1997 to 2015 and second edition: 1997 to 2016. This booklet, the third edition, contains AAUTY recipient profiles from 1997 to 2018. Twenty-four individual teaching scholars, and two teams from fourteen institutions across diverse discipline communities report on the benefits and opportunities emerged from receiving the award. Tribute is paid to those that have retired or are semi-retired and those no longer with us: Professor Charles Thomas Stannage (Tom) AM, FASSA (1944–2012) the inaugural Australian University Teacher of the Year in 1997 and Betty Marr anyin (deceased 2008) who was a member of the 2005 winning Team from Charles Darwin University.

The short profile stories were generated through a review and document search of awardees current online profiles and/or institutional archives and together with semi-structured interviews. Interviews were held face-to-face, or via telephone or skype. The profile stories provide the readers with a taste of how the award impacted on the individual or team's career directions and leadership opportunities.

In addition to this booklet, a website for leading educators has been developed <http://aautn.org>. The website provides easy access to the profiles and can be used by institutions seeking expertise or speakers in particular areas. The website acts as a first step to providing a platform for these leading educators to create a network or to tap into the other networks where like-minded academics can display their ongoing commitment to higher education.

These academics are recognised as leading educators and for giving their students the best learning experience. Many are experts in their fields and undertake scholarly activities in areas of learning and teaching. There are many examples throughout the booklet that demonstrate their prominence and leadership including:

1. presentations within the learning and teaching community;
2. collegial mentoring and pairing;
3. networking with national and international bodies;
4. involvement in university and higher education committees;
5. contributions to systemic institutional change in learning and teaching through senior positions and/or ongoing knowledge sharing and dissemination.

This booklet and website provide valuable resources to those who are leaders and principal drivers of change in higher education institutions.

01

INTRODUCTION



STATEMENT FROM PROFESSOR DEBORAH TERRY AO

For more than two decades, the Australian Awards for University Teaching have celebrated outstanding achievements in university teaching. They are Australia's most prestigious teaching honours.

The awards recognise those at the very height of our profession as university educators.

They also highlight important advances in teaching methods, and share these learning breakthroughs with other dedicated educators across Australia's world-class university sector.

Great teaching has a ripple effect.

When it fosters curiosity, knowledge, excitement, confidence and wonder, it does so much more than just prepare students for the careers that await them.

It enables students to become more fully rounded individuals – and enriches our society more broadly.

The recipients of these awards are a stellar group of people who have dedicated their careers to student learning.

As Chair of Universities Australia, I pay tribute to each of these award winners and commend this publication to everyone who values high-quality teaching in our universities.

Professor Deborah Terry AO
Chair, Universities Australia

Australian Awards for University Teaching recognise quality teaching and reward innovation in higher education. This booklet celebrates the commitment and dedication of recipients of the Australian Award for University Teacher of the Year (AAUTY) over the past years. This award is the premier university teaching award in Australia and is awarded to an academic or team with an exceptional record of advancing student learning and scholarly contribution to teaching and learning.

The AAUTY award recipients are composed of 24 individual teaching scholars and 2 teams from 14 institutions across diverse discipline communities such as: health, law, sciences, arts and social sciences, and engineering. These recipients have a sustained record of overcoming the challenges they face in their discipline to create engaging learning environments for students. It is hoped that the legacy of the recipients will encourage other teachers to strive for success in student learning and teaching practice and address the current and future challenges facing higher education. And there are many challenges facing our educators in higher education.

One challenge comes from the advances in technology and the introduction of blended learning approaches. Many educators are not questioning whether to blend or not, but are focusing on how to blend: some are flipping the class; some exploit the potential that technology brings to provide active learning online and promote online peer feedback. In addition, as technology advances, personal computers, smart phones and tablets have become cheaper, and more students are bringing their own devices to university which has implications for the way we teach.

Big on the agenda of most universities is the redesign of learning spaces. Many universities are investing millions of dollars on informal learning spaces, and refurbishing or replacing didactic teaching spaces with spaces that encourage activity and interaction. Advances in technology, the development of blended learning approaches, and the introduction of new learning spaces means institutions rely on their elite academic teaching staff to be creative and innovate in ways that exploit and explore their potential. The aim is to ensure that students are adopting deeper and more engaged approaches to learning, so that Australia's record of excellence in higher education will be sustained. By recognising and advancing cultures of creativity and innovation universities will not only overcome these challenges but thrive in the future.

BACKGROUND

The AAUT enable our best teachers in Australia to have a greater impact not only on the students but more broadly, on their institution, discipline and across the higher education sector. We should look to and learn from teaching award recipients who have pursued bold new visions for the future of higher education and developed systematic approaches to reinventing teaching.

Key findings from the AAUTY recipients indicated that receiving such a prestigious award constituted a turning-point for their careers:

- » Enabled many to move into strategic positions
- » Played a key role in developing teaching and learning initiatives or professional learning schemes
- » Enhanced their personal recognition and leadership capacity
- » Enhanced their ability to champion change in learning and teaching policies and practices
- » Engaged in high-level education strategic activities
- » Invited to share their innovative, evidence-based teaching practices
- » Gave motivational speeches on embracing the advancement of technology, developing students as global citizens and being creative and innovative in their teaching practice.
- » Raised their profiles as they became drivers for change even in strong research-focused cultures.

The sector is indebted to the dedication, commitment and achievements that AAUTY have shown to prepare their students for their future careers.

We hope that recipients of AAUTY will continue to champion learning and teaching, disseminate their innovative practice and inspire their colleagues to strive for quality higher education. This booklet, along with an accompanying website <http://aautn.org> celebrates the creativity, innovations and the diverse contributions made by these individuals and teams to the quality of student learning and the higher education sector over a sustained period.

We invite you to make the most of this resource!

Background: Australian Teaching Awards Scheme

The Australian Government has supported various awards programmes that recognise excellence in learning and teaching over the past years. In 2018 the Australian Awards for University Teaching (AAUT) were comprised of the following award categories:

- » Citations for Outstanding Contributions to Student Learning (Citations)
- » Awards for Programs that Enhance Learning (Program Awards)
- » Awards for Teaching Excellence (Teaching Awards)
- » Australian Award for University Teacher of the Year (AAUTY)

AWARD CATEGORIES

These categories are primarily designed to recognise quality teaching practice and outstanding contributions to student learning. It is intended that recipients, with the support of their institutions, will contribute to systemic change in learning and teaching through the ongoing sharing and dissemination of knowledge. This could include presentations within the learning and teaching community, collegial mentoring, pairing and networking, and involvement in university and higher education committees.

Each category of award is briefly described below:

CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING (CITATIONS)

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. Up to 60 Citations are awarded to academic, general and sessional staff, and institutional associates who have made significant contributions to student learning.

AWARDS FOR PROGRAMS THAT ENHANCE LEARNING (PROGRAM AWARDS)

Awards for programs that Enhance Learning (Program Awards) recognise learning and teaching support programs and services that make innovative and outstanding contributions to student learning outcomes, and the quality of the student experience of higher education. Up to six Program Awards across six categories are awarded:

- » Widening participation
- » Educational partnerships and collaborations with other organisations
- » Innovation in curriculum design and pedagogy practice
- » Postgraduate education
- » Student experiences and learning support services
- » Global citizenship and internationalisation.

These are awarded to programs and services that demonstrate effectiveness through rigorous evaluation that will set benchmarks for similar activities in other institutions.

AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

Awards for Teaching Excellence (Teaching Awards) celebrate a group of the nation's most outstanding university teachers who have made a significant contribution to enhancing the quality of learning and teaching in higher education. Up to seven Teaching Awards are allocated across these categories:

- » Biological Sciences, Health and Related Studies (including Agriculture, Animal Husbandry, Medical Sciences and Nursing, etc.)
- » Early Career
- » Humanities and the Arts
- » Law, Economics, Business and Related Studies
- » Neville Bonner Award for Indigenous Education
- » Physical Sciences and Related Studies (including Architecture, Building and Planning, Engineering, Computing and Information Science)
- » Social and Behavioural Sciences (including Psychology and Education).

Teaching Awards recognise teachers, including individuals and teams, renowned for excellence in teaching.

AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR (AAUTY)

The Award for Australian University Teacher of the Year is the premier university teaching award. Among the Teaching Award recipients, one individual with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching, will receive the Award for Australian University Teacher of the Year.

All nominees for Awards for Teaching Excellence category are considered for the Award for Australian University Teacher of the Year. Nominations are assessed on the written evidence applicants provide against the following four criteria:

- » Approaches to teaching and the support of learning that influence, motivate and inspire students to learn
- » Development of curricula, resources or services that reflect a command of the field of study
- » Evaluation practices that bring about improvements in teaching and learning
- » Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

In assessing nominations against the four criteria, assessors take into account the extent to which the applicant has:

- » Influenced student learning, student engagement or the overall student experience
- » Gained recognition from fellow staff, the institution, and/or the broader community
- » Been sustained for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.
- » Claims for excellence that are supported by formal and informal evaluation
- » Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology- based developments
- » Information contained in student data or institutional student surveys, references, and selected teaching materials submitted by the nominee.

However, in selecting the recipient of the Australian Award for University Teacher of the Year, particular attention is given to the evidence provided for teaching award criterion 4: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience. This includes participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.

ASSESSMENT PROCESS

All nominations are subject to a multi-stage peer assessment process against the published instructions, including a set of selection criteria.

- » The first stage involves review and recommendation by the nominee's home institution.
- » The second stage involves the assessment of nominations by a team of assessors against the criteria set. These assessors are drawn from a register of academics recommended by their institutions, usually by the Deputy Vice-Chancellor (Academic); have received citations or awards; are ALTF Fellows, Discipline Scholars, project leaders or team members; or are senior, respected academics.
- » The third stage of assessment is further reviewed by Awards Committee who make up of senior academic leaders in teaching and learning with a track record of leadership and extensive experience.
- » The Awards Committee then makes recommendations to Universities Australia (UA) Board of Directors, which consists of eight Australian Vice-Chancellors plus UA Chief Executive Officer, who provides endorsement and announces the outcome.

Any prize money awarded to use to advance the careers of recipients, provide additional resources to support recipients' teaching or activities related to the award and assist the individual or team to disseminate good practice learning and teaching.

**WE INVITE YOU TO
MAKE THE MOST
OF THIS RESOURCE!**

02

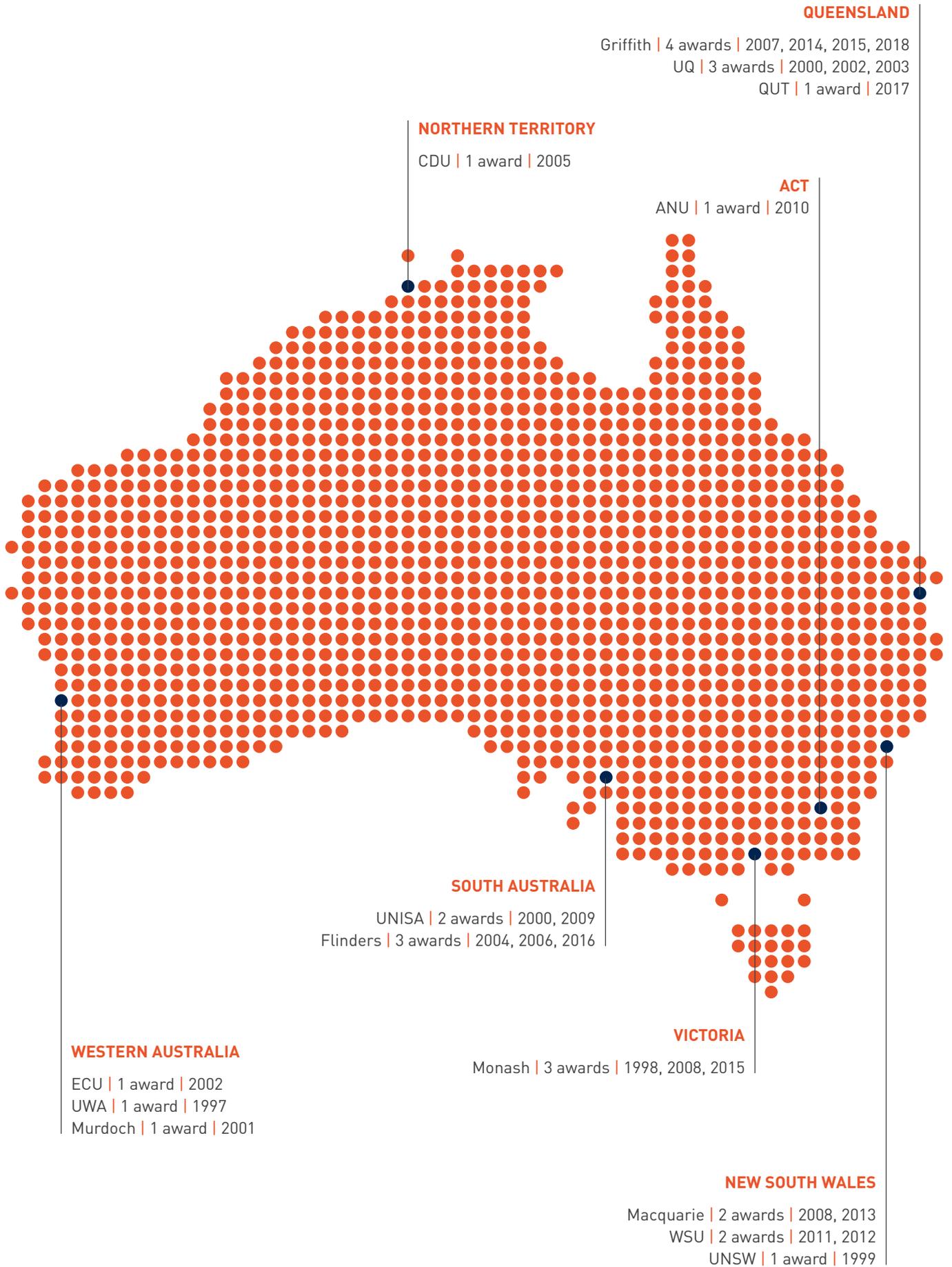
PROFILES OF THE AWARD RECIPIENTS

This chapter provides short profiles of the recipients of the Australian Award for University Teacher of the Year (previously known as the Prime Minister's Award) between 1997-2018. The profile stories provide the readers with a taste of how the award impacted on the individual or team's career directions and leadership opportunities. We also highlight some of their major achievements as identified by them. A profile link is provided for those who might like to make contact with any of the award holders.

These profiles were generated through a document search and review of awardees current online profiles and/or institutional archives and where possible, followed up with a face-to-face, telephone or skype interview.

Participants share on their perspectives and experiences at the time of receiving the award and describe the impact of the award on teaching practice, research and leadership; and the perceived impact of the award at their home Institution.

**DISTRIBUTION OF AWARDS
BY UNIVERSITY AND STATE**



LIST OF AWARD RECIPIENTS

1997—2018

YEAR	RECIPIENT	WINNING INSTITUTION
2018	Kevin Larkin	Griffith University
2017	Peter Corke	Queensland University of Technology
2016	Karen Burke Da Silva	Flinders University
2015	Kevin Tant	Monash University
	Halim Rane	Griffith University
2014	Brydie-Leigh Bartleet	Griffith University
2013	John Croucher	Macquarie University
2012	James Arvanitakis	Western Sydney University
2011	Roy Tasker	Western Sydney University
2010	John Minns	The Australian National University
2009	Syed Mahfuzul Aziz	University of South Australia
2008	Marnie Hughes-Warrington	Macquarie University
	Stephen Barkoczy	Monash University
2007	Keithia Wilson	Griffith University

YEAR	RECIPIENT	WINNING INSTITUTION
2006	Iain Hay	Flinders University
2005	Michael Christie, Waymamba Gaykamanju, Betty Marrnganyin (deceased 2008) and John Greatorex	Charles Darwin University
2004	Mark Israel	Flinders University
2003	Ian Cameron	The University of Queensland
2002	Peter O'Donoghue	The University of Queensland
	Lynne Hunt	Edith Cowan University
2001	Duane Varan	Murdoch University
2000	Ron Weber	The University of Queensland
	Claire Woods, Ruth Trigg, Doctor Mia Stephens, Doctor Paul Skrebels and David Homer	University of South Australia
1999	Geoffrey Waugh	University of New South Wales
1998	Angela Carbone	Monash University
1997	Charles Thomas Stannage (1944-2012)	The University of Western Australia

AWARD
RECIPIENT
PROFILES
1997—2018

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2018 GRIFFITH UNIVERSITY

DISCIPLINE

Mathematics Education

RESEARCH AREAS

Digital Technologies in Mathematics Education
Early Years
STEM Education
Pre-Service Teacher Education

► experts.griffith.edu.au/academic/k.larkin

BACKGROUND

Dr Kevin Larkin is a scholarly teacher and educational leader who, based on 30 years of school teaching and school leadership, and six years university teaching and leadership experience, influences, motivates and inspires our next generation of primary school teachers. His teaching philosophy is represented using an equation: positive relationships + innovative pedagogy + purposeful evaluation + sustained scholarship = maximum learning. Drawing upon his national and international publications and research, he has transformed how mathematics is taught. His passion for mathematics, combined with innovative teaching methods, creates positive relationships, improves success and retention, assists pre-service teachers to develop positive attitudes towards mathematics, and inspires them to become teachers who foster curiosity and independent learning. He is the inaugural GLTA Chapter Chair, for the Arts, Education and Law Group at Griffith University. Dr Larkin is a member of a number of research teams investigating: STEM education in early years education; mathematics education in primary and middle school contexts; and pre-service teacher mathematics education. He has published widely in national and international publications in the areas of mathematics education, digital technologies, early years STEM, higher education, and Activity Theory. He is a current editor of both the Mathematics Education Research Journal (MERJ) and the International Journal of Mathematics Teaching and Learning (IJMTL).

IMPACT ON LEARNING & TEACHING

The award has acted as an external marker of what he always offered in the education space, providing recognition of the importance of higher education teaching and the importance of mathematics education for future primary school teachers. Dr Larkin feels that the award recognises that it is the quality of teaching that counts, not the position you hold. As a Senior Lecturer teaching undergraduates, he is particularly proud of his achievement, as most of the recipients over the past ten years were Professors or Associate Professors when they received the award. The award has increased interest in Kevin's pedagogy and is likely to expand opportunities beyond course level teaching. It has given him the opportunity to promote learning and teaching at Griffith for example continuing in role of Chapter Chair for the AEL Griffith Learning and Teaching Academy.

IMPACT ON CAREER

Dr Larkin notes that the award is likely to form a strong component of an application for Associate Professor. It allows for his continued contribution to, and collaboration on, the Early Learning STEM Australia (STEM) Project led by Professor Tom Lowrie of the University of Canberra. In the short amount of time since receiving the award, Dr Larkin has received an invitation to be on Linkage grant application with a learning and teaching focus. It has been a wonderful acknowledgement of his 37 years of service to education in Australia and internationally in both primary education and university education. He is involved in mentoring colleagues at the school, group and University Level and has been the invited guest speaker at university functions where he can communicate his vision for learning and teaching. The award has also increased Dr Larkin's public engagement opportunities and he has been promoted by radio, in newspapers, and through educational publications in learning and teaching. His new international collaborations in learning and teaching include those with Potsdam University and Schwäbisch Gmünd University in Germany and University of Victoria, Canada.

DOCTOR KEVIN LARKIN



CURRENT ROLE

Dr Kevin Larkin: EdD (Griffith), M Ed Studies (Griffith), M Ed Leadership (ACU), Grad Dip Arts (ACU), B Ed (ACU), DipTeach (Kelvin Grove CAE).

Kevin is a Senior Lecturer (Mathematics Education) at Griffith University.

Kevin is inaugural Arts Education and Law Group Chapter Chair, of the Griffith Learning and Teaching Academy.

WHAT THE AWARD HAS MEANT

Visibility for mathematics education
| Affirmation of the role of undergraduate teaching |
Career Progression

MAJOR ACHIEVEMENTS

- 2018 AAUT Teacher of the Year;
- 2018 AAUT Award for Teaching Excellence – Behavioural and Social Science;
- 2016 Griffith University Teacher of the Year;
- 2016 Griffith Awards for Excellence in Teaching – AEL;
- 2013-2016 PVC Academic – Commendations for Teaching;
- 2015 Griffith Awards for Excellence in Teaching – AEL – Highly Commended;
- 2015 AEL – Teaching and Learning Citation;
- 2008 Griffith Awards for Excellence in Teaching – Casual Academic Award.

DISTINGUISHED PROFESSOR PETER CORKE



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2017 QUEENSLAND UNIVERSITY OF TECHNOLOGY

DISCIPLINE

Artificial Intelligence
and Image Processing;
Electrical and Electronic
Engineering

RESEARCH AREAS

Robotics
Computer Vision
Mapping and Navigation
Spatial Cognition

► staff.qut.edu.au/staff/peter.corke

CURRENT ROLE

Professor of Robotic Vision
Science and Engineering Faculty,
Electrical Engineering, Computer Science,
Robotics and Autonomous Systems

WHAT THE AWARD HAS MEANT

Stoked | Unexpected | Leverage

MAJOR ACHIEVEMENTS

- 2013 Director of ARC Centre of
Excellence for Robotic Vision;
- 2009-2013 Editor-in-chief of the IEEE Robotics
& Automation magazine;
- Founding and associate editor
of the Journal of Field Robotics;
- Founding multi-media editor and editorial
board member of the International
Journal of Robotics Research.

NETWORKS

Fellow of the Australian Academy of
Technology and Engineering (FTSE) |
Fellow of the IEEE (FIEEE) | Senior Fellow of
the Higher Education Academy, UK (SFHEA)
| Member of IEEE Robotics and Automation
Society. | Officer of the International Federation
of Robotics Research (IFRR)

BACKGROUND

Distinguished Professor Peter Corke received his Bachelor of Engineering and Master of Engineering Science degrees, both in Electrical Engineering, and a PhD in Mechanical and Manufacturing Engineering, all from the University of Melbourne. Prior to QUT he was a senior principal research scientist at CSIRO where he founded the Autonomous Systems laboratory, a 50-person team undertaking research in mining, ground, aerial and underwater robotics, as well as sensor networks. Subsequently he led a major cross-organizational '*capability platform*' in wireless sensor networks. Distinguished Professor Peter Corke has spent much of the last 15 years developing field robotic systems and sensor networks. Field robots are robots applied to applications such as mining, agriculture, construction, environmental and infrastructure monitoring. This includes robots that fly (also known as unmanned aerial vehicles, UAVs) and operate underwater (also known as autonomous underwater vehicles or AUVs). Professor Corke wrote the textbook *Robotics, Vision & Control*, authored the MATLAB toolboxes for Robotics and Machine Vision, and created the online educational resource: QUT Robot Academy

IMPACT ON LEARNING & TEACHING

The award has given Professor Corke a sense of legitimacy. It has given him permission to think of himself as a teacher, as well as a researcher and allowed him to focus on further developing his technological approach to teaching at scale. Professor Corke says he now has the time to develop his teaching through an even wider range of modalities. He is passionate about using technology to reach people who otherwise might not have access to robotics education, in particular those internationally or in remote locations. The development of his teaching had previously been done in-between research projects so to have it recognised has allowed him to focus on it more fully and develop it in new and exciting ways.

IMPACT ON CAREER

The award has increased Professor Corke's ability to focus on teaching and learning. It has allowed him to consider and start planning for a move towards a career with greater focus on teaching and learning and he is keen to continue sharing his deep domain knowledge with future generations from around the world. As a research active academic, the award has brought recognition for teaching that is informed by his research practice. He has received invitations to present on his teaching at universities across the state, and more recently has acted as an assessor for the Australian Awards for University Teaching.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2016 FLINDERS UNIVERSITY

DISCIPLINE

Biological Sciences

RESEARCH AREAS

Conservation
Marine Biology
Scientific Literacy
Inquiry-based learning

► [linkedin.com/in/karen-burke-da-silva-a6a11155](https://www.linkedin.com/in/karen-burke-da-silva-a6a11155)

BACKGROUND

Karen Burke da Silva completed her undergraduate degree at Simon Fraser University, Vancouver Canada and 1995 completed her postgraduate studies at McGill University, Montreal. She began teaching at Flinders University School of Biological Sciences in 2006. She was awarded an OLT Grant in 2007 to engage science academics in teaching science and another in 2011 to investigate teaching practices of first year biology across Australia. She was an educational consultant to McGraw Hill Publishers and Pearson Higher Education Publishers. She was Associate Dean of the School of Biological Sciences (T&L) from 2010-2012 and Chair of the Flinders University College of Distinguished Educators since 2011. She has led a number of science education and the first year transition research programs. In 2014 she was recognized for her work in developing an integrated teaching environment that fosters interaction between teaching and research across multiple STEM areas and won the South Australian Science Excellence award for STEM education. She made international headlines for her clownfish conservation and captive breeding program 'Saving Nemo' at Flinders University savingnemo.org. This breeding program has been expanded into the secondary school arena. Karen Burke da Silva has been instrumental in driving science academics to improve their teaching skills.

IMPACT ON LEARNING & TEACHING

The Award has led to invitations for Karen to present keynote presentations at national and international events. The enhanced profile has provided her with opportunities to expand her networks and connect with a wider range of people interested in collaborating on various projects. Within her university, she has noticed that the recognition gained from the Award has increased her credibility and authority amongst her colleagues and university leaders. During the first year of her award, she had numerous internal requests to share her knowledge with colleagues on various aspects of learning and teaching matters. She had increased interest from industry to present her approach to learning and teaching in science education. Karen intends to continue to build on the science literacy work she was already doing prior to the Award, with non-science undergraduates and the public. It is very clear to her that this award will lead to new projects and expanding opportunities.

IMPACT ON CAREER

At the time of the Award, Karen was an Associate Professor, and the Associate Dean (Learning & Teaching) for the Faculty of Science & Engineering. Since receiving the Award, she has been promoted to Professor and has a new role as Dean, (Education) College of Science and Engineering. Her new role is a more strategic one within the College and throughout the University, and will provide her with greater opportunities to contribute. The higher profile has already led to an increased level of interest in her from other national universities. It has also provided her with useful professional contacts. Karen can see the national recognition that the Award brings will lead to increased opportunities to build stronger research networks and enhanced research opportunities into the future.

PROFESSOR KAREN BURKE DA SILVA



CURRENT ROLE

Professor Karen Burke da Silva is the Dean (Education) for the College of Science & Engineering. She is an active researcher and teacher within the School of Biological Sciences. She is known for using innovative techniques to stimulate, motivate and improve science education and at the same time reduce student withdrawal rates. She is currently focused on ways to embed greater scientific literacy across all degrees at the university as well as building greater science awareness in the public arena. She is actively involved in social media campaigns to raise awareness around conservation and environmental issues. She involves her undergraduate students in her conservation research and public awareness campaigns, creating an innovative and integrated learning experience. She continues to work with clownfish breeding programs with her biology students and also in the secondary schools.

WHAT THE AWARD HAS MEANT

Excited about the opportunities | Delighted

MAJOR ACHIEVEMENTS

- 2017 Promoted to Dean, (Education) College of Science & Engineering;
- 2016 National Science Week Grants involving a citizen Science Project, and a second involving promoting women and STEM;
- 2015 Grants involving a project to improve student learning outcomes and a second one to provide ongoing support for the 'Saving Nemo' project;
- 2014 Promoted to Associate Professor Biodiversity and Conservation, Awarded SA Early Career STEM Educator of the Year – Tertiary Teaching;
- 2007-2014 Awarded numerous OLT Grants, including a 2013 OLT team teaching extension Grant for \$30,000;
- 2012 Assoc. Dean (Teaching and Learning) Faculty of Science and Engineering, Flinders University and also Director of First Year School of Biological Sciences;
- 2011 Chair, Flinders University College of Distinguished Educators, became a member of the Flinders University Executive member of HERGA and also received an OLT Grant – Transitions in Biology.

ASSOCIATE PROFESSOR KEVIN TANT



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2015 MONASH UNIVERSITY

DISCIPLINE

Finance

RESEARCH AREAS

Asset and Liability Management
Graduate Attributes
Banking and Finance
Financial Market Trading
Graduate Attributes
Academic Learning Standards

▶ [linkedin.com/in/dr-kevin-tant-00572446](https://www.linkedin.com/in/dr-kevin-tant-00572446)

CURRENT ROLE

Associate Professor Tant was Director (L&T) and Executive Member in the Department of Banking and Finance, Faculty of Business and Economics at Monash University. He is a certified practising accountant, a Fellow of the Financial Services Institute of Australasia and Fellow of the Finance and Treasury Association. He has been recognised for his teaching excellence at Faculty, University and national level. His research interests focus on asset and liability management, student learning, graduate attributes and academic learning standards in domestic and international contexts.

WHAT THE AWARD HAS MEANT

Motivation to further improve the scholarship of learning and teaching for students, academics and stakeholders.

MAJOR ACHIEVEMENTS

- 2016 Appointed Visiting Scholar, Clarkson University, USA; August to December 2017;
Invited presenter at the OLT Conference (Melbourne);
Keynote speaker at Monash L&T Conference;
- 2015 Appointed inaugural Fellow and Executive Member, Monash Education Academy;
- 2013 Appointed Chair of a Committee within the ABDC to develop finance learning standards.

NETWORKS

The Asia Pacific Community Music Network

BACKGROUND

Associate Professor Tant had 20 years in the banking and finance industry prior to joining Monash University. He brought a wealth of theory and practice to the research, learning and teaching environment. He has made significant and creative contributions to teaching excellence and student learning. He led the software and hardware design and build of the Simulated Teaching and Research Laboratory (STARLab), and pioneered the Monash Trader software. This laboratory has been a vital contributor to maintaining Monash Business School's international accreditations, and to curriculum and pedagogic innovation in Australia and the Asia-Pacific region. In 2013 the Australian Business Deans Council (ABDC) appointed him chair of a committee charged with the responsibility of developing finance learning standards for Bachelor and Masters Coursework students relating to the Australian Qualifications Framework and the TEQSA ACT (2011). In 2008 he was awarded an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning.

IMPACT ON LEARNING & TEACHING

Associate Professor Tant's teaching approach transforms the classroom experience into a real-world environment using interactive technology. He believes students should graduate with theoretical and practical skills that prepare them for an international workforce and an ability to contribute to society. The simulated treasury dealing room (Monash Trader) was developed over the years and this Award has highlighted this work. He continues to be a passionate and effective communicator working closely with colleagues to introduce an additional range of software in subjects such as business and corporate finance, derivatives, equity markets, financial management, investments and portfolio management, and the management of financial institutions. The Award has raised the profile of his work in the value of immersing students in active simulated contexts, where the relevance of learning is demonstrable and students are highly motivated and engaged.

IMPACT ON CAREER

Associate Professor Tant has won a number of Faculty and University Awards and Grants as a result of his research and development work. He is currently focussing on the international student experience, especially the motivational issues for learning and management of language difficulties. As a Visiting Scholar at Clarkson University (USA) 2016, he is currently exploring the experience of international students in the USA with a view to using this experience to further develop learning and teaching issues when he returns to Australia.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2015 GRIFFITH UNIVERSITY

DISCIPLINE

Humanities
Languages and
Social Science

RESEARCH AREAS

Political Islam, Islamism and Islamist extremism
Muslims communities in Australia
Contextualisation and higher objectives
(maqasid) in Islamic thought

▶ [linkedin.com/in/halim-rane-12721946](https://www.linkedin.com/in/halim-rane-12721946)

BACKGROUND

Halim Rane completed a Bachelor of Human Sciences in Sociology and Islamic Revealed Knowledge and Heritage at the International Islamic University Malaysia in 1998. He went on to complete a Masters of Arts in Media Studies at Bond University in 2000. After working several years for the Australian Federal Government, in 2008, he completed his PhD in International Peace and Conflict and accepted an academic position at Griffith University in the emerging field of Islamic Studies. In 2011, he was promoted to Associate Professor. Associate Professor Rane has been influential in shaping new approaches to teaching Islamic studies in Australia, particularly in respect to experiential learning through short-term mobility courses overseas. He has developed effective synergies between his research and teaching through innovative courses that prepare students in respect to intercultural competence and global citizenship. His book *Islam and Contemporary Civilisation: Evolving Ideas, Transforming Relations* has been adopted by several universities. Associate Professor Rane has been an active academic leader, designing and delivering the Islam-West Relations major and in re-designing the new Bachelor of Arts program at Griffith University.

IMPACT ON LEARNING & TEACHING

Since receiving the Teacher of the Year Award in 2015, Associate Professor Rane has become more engaged in learning and teaching Islamic Studies at a national level, working with colleagues cross-institutionally to refine courses and programs. He has also been increasingly active in working to transfer knowledge generated at the tertiary level to relevant curricula in high schools.

IMPACT ON CAREER

The Award has encouraged Associate Professor Rane to focus his research and work in L&T on the current challenges concerning Islam and Muslim communities in Western countries. In particular, his research and teaching address how the intersection of politics and religion have shaped relations between Muslims and non-Muslims over the past several decades.

ASSOCIATE PROFESSOR HALIM RANE



CURRENT ROLE

Associate Professor Rane specialises in Islam-West relations in both national and international contexts. His teaching aims to promote mutual understanding and coexistence between Muslim and the Western people by producing graduates who can address related challenges and issues based on sound knowledge, analysis and critical thinking. His research has played a significant role in helping to constitute what is a relatively new field of study in Australia. His innovative capstone course, Muslim World Study Tour, takes students to such countries as Malaysia, Morocco, Oman, Spain and Turkey in order to provide the opportunity to engage first-hand with the diverse peoples, cultures and societies that shape Islamic civilisation.

WHAT THE AWARD HAS MEANT

Recognition | Acknowledgement |
Personally and at the discipline level

MAJOR ACHIEVEMENTS

- 2012 Muslim Study Tour developed and delivered;
- 2013– Deputy Head of School
- 2015 (Learning and Teaching);
- 2009– Published
- 2014 5 books;
- 2007– Numerous refereed journal articles
- 2016 and book chapters;
- 2008– Deputy Director at Griffith University
- 2010 Islamic Research Unit.

NETWORKS

Australian Association of Islamic and Muslim Studies | Middle Eastern Studies Association of America | Australian Institute of International Affairs | Association for the Sociology of Religion

PROFESSOR BRYDIE-LEIGH BARTLEET



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2014 GRIFFITH UNIVERSITY

DISCIPLINE

Music

RESEARCH AREAS

Community music
Community cultural development
Community service learning
Cross-cultural collaboration
Music ethnography and auto ethnography
Women and music

► experts.griffith.edu.au/academic/b.bartleet

CURRENT ROLE

Professor Bartleet is Director of the Queensland Conservatorium Research Centre and Deputy Director (Research) at the Queensland Conservatorium Griffith University, Australia. She convenes the Conservatorium's award-winning Winanjjikari Service Learning Program. An active researcher and passionate educator, she has played a leading role in the development of innovative practices, new curriculum resources, course and program designs, and community engagement initiatives in music learning and teaching across higher education settings.

WHAT THE AWARD HAS MEANT

Platform | Reflection | Prominence |
Collegiality | Catapulted

MAJOR ACHIEVEMENTS

- 2018 Recipient of Art for Good Fellowship, Singapore Foundation;
- 2017 Founding member of Social Impact of Music Making (SIMM);
- 2016 Appointed Deputy Director Queensland Conservatorium Griffith University (Research);
- 2015-2016 Many keynotes delivered nationally and internationally;
- 2015 Appointed Director of Qld Conservatorium Research Centre;
Awarded two ARC Linkage Grants;
Awarded a Griffith Group L&T Grant to develop music global mobility programs in the Asia Pacific.

NETWORKS

The Asia Pacific Community Music Network

BACKGROUND

Professor Bartleet's research and practice focuses on community music, social justice and intercultural arts practices. In recent years she has secured over 1.2 million dollars' worth of competitive grants, and had provided over 140 scholarly outputs. She has delivered keynotes in Aotearoa New Zealand, Australia, Canada, Japan, Germany and Ireland, developed learning and teaching resources and industry-focused frameworks for practice and advocacy tools. She is the Co-Chair of the International Society for Music Education's Community Music Activities Commission, co-founder of the Asia Pacific Community Music Network. She serves on the Board of Australia's peak music advocacy body, Music Australia and on a range of international and national boards, including the editorial board for the International Journals. Her formative experiences in politically turbulent apartheid South Africa made a deep impression on her, and at a young age sparked an intense interest in the ways in which music facilitates cultural connection and allows people to find strengths in one another, to heal and reconcile the past, and facilitate new intercultural understandings. Thus, her philosophy of teaching embraces music as a tool for interpersonal connection between people, cultures, communities and institutions.

IMPACT ON LEARNING & TEACHING

The award has given Professor Bartleet a platform from which to share her research and innovative practices. Since her award, she has been invited to sit on university panels related to OLT citations and provide feedback on teaching practices to award applicants. In her new role as Director Queensland Conservatorium Research Centre she leads a number of new initiatives and her approach is underpinned by active scholarship. She moves in, and between, varied settings from Conservatoire classrooms to remote Aboriginal communities and leads her students and colleagues on these learning journeys with her.

IMPACT ON CAREER

The Australian Teacher of Year Award has provided Professor Bartleet with a higher local and international profile. She has contributed to a range of forums where she has been invited to give keynotes. In her new roles since 2015, as Director Queensland Conservatorium Research Centre and Deputy Director Conservatorium (Research) she has been able to focus more on her research. In terms of higher level institutional contributions, she has been invited to sit on various Higher Education Committees and to be involved in working on the University Reconciliation Plan. She has had greater networking opportunities with other educators, administrators, leaders and management since the Award both within and outside her discipline area. The ARC Grants awarded in 2015 have strengthened her research directions and allowed her to channel that work back into the classroom.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2013 MACQUARIE UNIVERSITY

DISCIPLINE

Statistics
Quantitative Methods

RESEARCH AREAS

Application of quantitative methods
to business and management
Applied business techniques

► researchers.mq.edu.au/en/persons/john-croucher

BACKGROUND

John was raised in the western suburbs of Sydney and attended Parramatta High School. He completed his Leaving Certificate at age 16 with first class honours in both mathematics I and II. From there he went to Macquarie University, obtaining his bachelor's degree in statistics and an honours degree in mathematics. Winning several scholarships, he then attended the University of Minnesota in the USA where he earned a master's degree in mathematics and a PhD in statistics. In 2005 he gained a second PhD, this time in modern history from Macquarie University. In 2011, he was awarded a third PhD, an honorary doctorate from the Divine Word University in Papua New Guinea for his community outreach work for his 'services to humanity'. In 2015 he completed a fourth PhD, in capital markets, from the University of Technology, Sydney. He is an elected Fellow of the Royal Society for the Arts in the UK and the Australian Mathematics Society, as well as a member of the Australian Academy of Forensic Sciences.

IMPACT ON LEARNING & TEACHING

The award has given Professor Croucher increased credibility in that he has been recognised by a committee of his peers. He is now undertaking more research in the area of learning and teaching and conducts surveys of post-graduate students to better understand their needs. He was keynote speaker at the 12th Annual Higher Education Summit in Adelaide in 2014, enabling him to share his teaching experiences with those at the highest levels of university administration in Australia and abroad. John was a television presenter for seven years on rugby league telecasts and is still very active in the media.

IMPACT ON CAREER

Professor Croucher was well-recognised at the University to be an excellent teacher, having won multiple national and international teaching awards. He has had the opportunity to take on leadership positions as they became available. He has been twice elected on to the University Academic Senate and served two terms. He has been invited to be a member of a university committee to look at allocation of T&L Grants. He believes that this Award provides formal recognition and valuable 'street cred' amongst colleagues and peers, however having a good research record is paramount and will impact on career progression.

PROFESSOR JOHN CROUCHER



CURRENT ROLE

John is Professor of Management at the Macquarie (University) Graduate School of Management (MGSM) where he teaches quantitative methods. He is also a visiting professor at the Divine Word University in PNG and regularly lectures in Hong Kong. Professor Croucher is an active researcher and a prolific author. He was awarded the prestigious Distinguished Alumni Award from Macquarie University for his work in scientific methods and was made a Member of the Order of Australia (AM) in 2015.

WHAT THE AWARD HAS MEANT

Put a spring in my step | Confidence |
Recognition by university colleagues |
Recognition by peers beyond the university

MAJOR ACHIEVEMENTS

- 2018 Winner of the C. Oswald George Prize (with KJ Byun) for the best paper in the UK journal *Teaching Statistics*;
- 2017 Gave Alex Rubinov Oration at Federation University, Ballarat;
- 2013–2018 Published 7 books and a number of journal papers and articles;
Awarded top level Dean's Outstanding Teacher Award for 4 years in a row;
- 2015 Completed a fourth PhD;
Was made a Member of the Order of Australia (AM) for outstanding service in mathematics and statistics education;
- 2014 Invited keynote speaker at the 12th Annual Higher Education Summit in Adelaide.

NETWORKS

Informal

PROFESSOR JAMES ARVANITAKIS



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2012 WESTERN SYDNEY UNIVERSITY

DISCIPLINE

Humanities

RESEARCH AREAS

Hope
Trust
Future of Universities
Piracy
Citizenship

▶ [linkedin.com/in/james-arvanitakis-a815662](https://www.linkedin.com/in/james-arvanitakis-a815662)

CURRENT ROLE

Professor Arvanitakis is the Pro Vice Chancellor (Research and Graduate Studies) at Western Sydney University (Western) though has just accepted 12-month Fulbright Fellowship to be the Milward L. Simpson Visiting Chair at the University of Wyoming.

In his current role as the Pro Vice Chancellor, he works to assist researchers – including PhD candidates, early career and more established academics – to plan their professional trajectory. James is passionate about bringing together research and teaching and promote a academic scholarship.

WHAT THE AWARD HAS MEANT

Exciting | Fulfilling | Surprising | Hilarious as it was “*unbelievable they chose me*”

MAJOR ACHIEVEMENTS

- 2018 Appointed Pro Vice Chancellor (Research and Graduate Studies)
- 2016 Promoted to Dean of Graduate Studies;
- 2015 Published a sociology textbook – Sociologic – on developing innovative teaching methods (Oxford University Press);
- 2015 Named an Eminent Researcher by the Australia Indian Education Council;
- 2014 Established international L&T collaboration network with South African and Canadian colleagues that is being replicated in India and Indonesia;
- 2013 Promoted to Professor.

NETWORKS

Informal

BACKGROUND

Professor Arvanitakis has worked as an academic and activist in the humanities for over ten years. Prior to his university career, he worked as a human rights activist throughout the Pacific, Indonesia and Europe working with organisations such as Oxfam, International Youth Partnerships, Oxfam Hong Kong and Aid/Watch. He continues to work on issues confronting Australia’s democracy with the Whitlam Institute. His philosophy of teaching involves three main areas: working with students as agents for change (rather than ‘*citizens in waiting*’); bringing theory to life; and promoting a sense of agency and active citizenship – the core of the citizen scholar program. He believes that this is best achieved through developing innovative teaching materials such as using online media platforms to engage students in his theoretical concepts. His programs promote active citizenship by bringing together students and non-government organisations. This is driven by his underlying philosophy that educators must exhibit the attributes they expect in their students.

IMPACT ON LEARNING & TEACHING

The Award propelled James into a strategic and managerial role and while he no longer regularly teaches classes, he chooses to continue to provide regular guest lectures (12 lectures per semester). His new role as Dean of Graduate Studies has led him to mentor other teaching colleagues, contributing to the 2-day teacher training program. He also plays a strategic L&T role within the University, having been invited to sit on Award Panels and Learning and Teaching Committees.

IMPACT ON CAREER

Prior to the Award, James was an early career academic who had been teaching for 5 years. This Award provided him with the evidence to successfully apply and be promoted to Professor. The Award legitimised his innovative practice and gave him permission and assurance to push the boundaries further. In his new role as Professor, he was tasked with setting up the Academy and was then promoted to Dean of Graduate Studies. As a result of the Award, he has become highly visible locally and internationally. His willingness to engage in promoting good teaching and his engaging presentation style has led to dozens of keynote and plenary invitations.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2011 WESTERN SYDNEY UNIVERSITY

DISCIPLINE

Chemistry

RESEARCH AREAS

Molecular-level visualisation
Visual learning and cognitive load
Interactive multimedia and virtual/augmented reality for learning chemistry

► [linkedin.com/in/roytasker](https://www.linkedin.com/in/roytasker)

BACKGROUND

In 1985, Roy was appointed as a foundation lecturer at Western with primary teaching responsibilities at first-year level. His research interests were in the use of molecular-level visualisation and interactive multimedia for learning chemistry. In the mid-90s he collaborated with Bob Bucat, Ray Sleet, and Bill Chia, to develop a suite of integrated, molecular-level animations in the VisChem project, and embedded them in videos with teaching resources. Subsequent research with students led to a 'best-practice' learning design for using these resources. Between 1998 and 2001, nine interactive multimedia projects for textbooks in chemistry and biochemistry were developed. He has continued to study the effectiveness of visualisation to support learning, and this led him to a research-based cognitive learning model that has been the framework to inform his teaching and research ever since. He was promoted to Professor of Chemistry Education in 2011.

IMPACT ON LEARNING & TEACHING

Professor Tasker was aware that students struggled to make sense of chemistry concepts, language and symbolism due to an inability to visualise substances and reactions at the molecular level. The challenge in his VisChem project (VisChem.com.au) was to produce animations that portrayed substances and reactions accurately at the molecular level, then develop sequences of learning activities (learning designs) to use them effectively. As a result of the Award his experience with best practice visualisation in chemistry was shared with university science educators throughout Australia in his National Senior Teaching Fellowship in 2014 and 2015. He joined the world-renowned chemistry education group at Purdue University in 2015 to pursue his research and development in molecular-level visualisation in USA.

IMPACT ON CAREER

After receiving the Award in 2011, he was promoted to Professor of Chemistry Education and appointed as Provost at the Hawkesbury Campus for three years. In 2014 he was awarded an OLT National Senior Teaching Fellowship to promote research-informed, best-practice visualisation in tertiary science within Australia. In 2015 he secured a tenured Professorship position at the prestigious Chemistry Department at Purdue University. He now leads a well-funded research group to conduct research and development in the use of dynamic animations, simulations and interactive virtual/augmented reality environments in chemistry education, and in science education generally.

ADJUNCT PROFESSOR ROY TASKER



CURRENT ROLE

Professor Tasker is currently Adjunct Professor of Chemistry at Western Sydney University. He is also the Chief Scientific Advisor at Planet Ark Environment Foundation. Professor Tasker has a tenured Professorship at Purdue University, West Lafayette, USA. He was previously at the Western Sydney University (Western) for 30 years. He took up this Professorship to run a research group investigating significant learning challenges in chemistry education where visualisation can play an important role visualizingchemistry.com. He currently teaches graduates and undergraduates, with his research and development focused on best-practice use of molecular-level visualisation for a deeper understanding of chemistry.

WHAT THE AWARD HAS MEANT

Peer credibility | Boost to self-confidence | Opportunity to mentor

MAJOR ACHIEVEMENTS

- 2015 Presented eight workshops around Australia, and in one in NZ, and hosted a national forum entitled 'Research into Practice: Evidence-informed, best practice visualization for a deeper understanding of science'; Accepted a tenured Professorship in the Chemistry Department at Purdue University;
- 2014 Awarded an OLT National Senior Teaching Fellowship; Conducted a two-month study tour of 10 Centres of Excellence in scientific visualisation in the USA;
- 2013 Presented lectures as part of the Austrade-sponsored Australia Future Unlimited in Learning and Teaching Showcase in five major cities in China.

NETWORKS

ALTF | American Chemistry Society Chemistry Education Network | ChemNet | SamNet

DISTINGUISHED PROFESSOR JOHN MINNS



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2010 THE AUSTRALIAN NATIONAL UNIVERSITY

DISCIPLINE

Politics

RESEARCH AREAS

International political economy
Developing economies
Latin American politics and international relation
Labour movement
Globalisation

▶ [linkedin.com/in/john-minns-09819010](https://www.linkedin.com/in/john-minns-09819010)

CURRENT ROLE

John is appointed as an ANU Distinguished Professor. He is also the Director of the Australian National Centre for Latin American Studies (ANCLAS); and Associate Professor in Politics and International Relations at the Australian National University (ANU). Associate Professor Minns teaches international political economy and development in Latin America. His research focus is on the political economy of developing and newly industrialising countries. He has conducted research in Mexico, Taiwan and South Korea.

WHAT THE AWARD HAS MEANT

Public recognition of teaching

MAJOR ACHIEVEMENTS

- 2018 Appointed to five-year position as an ANU Distinguished Educator;
- 2015 The VC's Award for Public Policy and Outreach;
- 2011 Invited to be the keynote speaker at the Bogata Conference;
Invited by V/C to join him on a promotional trip to Singapore, including an Alumni event;
- 2010 The VC's Award for Excellence in Teaching;
- 2008 Awarded the ANU Students' Association Award for teaching.

NETWORKS

Informal

BACKGROUND

John Minns studied Spanish and Latin American Studies at the University of New South Wales (UNSW) where his Honours thesis on Mexico was awarded the University Medal. He later completed a Doctorate at the same university. He is a former Fulbright Scholar, taken at Texas A&M University – Kingsville, USA. Before arriving at the ANU in 2003, he had been a lecturer at UNSW and at the University of Wollongong. In 2008, he won the ANU Students' Association Award for teaching. In 2009, he won the Australian Learning and Teaching Council (ALTC) Citation for Teaching. In 2010 he was awarded the ALTC Excellence in Teaching Award. He has been an Assistant Dean of the Faculty of Arts and Convenor of International Relations at the ANU.

IMPACT ON LEARNING & TEACHING

Over the years, Associate Professor Minns has trialed and reflected on different learning and teaching approaches. He believes that the process of applying for the Award crystalised his thinking about what he is doing and why. After the Australian Teacher of the Year Award in 2010, he was invited to present at interstate universities and at a number of formal and informal ANU events. He had more contact with the V/C after having received the Award, including travelling with him to Singapore to represent ANU at promotional and alumni events. He also noticed that he was sought out to provide advice particularly by early career academics. He was invited to sit on some ANU Learning and Teaching Committees, particularly looking at internal Teaching Award applications and review ALTC award applications.

IMPACT ON CAREER

Associate Professor Minns is an active and recognised researcher in South American politics. He had well-established connections with the Government in the trade area and DFAT, and was invited to give the keynote at the 2011 Bogata Conference in South America. In his current role, he is encouraged to mentor others and take on some learning and teaching leadership responsibilities including judging internal awards. At the time of the Australian Teacher of the Year Award, his profile was raised within ANU through the various publicity channels and he noticed that he now had greater contact with the V/C as a result of the Award. The promotion to staff of a learning and teaching award winner was particularly noticed by the academic community as ANU is a very research-focused university.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2009 UNIVERSITY OF SOUTH AUSTRALIA

DISCIPLINE

Electrical and
Electronic Engineering
Computer Engineering

RESEARCH AREAS

Internet of Things (IoT)
Wireless sensor networks
Digital Systems
Integrated circuit design
Biomedical instrumentation

▶ [linkedin.com/in/mahfuzaziz](https://www.linkedin.com/in/mahfuzaziz)

BACKGROUND

Professor Aziz has over 32 years of experience in research, teaching, curriculum design, community engagement and leadership in the areas of Electrical, Electronic and Computer Engineering. At UniSA, he was discipline leader of Electrical & Electronic Engineering (EEE) between 2013–2015, academic director of common first year, engineering (2007–2012) and program director of computer systems engineering (1999–2007). He is internationally recognised for developing industry-relevant curricula using Project-Based Learning (PBL). He has provided leadership for systematic review of curriculum, industry feedback and professional accreditation. He has been a member of UniSA's Grants & Awards Panel since 2008, was an elected member of Academic Board 2008–2013, and Vice Chancellor's nominee on the Reconciliation Action Plan (RAP) Steering Group (2013).

IMPACT ON LEARNING & TEACHING

Professor Aziz led teaching and learning teams at UniSA involving staff from five schools across the Division of IT, Engineering and the Environment. The faculty-wide leadership he provided led to enhanced student engagement through practice-based and career-focused approaches. His initiatives have had university-wide adoption/impact including initiatives to identify and support students at risk, to continually evaluate and improve the student experience, and to introduce systematic reflective practice throughout degree programs. He provides leadership internationally as an assessor of overseas engineering qualifications.

IMPACT ON CAREER

Professor Aziz believes the application process for the Award provided him with the discipline to collect the evidence and impetus that led to, and strengthened his case for, converting his Acting Associate Professor role in 2009 to a continuing one. The added profile of the Award led to a range of invitations and leadership responsibilities. By 2015, Mahfuz was successful in applying for promotion to full Professor. Prior to the Award, he had a range of learning and teaching leadership roles and international collaborations, however he believes that the Award gave him added credibility leading to regular invitations from renowned institutions nationally and internationally to provide expert assessment on various academic matters. Consequently, he feels confident in taking on more strategic roles that can have long lasting impact.

PROFESSOR SYED MAHFUZUL AZIZ



CURRENT ROLE

Mahfuz Aziz is a professor of Electrical & Electronic Engineering at the University of South Australia (UniSA). He teaches courses in digital logic design, integrated circuit design, computer organisation and design. He fulfils many leadership roles and has successfully led academic teams in the development of innovative and stimulating teaching and learning approaches. He was Acting Dean of Teaching & Learning and member of the Academic Promotion Panel for the Division of IT, Engineering and the Environment.

WHAT THE AWARD HAS MEANT

Enhanced visibility | Invitations locally and internationally | Greater Institutional expectations | Credibility

MAJOR ACHIEVEMENTS

- 2017- Leading collaborative research projects funded by the defence sector;
- 2016- Leading Electronics & Information Processing aspects of industry funded multidisciplinary research on smart technologies for water quality and organic waste management;
- 2015 As Discipline Leader of EEE, successfully led the professional accreditation of EEE programs with commendations;
- 2013- Led the redevelopment of UniSA's EEE curriculum implementing a new Project-Based Learning (PBL) strategy;
- 2010- Chief Investigator and Project Leader of an ARC Grant in biomedical instrumentation;
- 2010- Led multi-disciplined T&L Priority Project on the development of graduate capabilities, and an ePortfolio project in 1st year engineering.

NETWORKS

AAEE | EA | Institute of Electrical and Electronics Engineers (USA)

PROFESSOR MARNIE HUGHES-WARRINGTON



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2008 MACQUARIE UNIVERSITY

DISCIPLINE

History

RESEARCH AREAS

Historiography
Philosophy of history
History education

▶ [linkedin.com/in/marnie-hughes-warrington-b0a6a7b9](https://www.linkedin.com/in/marnie-hughes-warrington-b0a6a7b9)

CURRENT ROLE

Professor Marnie Hughes-Warrington is Professor of History at ANU and currently working on a three book contract on the metaphysics, ethics, logic and epistemology of history in the shadow of Aristotle. She is responsible for enhancing the University's national and global leadership in the provision of research-led education, and strengthening regional, national and international connections in curriculum, education commercialisation, philanthropy and educational research. Her responsibilities range from international strategy in education, research and student recruitment, to education philanthropy and accommodation for 5000 students.

WHAT THE AWARD HAS MEANT

Permission | Bigger world |
Opportunities to change

MAJOR ACHIEVEMENTS

- 2016 \$106 million donation given by Graham and Louise Tuckwell, for ANU Tuckwell Scholarships;
- 2015 Fifth, and first female national secretary of the Rhodes Scholarships Australia;
- 2013 University of Tasmania Alumni Graduate Award;
- 2012 Achieved DVC (Academic) ANU;
- 2009 Achieved PVC (T&L) Monash University.

NETWORKS

Informal

BACKGROUND

A Rhodes Scholar, Professor Hughes-Warrington studied history, philosophy and education at Oxford University and the University of Tasmania, and worked at the University of Washington, Seattle before returning to Australia. She was in a teaching and learning leadership role at Macquarie at the time of her Prime Minister's Award and was appointed to the role of Pro Vice-Chancellor (Learning and Teaching) at Monash University the following year. In 2012, she moved to her current position at the ANU. Professor Hughes-Warrington has had an impressive career, having successfully achieved a number of national awards and grants. Apart from the Prime Minister's Prize for University Teacher of the Year (2008), she has also been awarded ARC and ALTC Grants, and an ALTC Teaching Excellence Award for Humanities and the Arts. Professor Hughes-Warrington works to further our understanding of historical thinking and teaching, has published six books on that topic and is currently writing her seventh. She brings extensive experience in creating and renewing curricula and encourages students to see themselves as agents of global change.

IMPACT ON LEARNING & TEACHING

As a result of the Award, Marnie was provided with more strategic opportunities to influence thinking and initiatives on education within and beyond institutions. She maintains an active research and teaching portfolio as she has published a number of books and supervises PhD and honours students. This award and subsequent grants and awards, have allowed her to expand her connections beyond her own discipline area and to look more broadly at educational issues as a whole.

IMPACT ON CAREER

Marnie was in a teaching and learning leadership role at Macquarie at the time of her Teacher of the Year Award. The Award in 2008 raised her profile and encouraged her to take the step into senior leadership. She was soon offered the Pro Vice-Chancellor (Learning and Teaching) at Monash University and she took on this role for 3 years prior to moving to her current DVC (Academic) role at ANU. She provides leadership in achieving the ANU's strategic goals in learning and teaching, including the provision of the student experience.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2008 MONASH UNIVERSITY

DISCIPLINE

Law

RESEARCH AREAS

Taxation Law
Superannuation Law
Venture Capital Law

► [monash.edu/research/explore/en/persons/stephen-barkoczy\(72d15178-89f8-4907-b7c9-9cb4c46e84d9\).html](http://monash.edu/research/explore/en/persons/stephen-barkoczy(72d15178-89f8-4907-b7c9-9cb4c46e84d9).html)

BACKGROUND

Stephen was a Consultant with a law firm for over 12 years and has served as Chairman of the Law Institute of Victoria's Tax and Revenue Committee, and as Principal Examiner of the Tax Law Specialisation Program. He has also been appointed by the Government to the Innovation Investment Committee and the Venture Capital Committee of Innovation and Science Australia. Stephen has been a chief investigator on ARC Discovery and Linkage grants and is the author, co-author and editor of many books and articles. His major publications are in the areas of taxation law and venture capital law. He was a former editor of the Journal of Australian Taxation and a member of the Revenue Law Journal's advisory board. Professor Barkoczy is a recipient of the Dean of Law's Award for Teaching Excellence, Monash University's Vice Chancellor's Award for Teaching Excellence, the Monash Association of Students Outstanding Teaching Award for the Faculty of Law and an Australian Learning and Teaching Council Award for Teaching Excellence in Law.

IMPACT ON LEARNING & TEACHING

Initially, after receiving the Australian Teacher of the Year Award in 2008, Stephen was Director of Teaching in his Faculty and served on the University's Education Committee during 2009 and 2010. He was invited to speak at a number of events, including teaching conferences at Curtin and Deakin Universities, the inaugural Universities Australia Conference, Law Faculty events, and other University events. He has continued to teach Taxation Law, Advanced Taxation Law and various other electives. He has also been an Assessor for the Australian Learning and Teaching Council and the Priority Projects Program Grants Scheme VTAS. Stephen would like to produce the best law students for practice. He believes students need to leave with real skills and that teaching needs to be relevant and applied so that students can see the connection between what they are learning and how it is used in the world of practice.

IMPACT ON CAREER

Stephen has consulted to government departments and agencies and been appointed to government expert panels. He has been a chief investigator on a number of research and consultancy projects, including ARC Discovery and Linkage projects. His most recent project is entitled Designing World Class Venture Capital Programs to Support Commercialisation of Australian Research. In addition to teaching at Monash, Stephen is a member of the International Faculty of the Institute for Austrian and International Tax Law at the Vienna University of Economics and Business where he lectures in its LLM program in International Tax Law.

PROFESSOR STEPHEN BARKOCZY



CURRENT ROLE

Professor Barkoczy is Professor of Law at Monash University and a member of the Innovation Investment Committee of Innovation and Science Australia. He lectures, researches and practises widely in the areas of taxation, superannuation and venture capital law. He consults with government and is an active researcher who has published many articles and books. Stephen has received numerous teaching awards, including the Monash Association of Students Outstanding Teaching Award for the Faculty of Law.

WHAT THE AWARD HAS MEANT

Achievement | Rewarding |
Confirmation & Assurance

MAJOR ACHIEVEMENTS

- 2016 Consulting to Australian Taxation Office;
- 2016 Appointment on Innovation Investment Committee of Innovation and Science Australia;
- 1993-2019 Publication of many editions of several books;
- 2013-2016 Chief investigator on a large ARC Discovery Grant;
- 2013-2020 Appointment as a member of the International Faculty of the Institute for Austrian and International Tax Law at the Vienna University of Economics and Business.

NETWORKS

Australasian Tax Teachers Association

EMERITUS PROFESSOR KEITHIA WILSON



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2007 GRIFFITH UNIVERSITY

DISCIPLINE

Psychology

RESEARCH AREAS

SOTL
Management of Change
Conflict Management
Counselling
Professional Supervision

▶ [linkedin.com/in/keithia-wilson-71bb3453](https://www.linkedin.com/in/keithia-wilson-71bb3453)

CURRENT ROLE

Professor Wilson is in the Centre for Learning Futures. As the Griffith University Portfolio Leader for Student Success and Retention, she is involved in developing strategies to facilitate the successful orientation, engagement and retention of commencing students. She also works with academic, professional and administrative staff to further develop good practice. She is the founding Chair of the Griffith Academy of Learning and Teaching Scholars, and an Adjunct Professor in the School of Applied Psychology. She has recently completed an ALTC National Senior Fellowship.

WHAT THE AWARD HAS MEANT

Go teaching! | Profiling the value of learning and teaching in higher education

MAJOR ACHIEVEMENTS

- 2012 Achieved Griffith University Academic Leader for Student Success and Retention;
- 2010–2012 Awarded an ALTC National Senior Teaching Fellowship for the First Year Experience;
- 2010 Invited to be the Griffith Health Program Lead for the First Year Experience; Appointed founding Chair of the Griffith Academy of Teaching Scholars;
- 2009 Promoted to Professor linked to L&T at Griffith University.

NETWORKS

ALTF

BACKGROUND

Professor Wilson was an academic in the School of Applied Psychology from 1991 to 2011, building extensive experience in the development and implementation of innovative learning, teaching and assessment practices. She has published widely in her discipline and in higher education around issues of teaching quality and learning design, with five ARC and three OLT Grants. She has been recognised for her effectiveness as an educator and for her scholarship in learning and teaching, receiving a number of awards. As the Chair of the Griffith University Educational Excellence Committee, she has worked for 10 years to develop the systems for recognising and rewarding good teaching, overseeing the internal and external L&T grants and awards schemes. This also involves working with academic and professional staff to develop award applications for the OLT scheme. She has been invited to 21 Australian universities to present keynotes and general presentations on her innovations.

IMPACT ON LEARNING & TEACHING

As a result of the Award, Professor Wilson works in more strategic L&T Leadership roles, supporting teaching teams to build the quality of teaching practice and improve the learning experience of their students, especially commencing students. This Award provided her with profile and recognition, leading to a National Senior Fellowship (2010) in the First Year Experience, which further enhanced both practice and research opportunities. The Award facilitated a move away from her disciplinary research to concentrate on learning and teaching research. She continues to work strategically to improve teaching practice, the student learning experience and recognition and reward of good teaching. Professor Wilson is a National Assessor for OLT Learning & Teaching Awards. She subsequently became Foundation Dean (Education) in the College of Humanities, Arts and Social Sciences at Flinders University.

IMPACT ON CAREER

While Professor Wilson already had a strong L&T institutional profile, the Award intensified and legitimised this work even further. She was promoted from Associate Professor to full Professor in 2009, leading to more strategic leadership roles linked to learning and teaching. She was also offered a strategic Group/Faculty role in Griffith Health as the Program Lead for the First Year Experience, reporting to the Dean Learning and Teaching, and a University-wide role as Academic Leader for Student Success and Retention, reporting to the Deputy Vice Chancellor (Academic). These roles involved change management responsibilities for working with staff to improve the quality of the first-year student experience, and strengthening institutional understanding of, and engagement with, the recognition and reward systems for learning and teaching at Griffith.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2006 FLINDERS UNIVERSITY

DISCIPLINE

Geography

RESEARCH AREAS

Critical economic, cultural and environmental geographies
Geographies of domination and oppression and of the super-rich
Geographical education and professional development
Qualitative methods and research ethics

► flinders.edu.au/people/iain.hay

BACKGROUND

Professor Hay completed a Bachelor of Science with 1st class Honours in Geography at the University of Canterbury, NZ. There followed a Junior Lectureship and Master of Arts (with Distinction) at Massey University. He received his PhD (1989) at the University of Washington as a Fulbright Scholar and later was awarded a Doctor of Letters Degree (2009) from the University of Canterbury for work on geographies of domination and oppression. He is a former ALTC Discipline Scholar (Arts, Social Sciences and Humanities) and past President of the Institute of Australian Geographers and is currently Vice-President of the International Geographical Union. He is author or editor of many books and has had many editorial roles, most recently as Editor-in-Chief of Geographical Research. In 2009 he was elected Fellow of the Australian College of Educators and in 2012 was admitted as a Principal Fellow of the Higher Education Academy (UK). Iain is also a Fellow of the Academy of Social Sciences (UK).

IMPACT ON LEARNING & TEACHING

Professor Hay had been a Head of School for 6 years prior to the Award. At the time of the Award, he already had a reasonable profile in L&T having won V/C awards in 1995, 2000 and 2005. The environment at the University was very supportive at the time of the Award, particularly the V/C and the collegial network. He was asked to present at ALTC Award presentations in Perth and Adelaide. In 2009, he was given an opportunity to take on an ALTC Discipline Scholar role in late 2009. The role enlarged, shortly after he accepted it, to embrace work with Deans (Arts, Social Sciences and Humanities) in order to develop national discipline-based Threshold Learning Outcomes (TLOs). He subsequently became Foundation Dean (Education) in the College of Humanities, Arts and Social Sciences at Flinders University.

IMPACT ON CAREER

The ALTC Discipline Scholar role, which Professor Hay believes was partly an outcome of having won the Award in 2006, was very demanding and strategic work. He found that his research/scholarship became increasingly focussed on L&T research as a result of the role. The Award provided him with helpful financial support that allowed him to offer teaching opportunities to others as well as to pay for his own professional memberships and conference attendance. In 2011, Professor Hay's curiosity about what goes on in the classrooms of exemplary teachers led him to produce a book of auto-ethnographies exploring the experience of many inspiring and award-winning local and international academics. In 2012, he had an opportunity to go to Singapore as the National University of Singapore's Educator-in-Residence.

DISTINGUISHED EMERITUS PROFESSOR IAIN HAY



CURRENT ROLE

Professor Hay is Matthew Flinders Distinguished Emeritus Professor of Geography at Flinders University. His work focusses on economic inequality, oppression, ethics, and fairness. He loves research and teaching but he is equally passionate about service to colleagues and academic communities. His contributions have been acknowledged by many awards in Australia and overseas, and he has been elected to leadership roles in state, national and international professional bodies e.g. Vice-President of the International Geographical Union.

WHAT THE AWARD HAS MEANT

Major life achievement |
Significant peak in my career |
Deeply satisfying | Personally affirming |
Confidence

MAJOR ACHIEVEMENTS

- 2016 Massey University Distinguished Alumni Achievement Award, NZ;
- 2014 Fellow, Academy of Social Sciences (UK);
- 2012 Principal Fellow, Higher Education Academy (UK);
- 2011 Distinguished New Zealand Geographer Medal, presented by the NZ Geographical Society;
- 2009 Fellow, Australian College of Educators.

NETWORKS

Informal

WAYMAMBA GAYKAMAŃU



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2005 CHARLES DARWIN UNIVERSITY (TEAM AWARD)

DISCIPLINE

Education
Language

RESEARCH AREAS

YolŃu Languages and Culture
YolŃu Philosophy of Identity
Communication across cultures
Indigenous Epistemologies and Pedagogies
Digital Technology and
Indigenous Knowledge Systems
Participatory Action Research

► cdu.edu.au/northern-institute/our-teams/michael-christie

CURRENT ROLE

Professor Christie is Professor of Education at the Northern Institute at Charles Darwin University (CDU) where he is Head of the Contemporary Indigenous Knowledge & Governance group. Dr Waymamba GaykamaŃu was a full-time lecturer-researcher/linguist at CDU for 14 years until her retirement. John Greatorex lives in east Arnhem land with the Mäpuru community where he and his wife are collaborating with the community to establish an independent school under the authority of YolŃu elders and families. Betty MarrŃanyin passed away in 2008.

WHAT THE AWARD HAS MEANT

YolŃu Studies Program security | Recognition of YolŃu indigenous knowledge, lecturers | YolŃu indigenous knowledge – legitimate place in the academy

MAJOR ACHIEVEMENTS

- 2012 Waymamba GaykamaŃu was awarded a Doctorate of Education Honoris Causa;
- 2010 Waymamba Gaykamangu was awarded National Elder of the Year by the Indigenous Higher Education Advisory Council;
John Greatorex and Linda Miller in collaboration with the YolŃu community established an independent school at Mäpuru in east Arnhem land;
- 2008 ALTC Grant for ‘*Teaching from Country*’ for the YolŃu Studies team;
- 2007 Waymamba GaykamaŃu was awarded the Vice-Chancellor’s Award for Exceptional Performance in Research;
- 2006 The development of the YolŃu Aboriginal Consultants Initiative: cdu.edu.au/yaci.

NETWORKS

Ancestral networks of knowledge | Authority and accountability recognised and supported by the YolŃu advisers, and by many different clan groups of YolŃu

TEAM MEMBERS

Professor Michael Christie, Waymamba GaykamaŃu (pictured), Betty MarrŃanyin (deceased) and John Greatorex.

BACKGROUND

Michael Christie worked within the YolŃu community as a teacher/linguist during the 1970s and 1980s before joining CDU. Waymamba GaykamaŃu, a YolŃu woman and GupapuyŃu elder, highly regarded as a YolŃu teacher/linguist, is the daughter of the widely respected YolŃu statesman Djäwa. Michael and Waymamba set up the original YolŃu Studies program at the then Northern Territory University (now CDU) in 1995, which continues to this day. Waymamba taught undergraduate and postgraduate students and supervised research. Michael was the coordinator of YolŃu Studies. Betty MarrŃanyin was a highly respected YolŃu linguist, educator and researcher from Elcho Island who joined the YolŃu Studies teaching team at CDU for a short period leading up to the Award. John Greatorex was an educator at the school on Elcho Island and was invited by Professor Christie to join CDU in 2003 and to take over the role of YolŃu Studies coordinator, which he did until 2014. John and Michael both lived in Arnhem Land in the 1970s where they learnt to speak YolŃu languages.

IMPACT ON LEARNING & TEACHING

As a result of the Award, there were local and international invitations to give several keynotes at Conferences. International invitations included the Tokyo University of Foreign Studies and the European Society for Oceanists (Verona, Italy). The award led to the funding of a major program called Teaching from Country (see cdu.edu.au/tfc), which greatly expanded student numbers and YolŃu contributors – as guest lecturers from remote communities. The Award raised awareness of the program and its impact on the YolŃu people. Writing up the application clarified what the team were doing, and this was beneficial for reflecting on how contextual learnings was an integral part of the program.

IMPACT ON CAREER

As a result of the Award, the team was awarded a \$350,000 grant from the Australian Learning and Teaching Council, to further develop the program to a ‘*Teaching from Country*’ based pedagogy. Waymamba received an honorary doctorate in 2012 and retired to her home community on the island of Milingimbi. She continues to play an active part in CDU research and in teaching from country. John Greatorex and Linda Miller had the support of YolŃu elders and the NT Christian Schools Association to set up a school in the remote homeland centre of Mäpuru whose curriculum is based upon continuing principles of elder authority, the value of ancestral languages, and ‘*both ways*’ education.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2004 FLINDERS UNIVERSITY

DISCIPLINE

Sociology, Criminology

RESEARCH AREAS

Research ethics and integrity in social sciences
Learning and teaching in criminology and law

► heedconsulting.com.au/mark-israel

BACKGROUND

Professor Israel graduated from Cambridge with a law degree and postgraduate qualifications in sociology (DPhil, Oxford), criminology (MPhil, Cambridge) and education (GradCertTertEd, MEdStud, Flinders). Between 1988 and 1992 he lectured in the United Kingdom. He moved to Flinders University in 1993 and became Associate Dean. Between 2010 and 2016, he was Winthrop Professor of Law and Criminology at the University of Western Australia, chairing the BA Board of Studies and becoming Deputy Chair of the UWA Academic Board. Between 1999 and 2014, Mark received several teaching awards and he became a Principal Fellow of the Higher Education Academy (PFHEA) in the United Kingdom and a Fellow of the Australian College of Educators (FACE). He is also a Fellow of the Academy of Social Sciences in the UK (FACSS). He is an author of numerous books involving research ethics and integrity, governance, criminology and criminal justice.

IMPACT ON LEARNING & TEACHING

The Award provided immediate leverage opportunities involving greater access to the V/C and Deans to share ideas. Support of the Dean, Exec. Dean and V/C allowed Professor Israel to pitch learning and teaching (L&T) ideas. New opportunities have involved gaining an ALTC Fellowship and Discipline Scholar role. Greater access to L&T conferences has introduced him to new people and ideas and assisted him to develop networks and advance his research opportunities and publications. He works strategically to link L&T responsibilities with his research around innovative teaching and L&T policy work.

IMPACT ON CAREER

Extra managerial demands impacted on his time to pursue a discipline research career. An Award such as this provides a pathway into a career involving L&T which otherwise is quite difficult to achieve. Fellowships and Discipline Scholar roles build career and research opportunities, however these are often combined with difficult decisions as to where to best put one's energy. Decisions made early-on after the Award can impact on one's career directions, promotion, jobs or institutional values and these choices may run counter to existing or subsequent KPIs.

ADJUNCT PROFESSOR MARK ISRAEL



CURRENT ROLE

Adjunct Professor Israel undertakes consultancies in higher education, research ethics and research integrity, and criminology. He consults for Commonwealth and State Governments, CSIRO, NGOs, the National Health and Medical Research Council, and the European Research Council. He also works with independent higher education institutions in Australia, as chair of academic boards. He has been invited to provide mentoring and advisory roles to universities in Australia, Hong Kong, New Zealand, Taiwan and the United Kingdom. Mark is currently Dean Learning and Teaching at Murdoch University.

WHAT THE AWARD HAS MEANT

Very affirming | Extraordinary leverage
| Occasionally bewildering | Enjoyable |
Stimulating

MAJOR ACHIEVEMENTS

- 2017 Fellow of the Academy of Social Sciences (UK);
- 2017 Fellow of the Royal Society of Arts (UK);
- 2016 Principal Fellow of HEA in UK;
- 2010 Discipline Scholar Australian Learning & Teaching Council (ALTC);
- 2013 American Society of Criminology inaugural Teaching Award;
- 2012 Fellowship ALTC;
- 2010 Critical Criminologist of the Year Award American Society of Criminology.

NETWORKS

Informal

EMERITUS PROFESSOR IAN CAMERON



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2003 THE UNIVERSITY OF QUEENSLAND

DISCIPLINE

Chemical Engineering

RESEARCH AREAS

Process systems engineering
Granulation
Risk management
Intelligent systems
Engineering education

▶ [linkedin.com/in/ian-cameron-360b557](https://www.linkedin.com/in/ian-cameron-360b557)

CURRENT ROLE

Dr Ian Cameron is Emeritus Professor at the University of Queensland (UQ). He is a Director and Principal Consultant at Daesim Technologies Pty. Ltd, A Fellow of the Australian Academy of Technological Sciences and Engineering (ATSE), Ian has been involved in R&D on immersive virtual learning environments for student and industry use. His current work focusses on methodologies to detect and analyse failures in process systems.

WHAT THE AWARD HAS MEANT

Local and international L&T networks | Interdisciplinary | Benefits research and development | Ideas

MAJOR ACHIEVEMENTS

- 2009– ALTC Discipline Scholar in Engineering & ICT;
- 2005 AAUT institutional award for educational enhancement via project centred curriculum and course innovation (team award);
- 2006– ALTC Senior Fellow and Discipline Scholar on the inter-relation of theory and practice in engineering education;
- 2008
- 2003 Australian Award for University Teaching in Physical Sciences and AAUT Prime Minister's Award for University Teacher of the Year;
- 1997 J.A. Brodie Medal of the Institution of Engineers Australia.

NETWORKS

ALTF | ATSE Education Committee

BACKGROUND

Ian Cameron graduated with a BE (Chemical Engineering) from the University of NSW in 1972, a Master's Degree at the University of Washington in 1977 and completed his PhD and DIC from Imperial College London in 1981 in the area of Process Systems Engineering. He worked for 10 years for the CSR Group in diverse industry sectors, for 3 years as a United Nations (UNIDO) process engineering consultant in Argentina, and for a further 6 years in Turkey. He joined UQ in 1985 and has been actively involved in research, consulting, teaching and learning at the School of Chemical Engineering. He has won a number of awards, grants and a fellowship and was made an ALTC Discipline Scholar. He was a member of the team from UQ Chemical Engineering that won a national AAUT institutional award in 2005 for educational enhancement. He has held visiting appointments at Imperial College London, University College London, the Technical University of Denmark, the Hungarian Academy of Sciences and the University of Edinburgh.

IMPACT ON LEARNING & TEACHING

Professor Cameron chaired the L&T committee (School of Engineering) and was invited onto academic promotion panels, to review colleagues' awards applications and to share his approach to writing applications. As a result of a higher profile, he was able to secure funding from OLT grants, industry and UQ, which has had a huge impact on the direction and the sustainability of the research. His current research project, The JourneyMaker, is an outcome of this research and is now being looked at as a holistic curriculum design environment. His latest virtual reality work involves the BP de-commissioning of a refinery. He advised Edith Cowan University on the establishment of a Chemical Engineering program.

IMPACT ON CAREER

Following the award, Professor Cameron became Head of Chemical Engineering and was director of the Faculty's Teaching and Learning Committee. This provided him with opportunities for interaction across the whole of Engineering, as well as a greater engagement with leaders outside engineering including Arts, Science, Vet Science, Architecture and others. In 2006 Professor Cameron became an ALTC Senior Fellow. He became a discipline scholar and worked on the development of Threshold Learning Outcomes. The Award and subsequent Fellowship gave him a profile at a higher level within the university, and at national and international institutions. Whilst taking on these various roles, he maintained his ARC discipline research as part of a UQ team.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2002 THE UNIVERSITY OF QUEENSLAND

DISCIPLINE

Science

RESEARCH AREAS

Parasitology (Protozoology)

SECONDARY RESEARCH AREAS

Microbiology
Structural Biology & Biochemistry
Science Education

► scmb.uq.edu.au/pod/index.html

BACKGROUND

Peter received his Doctorate in 1979 from the University of Adelaide and then over 1980–82 took up an Alexander von Humboldt Postdoctoral Research Fellow in Munich and Hannover in Germany. He subsequently returned to Australia and worked as a research scientist in the Institute of Medical and Veterinary Science in Adelaide until 1994 when he joined the University of Queensland as a parasitologist. He completed a GradCertEd. in Higher Education and won a University Award for Excellence in Teaching in 2000. He went on to win a National Award in 2002. He was Chief Examiner for the 15th International Biology Olympiad held in Brisbane in 2004. He was awarded a Doctor of Science by UQ in 2005 for his continuing research on the identification of protozoa in Australia. In 2006, he was elected a Fellow of the Australian Society for Parasitology and promoted to Professor.

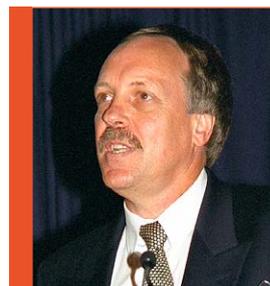
IMPACT ON LEARNING & TEACHING

For two years following the Award, Peter participated in a lecture circuit as guest speaker covering nine Australian universities on learning and teaching matters. He still receives invitations to participate in campus-based and online conferences, awards and readership schemes. He is proactive in new staff induction programs, buddy/mentor schemes for fixed-term and continuing staff and professional development for postgraduate students. He has written several articles about T&L for various journals and newsletters and has provided opinion pieces for several newspapers. He remains an outspoken advocate for institutionalised tertiary teacher training and mentoring schemes to improve overall teacher quality. With increasing seniority, he teaches into more generalist science classes as well as core vocational para-clinical courses. He continues to be heavily involved in program, course and curriculum review, theory and practice of science, and innovative approaches to T&L to engender engagement.

IMPACT ON CAREER

The Award highlighted his reputation in his field, which provided better networking opportunities and improved access to resources. He has continued to be an active researcher and teacher despite increased strategic leadership responsibilities. He is involved in numerous university committees (appointments, promotions, reviews, pedagogy, program & curriculum review, facilities & resources, OH&S, awards, readerships, T&L Chair, Chief Examiner, Integrity Officer, Engagement, School Executive, Academic Board). Recently, he has focused on leaving a lasting legacy by writing an e-book on parasitology and compiling data-bases on protozoa in Australia. He has also been keen to address any peer misconceptions that teaching awards label individuals as teaching-intensive rather than holistic teaching-and-research academics, especially since he believes research informs teaching.

EMERITUS PROFESSOR PETER O'DONOGHUE



CURRENT ROLE

Emeritus Professor O'Donoghue is a senior statesman in the Faculty of Science, with a holistic portfolio covering teaching, research and service. He is both a generalist and specialist teacher. He contributes in 10 courses to over 1,000 students in three Faculties, including foundational biology to science students, pre-clinical microbiology to medical, veterinary and science students, advanced parasitology to postgraduate students, problem-based learning in the Graduate Medical Course, and continuing education for medical and veterinary practitioners. He is heavily involved in curriculum development and review.

WHAT THE AWARD HAS MEANT

Rewarding | Challenging |
Horizon expanding | Corporate citizenship |
Community building

MAJOR ACHIEVEMENTS

- 2016 Elected to Academic Board of The University of Queensland;
- 2006 Elected Fellow of the Australian Society for Parasitology;
Promoted to Professor at The University of Queensland;
- 2005 Awarded Doctor of Science, The University of Queensland;
- 2002 Life Member, Australian Association of von Humboldt Fellows.

NETWORKS

Australian Wildlife Research Network |
ARC/NHMRC Parasitology
Research Network

EMERITUS PROFESSOR LYNNE HUNT



CURRENT ROLE

Dr Lynne Hunt is Emeritus Professor at the University of Southern Queensland (USQ). She writes extensively, publishing books and journal articles about university teaching (See researchgate.net/profile/Lynne_Hunt/contributions). She reviews articles for higher education journals, provides learning and teaching mentoring and consulting. She is regularly invited to promote university teaching nationally and internationally and has worked in Canada, Macau, Hong Kong, Botswana, the UK, Singapore, Malaysia, South Africa and Sweden.

WHAT THE AWARD HAS MEANT

Career and capacity building |
Established an identity as a teaching academic | Stepping stones |
Building a track record in teaching

MAJOR ACHIEVEMENTS

- 2009 Endeavour Award (Quality Assurance in University Teaching);
- 2006, 2012 Published 2 books on university teaching;
- 2005 Professor and Leader (Teaching & Learning Development Group) Charles Darwin University where she mentored the first successful Indigenous team to win a national teaching Award and PM Award;
- 2004 Appointment to the Carrick Board.

NETWORKS

HERDSA | ISSoTL

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2002 EDITH COWAN UNIVERSITY

DISCIPLINE

Sociology

RESEARCH AREAS

Health Sociology
Women's Health
University Teaching
Change Leadership in Higher Education

▶ [linkedin.com/in/lynne-hunt-8708b23a](https://www.linkedin.com/in/lynne-hunt-8708b23a)

BACKGROUND

Lynne graduated in sociology from Liverpool University in 1970, subsequently completing her masters degree at London School of Economics (LSE) and her Diploma of Education and PhD at UWA. She started her teaching career at an experimental four-term year college in Liverpool (UK) before backpacking to Australia where she successfully applied for a job in a teachers' college, which later achieved university status in the 1990s. At that stage there were no national teaching awards, but her university implemented honours in the field, which she won in the inaugural year and twice more over the next 6 years. This positioned her to be an applicant for the national awards, when they were introduced, and in 2002 she won in the social science category and received the Prime Minister's Award for University Teacher of the Year.

IMPACT ON LEARNING & TEACHING

Lynne considers that the most important outcomes of the Australian Teacher of the Year Award are systemic. These arise from the infrastructure of faculty, student guild, and university awards that has emerged, in all Australian universities, to provide evidence of teaching success for use in applications for national citations and awards. For Lynne, winning the Award in 2002 has provided opportunities for her to attend international higher education conferences. Since she won the Award, she has published two books, 28 articles and chapters, and 36 conference papers – all on university teaching and learning. In addition, she has provided 78 guest lectures, workshops and radio interviews. Her book chapter '*Quality teaching in the social science*' was based directly on the application for which she won the Award.

IMPACT ON CAREER

The year that she received the Australian Teacher of the Year Award coincided with discussions to initiate the Carrick Institute. She was appointed to the Board, where she learned much about the systemic promotion of teaching and learning in Australian universities which had a significant effect on her career. The Award raised her profile considerably and she came to the notice of head-hunting agencies and, in 2005, was offered a professorial job at Charles Darwin University, heading up teaching and learning. At this university, she mentored the first Indigenous team to win the Australian Teacher of the Year Award (2005). In 2007 she was appointed PVC (Learning and Teaching) at USQ, where she led the development of systems to enhance university teaching including aligning university award and fellowship processes behind those prevailing at Carrick/OLT.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2001 MURDOCH UNIVERSITY

DISCIPLINE

Business
and Economics

RESEARCH AREAS

Applied Research – media and advertising

▶ [linkedin.com/in/duane-varan-a40248](https://www.linkedin.com/in/duane-varan-a40248)

BACKGROUND

Duane Varan graduated from the University of Texas and then graduated with a Masters in Communications at the University of Houston, Texas. He completed his PhD at the University of Texas. He was an Associate Professor at the University of Hawaii between 1993–1996, before taking up a Senior Lecturer position at Murdoch University in 1997. He was promoted to Professor at Murdoch University where he founded the Audience Labs (formerly the Interactive Television Research Institute) in 2001. In 2005, Professor Varan launched the Beyond:30 Project, a consortium exploring the changing media and advertising landscape. In 2008, Professor Varan was approached by Disney Media Networks to set up a dedicated custom research lab to perform the same type of research done for Beyond:30, but on a broader scale, so the MediaScience® Lab was born. Professor Varan officially left Murdoch in 2015 but continues to have some research links with the University of South Australia. Professor Varan has been widely recognised for his innovative contributions to teaching and industry as evidenced by a long list of awards.

IMPACT ON LEARNING & TEACHING

Initially the Award meant that Professor Varan was invited to speak at academic conferences but his focus was really on developing closer links with industry partners. As he became more involved with the new Centre, his teaching responsibilities were reduced, however he continued to supervise Honours and PhD students mainly from Psychology. His focus in recent years has been on industry; all his research is applied and linked to the needs of industry. He collaborates with researchers at the University of South Australia, including providing placements for students. Through MediaScience®, he has also endowed a \$1.5 million Chair at the University of South Australia.

IMPACT ON CAREER

Increased recognition, funding and credibility led to international networking opportunities and sponsorship of his applied research. At the time of the Award, he had moved to the Media School, leading to opening up of the Centre where he became the Director. This allowed him to focus more on applied research projects. The higher profile brought in recognition, leading to CRC grants worth \$3 million and ARC grants worth \$1.5 million. Industry sponsorship and partners provided further funding and valuable research knowledge. Over time there was \$14 million in funding for the Centre. The experience of managing creative research staff in the Centre was invaluable to his career.

PROFESSOR DUANE VARAN



CURRENT ROLE

Professor Duane Varan is CEO of MediaScience®, Austin, Texas. He is a global pioneer in lab-based research integrating biometrics, facial coding, eye tracking, reaction time testing and other new advanced methods in better understanding the emotional dimensions of people's media encounters. Professor Varan is also Chief Research Officer at the ESPN Lab (formerly the Disney Media & Advertising Lab). He currently splits his time between his office in Texas and his family home in Perth.

WHAT THE AWARD HAS MEANT

Legitimacy | Pivot to my career | Protection and freedom for applied research focus

MAJOR ACHIEVEMENTS

- 2013 The Lab is now a large corporation located in a number of US States and is fully independent of the Disney group;
- 2008 Disney offered Professor Varan an opportunity to set up a Lab in Texas for 5 years, fully funded and to become the CEO and Chief Research Officer;
- 2003 United States TV networks' interest in the research being done at the Murdoch Lab led to considerable sponsorship for the Lab;
- 2002 Set up the Audience Lab at Murdoch University, and became Director of the Audience Lab;
Connections made at industry conferences led to Murdoch student projects.

NETWORKS

n/a

EMERITUS PROFESSOR RON WEBER



AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2000 THE UNIVERSITY OF QUEENSLAND

DISCIPLINE

Commerce and
Information Systems

RESEARCH AREAS

Conceptual modelling

▶ [linkedin.com/in/ron-weber-12b25541](https://www.linkedin.com/in/ron-weber-12b25541)

CURRENT ROLE

Emeritus Professor Weber is actively involved with Monash University (MU) and University of Queensland (UQ). He is mentoring academic staff, working on research projects, supervising PhD students, teaching and providing feedback to honours students.

WHAT THE AWARD HAS MEANT

Affirmation for self | Affirmation for the learning & teaching community | Surprise | Increased workload

MAJOR ACHIEVEMENTS

- 2018 Inducted into the Australian Accounting Hall of Fame;
- 2016 Awarded Life-Membership of the International Association for Information Systems;
- 2011 Received the international Association for Information Systems' Leo Award;
- 2002 Awarded Life-Membership of the Accounting and Finance Association of Australia and New Zealand;
- 2002–2004 Editor-in-Chief of the MIS Quarterly, often rated as the premier research journal in the information systems discipline;
- 2000 Received the Accounting and Finance Association of Australia and New Zealand's inaugural Outstanding Educator Award and the Notable Contributions to the Accounting Literature Award.

NETWORKS

Informal

BACKGROUND

Ron was appointed Professor of Commerce at UQ in 1981. In 1988 he was the inaugural appointment to the GWA Chair in Commerce until 1993. Prior to moving to MU in 2004, he was Professor of Information Systems in School of Business and Research, Director for the Faculty of Business, Economics and Law at UQ. At MU he took up the position of Dean of the Faculty of Information Technology and he significantly strengthened the faculty, leading a major restructure in 2006 to restore it to a sound and sustainable financial and academic base. In 2013, he was Pro Vice-Chancellor and Campus President of MU's South African campus in Johannesburg. He was instrumental in making the Monash University partnership with Laureate International Universities a reality in 2013, allowing the campus to grow and make an even greater contribution to nation building in sub-Saharan Africa.

IMPACT ON LEARNING & TEACHING

At the time of the Award, Emeritus Professor Weber had already held various senior roles such as being on academic board and promotions committees, and he had been involved in mentoring and supervising colleagues. The Award affirmed his work and provided him with opportunities to speak nationally at various conferences and events, including the University of Western Australia's Learning & Teaching Conference, University of Melbourne, and MU Accounting & Finance Retreat. He was invited to contribute to the ALTC conference on teaching large classes and to review applications for the ALTC teaching awards. He was also invited to contribute to an Australia-wide project to develop resources for teaching large classes. He continued with teaching researching and administrative responsibilities until his retirement in 2013.

IMPACT ON CAREER

Professor Weber saw himself as a career scholar. He continued in his various responsibilities as a Professor at UQ until in 2004 he had an opportunity to take up a Dean's role at MU. While his change of direction was not directly related to winning the Award, he believes it provided an affirmation not only for himself, but for many other people he was working with at UQ. The Award reflected more on the organization, particularly the Vice Chancellor John Hay, who was very supportive of good teaching, so it was an affirmation for teaching and learning at the University. The Award did not have any impact on his discipline research as he was already committed to a number of large discipline research projects.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2000 UNIVERSITY OF SOUTH AUSTRALIA (TEAM AWARD)

DISCIPLINE

English & Literary Studies
Linguistics
Writing
Academic Literacies

RESEARCH AREAS

English
Writing
Narratives of War

► [linkedin.com/in/claire-woods-6a608230](https://www.linkedin.com/in/claire-woods-6a608230)

TEAM MEMBERS

Professor Claire Woods, Ruth Trigg, Doctor Mia Stephens, Doctor Paul Skrebels & David Homer.

BACKGROUND

Claire was a senior manager in the State Education Department before joining the South Australian Institute of Technology. She took on a senior role as a Head of School in the newly formed UniSA. All the Award team members had trained as secondary teachers and taught in high schools and/or CAEs prior to the establishment of the University of South Australia. The founding of a new university gave the opportunity for new discipline teams to develop innovative programs and degrees. The teaching team involved in the Award moved into the areas of English and literary studies, linguistics and writing, which merged as they developed a new BA in Writing and Communication. The aim was to establish a degree with an applied as well as theoretical focus, different from a standard BA. The degree flourished as it evolved. All members of the teaching team continued to build or develop research profiles alongside their teaching in the undergraduate program. They all supervised students in a highly successful honours program. Professor Woods and Dr Skrebels supervised PhD students as the University established and developed its doctoral programs — particularly those in the writing discipline.

IMPACT ON LEARNING & TEACHING

In her Visiting Scholar role at universities in Europe and the UK, Professor Woods focussed on the integrated curriculum with its emphasis on student research, and applied and creative practice within an undergraduate program. The Award raised the profile of L&T within UniSA in general and added impetus for improvement. Following the Award, a mentoring program was instituted – particularly, senior female academics were encouraged to mentor young female academics. This led to a strong research, teaching & learning culture at the UniSA. After the Award, Professor Woods was invited to take on substantially more mentoring work, including Award preparation workshops.

IMPACT ON CAREER

This Award provided a heightened profile for all the team members. Funding provided opportunities for L&T and discipline conferences nationally and internationally, and to fund student research projects, leading to publication. Three members were published in national and international journals. The other team members made teaching part of their research and presented their work nationally and internationally. The Award highlighted team members' expertise and they were invited to various local and international associations and conferences. The Award provided important recognition of the kind of teaching and curriculum development that the team had espoused.

EMERITUS PROFESSOR CLAIRE WOODS



CURRENT ROLE

Claire Wood is an Emeritus Professor at University of South Australia. Emeritus Professor Claire Woods and Dr Paul Skrebels, are still active independent researchers, though both have retired from the University of South Australia (UniSA). Dr Mia Stephens retired from UniSA but currently works part time as an editor in a book publishing company. Mr David Homer and Ms Ruth Trigg are both retired.

WHAT THE AWARD HAS MEANT

Validation | Delight | Acknowledgement | Recognition

MAJOR ACHIEVEMENTS

Founder and former Director of the Narratives of War Research Group at UniSA;

Team members invited to a range of national and international conferences and forums;

Emeritus Professor Woods was invited to share the approach the team was taking at The University of Queensland (UQ);

Emeritus Professor Woods invited to be a Visiting Fellow at UQ, as well as in the UK and Europe;

Enhanced research output by individual team members due to the recognition of the approach taken to curriculum, teaching and learning.

NETWORKS

Professional networks | National & international discipline associations

DOCTOR GEOFFREY WAUGH



CURRENT ROLE

Dr Geoff Waugh retired in 2004. He was an Associate Professor in the School of Economics at the University of New South Wales (UNSW), teaching environmental natural resources, tourism and macroeconomics. At the time of the Award, he had been working for 35 years in universities. He chose to retire in 2004 to focus on his daughters' development and made it his role to support them through their academic studies. Geoff continues to enjoy to hear about his past students' accomplishments.

WHAT THE AWARD HAS MEANT

Voice inside and outside institution |
Wider ordinance | Networking opportunities

MAJOR ACHIEVEMENTS

- 2000 Invited keynote speaker on education at a number of Australian universities;
- 2000 Students in Free Enterprise Inaugural Competition – led a team of biology students from my environment class who were First Runner Up;
- 1990, Recipient of the VC's Award for
1995 Teaching Excellence, UNSW;
- 1984– Advisory Board of the journal
2016 Marine Resource Economics;
- 1987– Member Organizing Committee of the
1988 NATO Advanced Research Workshop for the Scientific Foundations of Rights Based Fishing, Reykjavik, Iceland.

NETWORKS

Informal

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 1999 UNIVERSITY OF NEW SOUTH WALES

DISCIPLINE

Economics

RESEARCH AREAS

Fisheries development and management
Environmental resource economics

► [timeshighereducation.com/news/star-turn/151771.article](https://www.timeshighereducation.com/news/star-turn/151771.article)

BACKGROUND

Geoff Waugh has a BSc from Sydney University, a MCom and PhD from the UNSW. He worked as an industrial chemist and taught mathematics at TAFE prior to commencing full time at UNSW in 1974. At UNSW, he was researching national and international environmental and resource economics, fisheries development, and management. He held a number of external local and international positions involving fisheries and fishing industry research. He was invited to be a consultant to state and federal government agencies and also international agencies including the World Bank and the United Nations Development Program. In 1987 he was Head Economist, Forum Fisheries Agency, Honiara, Solomon Islands, on leave from the UNSW, and represented the South Pacific Forum Countries at the first governing Council Meeting of Infotech in Bangkok, The World Tuna Conference in California, and the Global Statistics Conference of the Food and Agricultural Organisation of the United Nations in La Jolla, California.

IMPACT ON LEARNING & TEACHING

At the time of the Award there were a number of articles and interviews on Doctor Waugh at the local, national and international level. He was invited to present his learning and teaching ideas at conferences and at universities across Australia. The higher profile as a result of the Award, gave him a level of recognition and he was invited to mentor colleagues within his Department at UNSW. The Award provided him with recognition, funding and network opportunities. He used some of the funds from the Award to support economics and biology students involved in developing sustainable and financially viable practices at the Manly Food and Wine Festival. His learning and teaching research publications increased, as did his participation in learning and teaching conferences.

IMPACT ON CAREER

As a result of the Award, Doctor Waugh was appointed to contribute to department and faculty education committees, mentoring of School colleagues and his advice was more sought after. He felt that not only was he given a more legitimate voice amongst his colleagues, and the leadership, in regard to his learning and teaching philosophy and methods, but also his students were given a more credible voice as well. It was well understood that discipline research dominated promotion at the time, however Geoff's own words clearly showed his passion for teaching: *"Teaching has become the most important part of my university life. I would not have been promoted without research as well, but teaching is where the pressing need is."* – Star Turn (2000).

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 1998 MONASH UNIVERSITY

DISCIPLINE

Computing Education
Higher Education

RESEARCH AREAS

Improving student learning of programming
Academic professional development
Peer Assisted Learning models
Developing employability skills in student

► [linkedin.com/in/professor-angela-carbone](https://www.linkedin.com/in/professor-angela-carbone)

BACKGROUND

Angela comes from an IT background, having completed her Bachelor of Science degree at Monash University. She started teaching as a casual tutor for the Faculty of Information Technology in 1989, and then on a contract basis for over 10 years. She loved teaching and finding new and exciting ways to deliver complex computing concepts.

She was the recipient of Vice Chancellor's Award, and several national teaching awards, including the Australian Award for University Teaching in the category of Computing and Information Services.

She co-founded the Australasian Chapter of the ACM Special Interest Group in Computer Science Education. She also co-chaired the Australasian Computing Education conference in 2012 and 2013. She later became an executive member of the ACDICT Learning and Teaching Academy, and assessor for the Australian National Awards, iAwards and CORE awards.

IMPACT ON LEARNING & TEACHING

As a result of the Award, Angela's teaching practices and innovations were showcased as exemplars, and are still being used today. The Award expanded her opportunities to engage in computing education projects of national and international significance, and she was approached by a commercial organisation interested in her research and developments in designing learning activities. She was awarded an ALTC Teaching Fellowship in 2010 and an OLT National Senior Teaching Fellowship in 2012. Both focused on re-invigorating units and developing leadership capacity in academics across a number of universities and private providers. She continues to be actively engaged in teaching and research.

IMPACT ON CAREER

Immediately after receiving the award Angela was granted a one-year full-time appointment at the professorial level. She was invited to deliver keynotes at conferences, open addresses at graduations, contribute to state-based learning & teaching workshops and events, and assess external award applications. These activities helped Angela build a profile to apply for senior learning and teaching positions that could directly influence others and the way they approach their teaching. Angela moved from a faculty position to a central L&T role in 2010, where she founded the Monash Educational Excellence Research Group (MEERG), and co-founded the Continuing Education Excellence Development Framework (CEED) and the Monash Education Academy.

PROFESSOR ANGELA CARBONE



CURRENT ROLE

Angela Carbone is the Associate Dean, Learning Innovation, in the Faculty of Science, Engineering and Technology at Swinburne University.

Prior to joining Swinburne, Professor Carbone was the inaugural Academic Director of Education Excellence for Monash University's Office of Learning and Teaching. Angela has extensive academic experience, having held various leadership positions throughout her 25 year career at Monash, including Associate Director of the Office of the Pro Vice-Chancellor (Learning and Teaching) and the Director of Education Quality in the Faculty of Information Technology.

WHAT THE AWARD HAS MEANT

Achievement | Rewarding |
Confirmation & assurance

MAJOR ACHIEVEMENTS

- 2018 Director of AAUT Awards
- 2016 Development of Continuing Education Excellence Development (CEED) program at Monash;
- 2015 Co-Chair of ISSoTL and Fellow of Monash Education Academy;
- 2013 Director Education Excellence;
- 2012 OLT National Senior Teaching Fellowship;
- 2010 ALTC Teaching Fellowship and ALTC Carrick Citation.

NETWORKS

CAULLT | ACDICT | ALTF | VTAS PEN |
HERDSA | ISSoTL

**PROFESSOR
CHARLES THOMAS STANNAGE**



**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 1997
THE UNIVERSITY OF WESTERN AUSTRALIA**

DISCIPLINE

History

RESEARCH AREAS

British History
Australian Modern History
West Australian History
Aboriginal and Islander History

► Obituary: tandfonline.com/doi/full/10.1080/1031461X.2016.1157848

IMPACT ON CAREER

In 1998, following his Teacher of the Year Award, he moved to Curtin University into a role of Executive Dean of Humanities. He and Professor Richard Nile collaborated in a partnership with the University of Queensland Press and Fremantle Art Centre to create what was an important concentration of Australian studies publications. He retired in 2005 from Curtin and became a member of the Council of The Smith Family (2009 – 11) where he was able to devote time to charitable concerns. He co-authored a history of St Mark's Anglican Church in Bassendean, where his father had been rector, which was his last book. Jenny Gregory in her Obituary spoke of Tom as having "a strong commitment to faith, family and community ... throughout Tom's career. He often painted himself as a suburban boy, championing local studies and fighting to save the heritage of his home suburb, Subiaco. Just prior to his death, he was working on a speech about local government amalgamations, seeing these as an assault on community democracy. Tom's death from a heart attack, at the age of only 68, was a great shock to all whose lives he had touched."

MAJOR ACHIEVEMENTS

- 2006 Was on a panel of five to select The West Australian's 100 most influential people in WA and was also invited by Federal Minister for Education, Julie Bishop, to attend the Australian History Summit;
- 2004 Convened the steering committee that set up the Council for Humanities, Arts and Social Sciences;
- 2001 Received the Centenary Medal;
- 1998 Became Executive Dean of Humanities at Curtin University;
- 1997 Member of the Order of Australia, and made Fellow of the Academy of the Social Sciences of Australia.

BACKGROUND

Professor Stannage graduated from the University of WA and completed his PhD at Cambridge. He completed more than 30 years at the University of Western Australia before moving to Curtin University in 1998 to take up the position of Executive Dean of Humanities.

SUMMARY

"Tom was a superb teacher – charismatic and inspirational – his impact was often transformational. Today we are used to controls around teaching: metrics, curriculum management, learning outcomes, etc. For Tom, they were anathema. In a paper written not long after winning the Prime Minister's Award, he laid out his views on teaching:

'I want us as teachers to embrace the playful, the ironic, the non-austere, the pastiche, and reject the master image's positivistic, technocentric, rationalist and universalising tendencies. To join with our wondrous students and their immense distrust of totalising discourses.'

Such views were reflected in the legendary History 104, his first year unit in Australian history, which for nearly two decades attracted around 150 students each year. As he wrote in the unit handout, '[i]t is not enough to know what happened, one must seek to understand how and why things happened as they did, what the consequences were, and how our perceptions of people and events have been shaped'. Tutorials were structured around debates in Australian history and his lectures were always stimulating. Tom had things to say that mattered and he built a strong honours and postgraduate school in Australian history."

Citation: Jenny Gregory Australian Historical Studies
Vol. 47, Issue 2, 2016.

IMPACT ON LEARNING & TEACHING

After 2000, the popularity of the first-year Australian History subject needed to be renewed. It was rewritten as 'Aboriginal and Torres Strait Island Histories and Modern Australia'. The then Director of UWA's Centre for Aboriginal Programs, Jill Milroy, joined Tom as unit coordinator. He later moved on to teach upper-level units in British history and he devised new units drawn on the subject of his PhD and his first book, 'Baldwin Thwarts the Opposition' (1980).

PROMINENT AUSTRALIAN NETWORKS

“I WANT US
AS TEACHERS
TO EMBRACE THE
PLAYFUL, THE IRONIC,
THE NON-AUSTERE,
THE PASTICHE, AND
REJECT THE MASTER
IMAGE’S POSITIVISTIC,
TECHNOCENTRIC,
RATIONALIST AND
UNIVERSALISING
TENDENCIES.”

PROFESSOR
CHARLES
THOMAS STANNAGE

03

PROMINENT AUSTRALIAN NETWORKS THAT SUPPORT HIGHER EDUCATION LEARNING AND TEACHING

In late 2011 through an Australian Learning and Teaching Council (ALTC) initiative, five state based promoting excellence networks (PEN) were formed. Each network is comprised of the universities located in that state or across two states. Each network set out to achieve the following broad aims:

1. To provide opportunities to share resources, disseminate good practice and innovations for the sustainable, long-term enhancement of learning and teaching.
2. To foster the collaboration between universities and support staff to share systems, knowledge and processes that contribute to optimising student learning.
3. To build a broad cultural base for Scholarship of Teaching and Learning (SoTL) across the institutions.
4. To contribute to the national quality agenda.

AUSTRALIAN PROMOTING EXCELLENCE NETWORKS

VTAS PEN – Victoria / Tasmania Promoting Excellence Network

▶ vtasnetwork.com

WAND – Western Australian Network for Dissemination

▶ wand.edu.au

QPEN – Queensland Promoting Excellence Network

▶ bit.ly/q-pen

SANTPEN – South Australia / Northern Territory Promoting Excellence Network

▶ santpen.weebly.com

NSW/ACT – New South Wales / Australian Capital Territory Promoting Excellence Network

▶ une.edu.au/about-une/executive/pvc-academic-innovation/aaut/nswact-promoting-excellence-network2

OTHER ORGANISATIONS

ALTF

The Australian Learning and Teaching Fellows' network (ALTF) was established in 2011 with support from the Australian Government Office for Learning and Teaching. The Fellows network currently comprises 108 scholars from multiple institutions and diverse discipline communities. Fellows are leading educators who undertake strategic, high-profile activities in areas of sectoral importance.

▶ altf.org

CAULLT

The Council of Australasian University Leaders in Learning and Teaching (formally CADAD) is the peak professional body for leaders in university learning and teaching whose responsibilities include academic development. We seek to enhance our members' capacity to be key strategic leaders and advisers in learning and teaching.

▶ cadad.edu.au

HERDSA

The Higher Education Research and Development Society of Australasia (HERDSA) is a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning. HERDSA encourages and disseminates research on teaching and learning and higher education development. It also works to build strong academic communities.

▶ herdsa.org.au

COMMUNITIES OF AWARD WINNING TEACHERS

AKO AOTEAROA ACADEMY OF TERTIARY TEACHING EXCELLENCE, NEW ZEALAND

The Academy consists of all past Tertiary Teaching Excellence Award recipients and works under the umbrella of Ako Aotearoa to foster excellence in teaching and learning. Ako Aotearoa leads the drive to establish what counts as good and effective tertiary teaching in Aotearoa, New Zealand and fosters teaching that is better valued and produces the best possible educational outcomes for all learners and the nation.

► <https://ako.ac.nz>

COUNCIL OF 3M NATIONAL TEACHING FELLOWS, CANADA

The Council of 3M National Teaching Fellows is a community of award-winning teachers who are lifetime members of the Society for Teaching and Learning in Higher Education (STLHE), and a constituency within the STLHE. The Council shares the aims of the STLHE, advises the 3M National Teaching Fellowships Program Coordinator, and undertakes projects that enhance teaching and learning in Canadian post-secondary institutions.

► 3mcouncil.stlhe.ca

ASSOCIATION OF NATIONAL TEACHING FELLOWS, UNITED KINGDOM

The Association of National Teaching Fellows (ANTF) champions innovation and shares best practice. It is coordinated and organised by the Committee of the Association of National Teaching Fellows (CANTF). The National Teaching Fellowship Scheme recognises, rewards and celebrates individuals who have made an outstanding impact on student learning and the teaching profession. The Scheme was started by the Higher Education Funding Council for England in 1999 with the first awards in the year 2000.

► ntf-association.com

ACRONYMS

In alphabetic order:

AAUT	Australian Awards for University Teaching
AAUTY	Australian Award for University Teacher of the Year (AAUTY)
ACDICT	Australian Council of Deans of Information and Communications Technology
ALTC	Australian Learning and Teaching Council
ALTF	Australian Learning and Teaching Fellows
ANTF	Association of National Teaching Fellows
ANU	Australian National University
CADAD	Council of Australian Directors of Academic Development
CAULLT	Council of Australasian University Leaders in Learning and Teaching
CDU	Charles Darwin University
DET	Department of Education and Training
Flinders	The Flinders University of South Australia
Griffith	Griffith University
HERDSA	Higher Education Research and Development Society of Australasia
ISSoTL	International Society for the Scholarship of Teaching and Learning
L&T	Learning and Teaching
Macquarie	Macquarie University
MGSM	Macquarie University, Graduate School of Management
Monash	Monash University
MOOC	Massive Open Online Course
NSW/ACT PEN	New South Wales / Australian Capital Territory Promoting Excellence Network
OLT	Office for Learning and Teaching
QPEN	Queensland Promoting Excellence Network
SANTPEN	South Australia Northern Territory Promoting Excellence Network
UA	Universities Australia
UniSA	University of South Australia
UQ	University of Queensland
USQ	University of Southern Queensland
UWA	University of Western Australia
VTAS PEN	Victoria Tasmania Promoting Excellence Network
WAND	West Australian Network for Dissemination
Western	Western Sydney University

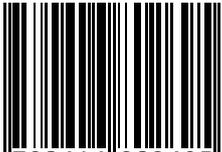
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