Support for this publication has been provided by Universities Australia. The views expressed in this publication do not necessarily reflect the views of the AAUT Awards Team or Universities Australia.

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creativecommons.org/licenses/by-sa/4.0/legalcode

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RMIT University, Building 91, Level 3, 110 Victoria Street. Carlton VIC 3053

www.aautn.org
2022
The authors acknowledge the recipients of the Australian Award for University Teacher of the Year (AAUTY) for their profile contributions, former members of the VTAS PEN network and former staff from the Australian Government’s Department of Education and Training for their contributions to earlier editions of the booklet.

This book edition was revised by the current AAUT Awards Team, from RMIT University, managing the awards program:

- Professor Angela Carbone, AAUT Director & Associate DVCA Learning, Teaching and Quality
- Ms Angeline Sim, AAUT Project Manager
- Ms Luana Spadafora, AAUT Project Coordinator

With input from the following:

- Associate Professor Catherine Lang
- Dr Jing Ye, AAUT Coordinator (September 2019 to July 2022)

A special thanks to Universities Australia (UA) for proudly sponsoring the fourth edition of the 1997-2021 Australian University Teachers of the Year booklet, and to UA members for their ongoing support of the awards, including:

- Mr Mike Teece (UA Policy Director, Academic)
- Mr Matt Kenne (UA Senior Policy Analyst)
TIMELINE OF THE
AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

AWARD SCHEME

1992-1996
EXPLORATION OF NATIONAL TEACHING AWARD SCHEME IN AUSTRALIA

1997
AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING (AAUT)
Prime Minister’s Award
Discipline-based individual awards
Cross-disciplinary awards
Institutional 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 [DEETYA]
AUSTRALIAN UNIVERSITY TEACHING COMMITTEE [AUTC]

2002
INTRODUCTION OF NEVILLE BONNER AWARD FOR INDIGENOUS TEACHER OF THE YEAR

2004
INTRODUCTION OF EARLY CAREER TEACHING AWARD

2005
CARRICK AWARDS FOR AUSTRALIAN UNIVERSITY TEACHING
Prime Minister’s Award
Awards for teaching excellence
Awards for programs that enhance learning
Citations

2005
CARRICK INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION [CARRICK]

ADMINISTRATION OF AWARDS
EXECUTIVE SUMMARY


This booklet captures the profiles of Australia’s most highly recognised university teachers from 1997 to 2021.

Since 1997, the Australian Awards for University Teaching (AAUT) have recognised Australia’s leading university educators and the impact of their teaching on student learning. AAUT has recognised these outstanding educators through Citation, Program, and Teaching Awards, as well as the prestigious 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, 2019).

In this booklet, 26 individual teaching scholars and three teams from 14 institutions across diverse discipline communities report on the benefits and opportunities that have emerged from receiving the AAUTY. Tribute is paid to those who have retired or are semi-retired, and those who are no longer with us: Professor Charles Thomas Stannage (Tom) AM, FASSA (1944–2012), who was the inaugural Australian University Teacher of the Year in 1997, and Betty Marrŋanyin (deceased 2008) who was a member of the 2005 winning team from Charles Darwin University.

The profile stories in this booklet provide you with a deeper understanding of how the award impacted on the individual’s or team’s career directions and leadership opportunities. The stories were generated from thorough reviews and document searches of awardees’ current online profiles and/or institutional archives, as well as semi-structured interviews. Interviews were conducted face-to-face, or via telephone or virtual meeting.

These academics are recognised as leading educators, giving their students the best learning experiences and outcomes. 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:

• presentations within the learning and teaching community;
• collegial mentoring and pairing;
• networking with national and international bodies;
• involvement in university and higher education committees; and
• contributions to positive systemic change in learning and teaching by continuously sharing their knowledge.

In addition to this booklet, a website for leading university educators has been developed at www.aautn.org. Both the booklet and website provide valuable resources to leaders and principal drivers of change in higher education institutions.
INTRODUCTION

STATEMENT FROM PROFESSOR JOHN DEWAR AO

2021 was another challenging year for universities, as it was for everyone else. While students and teaching began – cautiously and with interruptions – to return to campus, a mix of different modes and methods necessarily remained in place to deal with the ongoing uncertainty caused by the pandemic.

Universities continued to learn from the experience of shifting to online delivery on a scale and at a speed not previously imagined. Academic and professional staff continued to hone their skills in designing content specifically for an online environment, and in delivering this content in engaging ways.

Much of this work will inform further evolution in how universities teach and students learn. Just as they always have, university staff across the country try new things each and every day and reflect on their own practice in order to improve students’ learning.

The Australian Awards for University Teaching (AAUT) recognise the most outstanding teachers and programs across the sector. The awards celebrate university teachers at different stages in their careers, from early career academics to those who have devoted a lifetime and, quite literally, written the book on university teaching. In this booklet, we celebrate all the AAUTY recipients from 1997-2021, and hope their example and ideas will inspire and instruct teachers throughout the university sector.

Professor John Dewar AO
Chair, Universities Australia
STATEMENT FROM PROFESSOR ANGELA CARBONE

The Australian Award for University Teacher of the Year (AAUTY) is the premier university teaching award in Australia. It’s awarded to an academic or team with an exceptional record of advancing student learning and scholarly contribution to teaching and learning. This booklet celebrates the commitment and dedication of AAUTY recipients over the past years.

The AAUTY recipients are composed of 26 individual teaching scholars and 3 teams from 14 institutions across diverse discipline communities, such as health, law, commerce, 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.

We hope that the legacy of these recipients will inspire other teachers to strive for high-quality student learning and teaching practice and address the current and future challenges in higher education. And there are many challenges facing our educators in higher education.

Our most recent challenge, over the past 2 years, has been to provide students with a high-quality education experience in the face of a worldwide pandemic. All the past work in rethinking blended learning and authentic assessment, re-imagining industry-partnered learning, experimenting with new technologies and redesigning learning spaces, was instrumental in helping academics rapidly transition to online teaching during the pandemic years. As we still grapple with new ways of hybrid, online and face-to-face teaching, our aim is always to ensure that students are adopting deeper and more engaged approaches to learning, sustaining Australia’s record of excellence in higher education.

I congratulate our elite individual and team-based educators profiled in this booklet who have overcome educational challenges and continue to champion learning and teaching through their innovative practice.

I hope you enjoy reading their stories and invite you to make the most of this resource!

Professor Angela Carbone
Director, Australian Awards for University Teaching
BACKGROUND

The AAUT enable our best teachers in Australia to have a greater impact not only on their 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 re-inventing teaching.

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

- enabled them 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 them in high-level strategic activities in higher education;
- invited them to share their innovative, evidence-based teaching practices;
- provided them with the opportunity to speak about embracing the advancement of technology, developing students as global citizens and being creative and innovative in their teaching practice; and
- raised their professional profiles as they became drivers for change, even in strong research-focused cultures.

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

In addition to this booklet, a website for leading educators has been developed at www.aautn.org. This platform provides educators with a growing network where like-minded academics can display their ongoing commitment to learning and teaching practice in higher education.

The website also serves as a useful resource for institutions, enabling them to easily access profiles and seek expertise or speakers in particular areas.

Both the booklet and website celebrate the AAUTY recipients’ innovative contributions to the quality of student learning in the higher education sector.
## AWARD TYPES

<table>
<thead>
<tr>
<th>Award Types</th>
<th>CITATION</th>
<th>TEACHING AWARD</th>
<th>PROGRAM AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Awards</td>
<td>Up to 100</td>
<td>Up to 9</td>
<td>Up to 4</td>
</tr>
<tr>
<td>Categories</td>
<td>Discipline Categories</td>
<td>Discipline Categories</td>
<td>Program Categories</td>
</tr>
<tr>
<td></td>
<td>• Natural and Physical Science, Agriculture, Environmental and Related Studies</td>
<td>• Natural and Physical Science, Agriculture, Environmental and Related Studies</td>
<td>• Student experience that supports diversity and inclusive practices</td>
</tr>
<tr>
<td></td>
<td>• Engineering, Information Technology, Architecture and Building</td>
<td>• Engineering, Information Technology, Architecture and Building</td>
<td>• Collaborative educational partnerships in learning and teaching</td>
</tr>
<tr>
<td></td>
<td>• Health</td>
<td>• Health</td>
<td>• Curriculum transformation and innovative pedagogy</td>
</tr>
<tr>
<td></td>
<td>• Education</td>
<td>• Education</td>
<td>• Work Integrated Learning (WIL) programs that value and enhance student employability</td>
</tr>
<tr>
<td></td>
<td>• Business, Management and Commerce</td>
<td>• Business, Management and Commerce</td>
<td></td>
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<tr>
<td></td>
<td>• Society and Culture</td>
<td>• Society and Culture</td>
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<tr>
<td></td>
<td>• Creative Arts</td>
<td>• Creative Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multi-disciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nomination Categories</td>
<td>• Early Career</td>
<td>• Early Career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Neville Bonner Award for Indigenous Education</td>
<td>• Neville Bonner Award for Indigenous Education</td>
<td></td>
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<td></td>
<td>• Sessional staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applicants are required to make a case that they have:

1. positively impacted on student learning, student engagement or the overall student experience 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;
2. gained recognition from colleagues, the institution, and/or the broader community.
3. shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
4. drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.
AWARD CATEGORIES

The Australian Government has supported various award programs 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)

Each award category 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 100 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)

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 four Program Awards across four categories are awarded.

These are awarded to programs and services that demonstrate effectiveness through rigorous evaluation that will set benchmarks for similar activities in other institutions. Since 2020, Program Awards are open to team nominations only.

AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

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 nine Teaching Awards are allocated across these categories.

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

AUSTRALIAN AWARD FOR UNIVERSITY TEACHER OF THE YEAR (AAUTY)

The AAUTY 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 AAUTY.

All nominees for the Teaching Awards category are considered for the Award for AAUTY. Nominations are assessed on the written evidence applicants provide against four key criteria.
In assessing nominations against the four criteria, assessors consider the extent to which the applicant has:

• positively impacted on student learning, student engagement or the overall student experience or a period of no less than three years (two years for early career), not including time taken for development or trial of any activity;
• gained recognition from colleagues, the institution, and/or the broader community;
• shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
• drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

However, in selecting the recipient of the AAUTY, 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; innovating in service and support for students; coordinating, managing and leading 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 the Awards Committee who are made up of senior academic leaders in teaching and learning.
• The Awards Committee then makes recommendations to Universities Australia’s (UA) Board of Directors, which consists of eight Australian Vice-Chancellors plus the UA Chief Executive Officer, who provides endorsement and announces the outcome.

Any prize money awarded is 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 best practice learning and teaching.
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 1997-2021. The profile stories provide the readers with a taste of how the award impacted on the individual’s or team’s career directions and leadership opportunities. We also highlight some of their major achievements they’ve identified. A profile link is provided for those who might like to make contact with any of the award recipients.

These profiles were generated through a document search and review of awardees’ current online profiles and/or institutional archives. Where possible, awardees were also followed up with a virtual meeting.

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

NORTHERN TERRITORY
CDU | 1 award | 2005

QUEENSLAND
Griffith | 4 awards | 2007, 2014, 2015, 2018

SOUTH AUSTRALIA
UNISA | 2 awards | 2000, 2009

WESTERN AUSTRALIA
ECU | 1 award | 2002
Murdoch | 1 award | 2001
UWA | 1 award | 1997

NEW SOUTH WALES
Macquarie | 2 awards | 2008, 2013
UNSW | 1 award | 1999
WSU | 2 awards | 2011, 2012

VICTORIA

ACT
ANU | 2 awards | 2010, 2021

FEATURES OF THE MAP
Australian states and territories are depicted with their respective universities and the distribution of awards they have received. The map is color-coded to indicate the number of awards received by each university and the year(s) of award. For example, the University of Queensland (UQ) in Queensland has received 5 awards, with 4 in 2007, 2014, 2015, and 2018, and 1 in 2017. The University of New South Wales (UNSW) in New South Wales has received 1 award in 1999. The University of Western Australia (UWA) in Western Australia has received 1 award in 2001.

The map also includes the University of South Australia (UniSA) in South Australia, which has received 2 awards in 2004 and 2006, and 1 award in 2016. The University of Queensland in Queensland has received 4 awards, with 3 in 2014, 2015, and 2018, and 1 in 2007. The Australian National University (ANU) in the Australian Capital Territory (ACT) has received 2 awards, with 1 in 2010 and 2021.

The map visually represents the distribution of awards across various universities and states, highlighting the achievements of these institutions in their respective fields.
<table>
<thead>
<tr>
<th>Year</th>
<th>RECIPIENT</th>
<th>WINNING INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Katerina Teaiwa</td>
<td>The Australian National University</td>
</tr>
<tr>
<td>2020</td>
<td>Jack T.H. Wang</td>
<td>The University of Queensland</td>
</tr>
<tr>
<td>2019</td>
<td>Blake McKimmie, Barbara Masser, Mark Horswill</td>
<td>The University of Queensland</td>
</tr>
<tr>
<td>2018</td>
<td>Kevin Larkin</td>
<td>Griffith University</td>
</tr>
<tr>
<td>2017</td>
<td>Peter Corke</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>2016</td>
<td>Karen Burke Da Silva</td>
<td>Flinders University</td>
</tr>
<tr>
<td>2015</td>
<td>Kevin Tant</td>
<td>Monash University</td>
</tr>
<tr>
<td></td>
<td>Halim Rane</td>
<td>Griffith University</td>
</tr>
<tr>
<td>2014</td>
<td>Brydie-Leigh Bartleet</td>
<td>Griffith University</td>
</tr>
<tr>
<td>2013</td>
<td>John Croucher</td>
<td>Macquarie University</td>
</tr>
<tr>
<td>2012</td>
<td>James Arvanitakis</td>
<td>Western Sydney University</td>
</tr>
<tr>
<td>2011</td>
<td>Roy Tasker</td>
<td>Western Sydney University</td>
</tr>
<tr>
<td>2010</td>
<td>John Minns</td>
<td>The Australian National University</td>
</tr>
<tr>
<td>2009</td>
<td>Syed Mahfuzul Aziz</td>
<td>University of South Australia</td>
</tr>
<tr>
<td>2008</td>
<td>Marnie Hughes-Warrington</td>
<td>Macquarie University</td>
</tr>
<tr>
<td></td>
<td>Stephen Barkoczy</td>
<td>Monash University</td>
</tr>
<tr>
<td>2007</td>
<td>Keithia Wilson</td>
<td>Griffith University</td>
</tr>
<tr>
<td>2006</td>
<td>Iain Hay</td>
<td>Flinders University</td>
</tr>
<tr>
<td>Year</td>
<td>RECIPIENT</td>
<td>WINNING INSTITUTION</td>
</tr>
<tr>
<td>------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>2005</td>
<td>Michael Christie, Waymamba Gaykamanu, Betty Marmanyn (deceased 2008) and John Greatorex</td>
<td>Charles Darwin University</td>
</tr>
<tr>
<td>2004</td>
<td>Mark Israel</td>
<td>Flinders University</td>
</tr>
<tr>
<td>2003</td>
<td>Ian Cameron</td>
<td>The University of Queensland</td>
</tr>
<tr>
<td>2002</td>
<td>Peter O’Donoghue</td>
<td>The University of Queensland</td>
</tr>
<tr>
<td></td>
<td>Lynne Hunt</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>2001</td>
<td>Duane Varan</td>
<td>Murdoch University</td>
</tr>
<tr>
<td>2000</td>
<td>Ron Weber</td>
<td>The University of Queensland</td>
</tr>
<tr>
<td></td>
<td>Claire Woods, Ruth Trigg, Mia Stephens, Paul Skrebels and David Homer</td>
<td>University of South Australia</td>
</tr>
<tr>
<td>1999</td>
<td>Geoffrey Waugh</td>
<td>University of New South Wales</td>
</tr>
<tr>
<td>1998</td>
<td>Angela Carbone</td>
<td>Monash University</td>
</tr>
<tr>
<td>1997</td>
<td>Charles Thomas Stannage (1944-2012)</td>
<td>The University of Western Australia</td>
</tr>
</tbody>
</table>
AWARD RECIPIENT PROFILES

1997-2021
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
THE AUSTRALIAN NATIONAL UNIVERSITY

DISCIPLINE: Anthropology, Pacific Studies
RESEARCH AREAS: Pacific Islands, especially Kiribati and Fiji, Pacific Regionalism
Pacific visual and performing arts, Festival of Pacific Arts, Histories of Pacific phosphate mining, Indigenous concepts of land, environment and wellbeing, Pacific environmental activism, Climate change

BACKGROUND
Katerina was born and raised in Fiji to parents of Banaban, I-Kiribati and African American heritage. She is a passionate teacher and has won several education and outreach awards. She was founder and convener of the Pacific Studies teaching program at ANU 2007-2015, Head of Gender, Media and Cultural Studies in CHL, founder of the ANU Pasifika Australia Outreach Program, and co-founder and co-chair of the ANU Family Friendly Committee. Katerina’s commentary on Pacific issues has been published in the Conversation, Sydney Morning Herald, the Guardian, Inside Story, New York Times, the ABC, Foreign Affairs and Australian Outlook. She has been a consultant with the Secretariat of the Pacific Community, UNESCO & DFAT on cultural policy and sustainable development, and Austraining International and ANU Enterprise on cross cultural and development training for Australian Volunteers International. In 2020 she joined the Board of New Zealand’s Pacific Cooperation Foundation. Katerina also has a background in contemporary Pacific dance and was a founding member of the Oceania Dance Theatre at the University of the South Pacific. She is currently a practising visual artist with an ongoing research-based exhibition “Project Banaba” originally commissioned by Carriageworks, Sydney, and curated by Yuki Kihara.

IMPACT ON LEARNING & TEACHING
In the Pacific Studies courses I delivered the ANU, I have given students opportunities to connect with Pacific Studies partners and networks across the region to experience critical, engaged, creative and indigenous Pacific centered teaching and learning. I insist on cross cultural collaborations to foster students understanding resilience and leadership capabilities, ensuring they have a unique and meaningful experience. Students are encouraged to embark on a metaphorical voyaging. Canoe to gain a sense of the Pacific’s vast and diverse social, political and cultural dimensions where no one gets left behind. Through my interdisciplinary, transdisciplinary and holistic methods, I’ve encouraged students to explore Pacific histories, colonialism, activism, regionalism, politics, arts, media and environments with an understanding of how each facet contributes to Pacific and Australian identities, pasts, presents and futures.

IMPACT ON CAREER
In the kind of work that I do at the ANU, I represent not just myself and the interdisciplinary field Pacific Studies engaging thousands of islands spread across one-third of the whole planet. But what I do reflects on many other Pacific communities. In 2022, I became the first indigenous Pacific scholar and first Pacific woman to be promoted to professor at the Australian National University. Because I am indigenous to the Pacific, any achievements in the academic context, inspire pride and recognition in many others, both at home and in the Australian and other diasporas with all these connections across Australia, Fiji, Kiribati Aotearoa and New Zealand Micronesia Oceania, the USA and beyond.

WHAT THE AWARD HAS MEANT
Receiving this wonderful recognition, after two challenging years of teaching in a pandemic, moving from face to face and field schools to online learning, and balancing all of this from home while homeschooling my children, was wonderful and overwhelming at the same time.

MAJOR ACHIEVEMENTS
2021 Australian Awards for University Teacher of the Year 2021; Australian Awards for University Teaching Excellence (Society and Culture) 2021;
2020 Educator 2020 in The Pacific Women’s Professional and Business Network of NSW;
2019 College of Asia and the Pacific’s Teaching Excellence Award.

NETWORKS
Australian Association for Pacific Studies | Australian Dictionary of Biography | Royal Anthropological Institute
ASSOCIATE PROFESSOR
JACK T.H. WANG

CURRENT ROLE
Jack is an Associate Professor (Microbiology) at the University of Queensland. BInfTech (UQ), BSc (Hons I) (UQ), Ph.D (UQ), GCHEd (UQ), ASM FASM, SFHEA.

WHAT THE AWARD HAS MEANT
Generous culture of education and training in Microbiology discipline | Reflecting on the mentorship Jack has received throughout his career from some of the best teachers and scientists in the world, whose guidance has shaped his approach to learning and teaching | Further elevate the international profile of science education

MAJOR ACHIEVEMENTS
2020
Australian Awards for University Teacher of the Year 2020;
Australian Awards for University Teaching Excellence (Biological Sciences, Health and related studies) 2020;
Australian Society for Microbiology David White Teaching Excellence Award 2020
Fellowship of the Australian Society for Microbiology (FASM);

2018
Senior Fellowship of the Higher Education Academy (SFHEA);

2015
Australian Awards for University Teaching Citation for Outstanding Contribution to Student Learning

2014
UQ Award for Teaching Excellence;

2013
UQ Faculty of Science Teaching Excellence.

NETWORKS
The Australian Society for Microbiology | HERDSA

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
THE UNIVERSITY OF QUEENSLAND

DISCIPLINE: Microbiology
RESEARCH AREAS: Integration and evaluation of undergraduate research experiences
Assessment/feedback practices in large, undergraduate microbiology courses
Use of learning analytics to optimise online resources development

BACKGROUND
Jack completed his undergraduate studies at UQ in Biochemistry and Bioinformatics, completing a dual degree in Science and Information Technology in 2006. Jack then continued to do his PhD in 2007 at the Institute of Molecular Bioscience, UQ, studying the interface between molecular bioscience and microbiology in a host-pathogen-interaction context. Jack is currently an Associate Professor in Microbiology at the School of Chemistry & Molecular Biosciences UQ, serving as the UQ Microbiology major convenor.

Jack’s past research focused on understanding key host biological processes exploited by pathogens to infect and colonise mammalian cells. Jack has applied his research background towards an interdisciplinary approach to Microbiology teaching, and his current educational research as a teaching-focused academic in Microbiology revolves around the integration of interactive inquiry-driven learning into large undergraduate courses, as well as the impact of novel education technologies on assessment and feedback. This research aims to address the impact of blending online and face-to-face learning activities in large undergraduate courses, as well as improving the technological and communication competencies that serve as transferable skills for the graduates. This research is carried out through multiple UQ collaborations and has been funded by the UQ Faculty of Science and the Office of Learning and Teaching.

IMPACT ON LEARNING & TEACHING
As a general rule of thumb, teachers do not go into this profession expecting to receive recognition for their work! Jack’s focus has always been on the students and delivering the best learning experience within his classroom, and he feels this award validates his approach to science education overall. He would like to use the platform that this award affords his in the short term to highlight the importance of research-based learning and online science communication across the sector.

IMPACT ON CAREER
In the short time since the 2020 awards were announced, Jack has not only heard from many colleagues and former students but also forged new collaborations with academics across Australia. He wants to use these networks to design high-quality online resources and curricula that can be shared by science educators across the country.
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
THE UNIVERSITY OF QUEENSLAND
(TEAM AWARD)

DISCIPLINE: Social psychology, Stereotypes and psychology, Gender and social psychology, Discrimination and psychology

RESEARCH AREAS: Jury decision-making and Group processes, Attitudes and stereotypes, Blood donor recruitment, retention and health, Perceptions and treatment of victims of sexual assault, Hazard perception in driving, Judging patient deterioration Skill and training in surgery

TEAM MEMBERS
Professor Blake McKimmie, Professor Barbara Masser and Professor Mark Horswill (pictured from left to right)

BACKGROUND
Blake is a social psychologist in the School of Psychology at the University of Queensland. He is a leading instructor of the award-winning course: CRIME101x - a free online course about the psychology of criminal justice—to over 70,000 students, and the PSYC1030x Introduction to Developmental, Social & Clinical Psychology XSeries Program of four courses on edX.org. He does research on jury decision making and has published over 80 papers and technical reports in the area of social cognition and group processes, including a book on expert testimony, and has made submissions to law reform commissions and provided training to police officers.

Barbara’s research uses social psychological theory to solve real social problems. For over twenty years she has collaborated with a range of industry partners (e.g., Australian Red Cross Lifeblood; state police agencies) to design and evaluate theory-based solutions to problems as diverse as how to minimise bias in investigating allegations of sexual assault to how to maximise blood donor appointment attendance. She has over 100 peer reviewed publications including many focused on prejudice, discrimination, and donor recruitment and retention.

Mark has 139 research publications examining how we can apply scientific psychology to address real world problems, such as road accidents, medical errors, and the unreliability of eyewitness testimony. His team developed the hazard perception test used in Queensland for driver licensing, as well as a patient observation chart in use nationally that has been found to reduce hospital mortality by 11%. He also created the national subcutaneous insulin chart and helped develop the curriculum that all colonoscopy training courses in Australia are based on.

IMPACT ON LEARNING & TEACHING
When we started our project to develop a Massive Online Open Course (MOOC) about the psychology of criminal justice, we probably didn’t fully understand what would be involved in filming a feature length crime drama and basing a course around the drama to give students the experience of taking on different roles in the criminal justice system. Over eight years later, and after many iterative improvements to our on-campus course based on the MOOC, this award is great recognition for the efforts of a large team of people who helped us make the course and also of the enthusiasm that our students have shown in coming along with us on this journey. This award has given us renewed confidence that we are on the right track with our approach to teaching and learning. In preparing our application for the award, it has also encouraged us to think what we could do next to enhance student learning and engagement. This has especially been so in the context of the changes and challenges in teaching due to the COVID-19 pandemic.

IMPACT ON CAREER
Winning the award has opened up a range of opportunities to be more engaged in teaching and learning initiatives at the university and national level. It has also created opportunities for us to work with industry partners in training.

WHAT THE AWARD HAS MEANT
An amazing honour | Recognition of a large team of people | Renewed confidence

MAJOR ACHIEVEMENTS
2019 Australian Awards of University Teacher of Year; edX Prize 2019
2016 University of Queensland Teaching Excellence Award
2010 Professor McKimmie awarded a Faculty Teaching Excellence Award
2010 Professor Masser awarded UQ Citation for Outstanding Contribution to Student Learning

NETWORKS
SFHEA | Australian Red Cross Lifeblood in Donor Research | CertFPS
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
GRIFFITH UNIVERSITY

DISCIPLINE: Mathematics Education
RESEARCH AREAS: Digital Technologies in Mathematics Education Early Years, STEM Education, Pre-Service Teacher Education

ASSOCIATE PROFESSOR KEVIN LARKIN

CURRENT ROLE
Associate Professor 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 an Associate Professor (Mathematics Education) at Griffith University.

Kevin was the 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- 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.

BACKGROUND
Associate Professor Kevin Larkin is a scholarly teacher and educational leader who, based on 30 years of school teaching and school leadership, and ten 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 was the inaugural GLTA Chapter Chair, for the Arts, Education and Law Group at Griffith University. Associate Professor 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.

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. Associate Professor 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
Associate Professor Larkin notes that the award formed a strong component of his successful 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. The award is 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 Associate Professor 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.
DISTINGUISHED PROFESSOR
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.

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.

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)
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
FLINDERS UNIVERSITY

DISCIPLINE: Biological Sciences
RESEARCH AREAS: Conservation, Marine Biology, Scientific Literacy, Inquiry-based learning

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.
CURRENT ROLE
Dr Kevin Tant now consults privately on educational issues. He was formerly 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. He has been recognised for his teaching excellence at Faculty, University and national level. His research interests focussed 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 in all facets of society and business

MAJOR ACHIEVEMENTS

2016  Appointed Visiting Scholar, Clarkson University, USA; August to December 2017;
2015  Appointed inaugural Fellow and Executive Member, Monash Education Academy;
2013  Appointed Chair of a Committee within the ABDC to develop finance learning standards.

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 makes 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 was 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
In his role as Associate Professor Tant won a number of Faculty and University Awards and Grants as a result of his research and development work. He currently consults privately on educational issues.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
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
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

GRIFITHT 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

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

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 shortterm 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 redesigning 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 crossinstitutionally 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.

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

CURRENT ROLE
Professor Bartleet is Director of the Queensland Conservatorium Research, Griffith University (Australia), an Australia Research Council Future Fellow and Fulbright Scholar. She convenes the Conservatorium’s award-winning Winanjjikari Service Learning Program. She is the President of the Social Impact of Music Making (SIMM) international research platform (2021-2024), and currently serves on the Board of Music Australia.

WHAT THE AWARD HAS MEANT
Platform | Reflection | Prominence | Collegiality | Catapulted

MAJOR ACHIEVEMENTS
2021 Elected President of Social Impact of Music Making (SIMM);
2020 Awarded a Fulbright Scholarship to travel to NYU;
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 Many keynotes delivered nationally and internationally;

NETWORKS
The Asia Pacific Community Music Network
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
MACQUARIE UNIVERSITY

DISCIPLINE: Statistics, Quantitative Methods
RESEARCH AREAS: Application of quantitative methods to business and management
Applied business techniques

EMERITUS PROFESSOR
JOHN CROUCHER

CURRENT ROLE
John is an Emeritus Professor of Actuarial Studies and Business Analytics at the Macquarie Business School, Macquarie University, where he taught 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 Rubnov Oration at Federation University, Ballarat;
2013-2018 Published 7 books and a number of journal papers and articles;
2015 Completed a fourth PhD;
2014 Invited keynote speaker at the 12th Annual Higher Education Summit in Adelaide.

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. He is also a prolific author and has published over 30 books and over 120 research papers in the fields of mathematics, statistics, history, crime, humour, biographies, and others.

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.

NETWORKS
Informal
PROFESSOR JAMES ARVANITAKIS

CAREER HIGHLIGHTS

2020 Appointed Pro Vice Chancellor (Research and Graduate Studies)
2019 Appointed Fulbright Fellowship as the Milward L. Simpson Visiting Chair (University of Wyoming)
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 an 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
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
WESTERN SYDNEY UNIVERSITY

DISCIPLINE: Chemistry
RESEARCH AREAS: Molecular-level visualisation, Visual learning and cognitive load, Interactive multimedia and virtual/augmented reality for learning chemistry

RELATED LINK
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 – The VisChem Approach – 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 molecular visualisation with a research-based cognitive learning model to inform his ARC-funded research in immersive virtual reality. He was promoted to Professor of Chemistry Education in 2011, and had an appointment as Professor in Chemical Education from 2015 – 2017 at Purdue University, West Lafayette, USA.

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.

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. The VisChem Approach is now being used by chemistry teachers in the 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. From 2015 – 2017 he led a 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.

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

CURRENT ROLE
Professor Tasker is currently Adjunct Professor of Chemistry at Western Sydney University and the Chief Scientific Advisor at Planet Ark Environment Foundation. His current research projects involve implementing the VisChem Approach with high school teachers in an NSF project at Miami University (vischem.org), and investigating the affordances and limitations of immersive virtual reality in molecular systems to learn chemistry concepts in an ARC project at Curtin University.

WHAT THE AWARD HAS MEANT
Peer credibility | Boost to self-confidence | Opportunity to mentor
DISTINGUISHED PROFESSOR
JOHN MINNS

CURRENT ROLE
Emeritus Professor John Minns is an Australian National University (ANU) ANU Distinguished Educator in the School of Politics and International Relations. His research focus is on the political economy of developing and newly industrialised countries and on refugee politics.

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;
2010 Invited by V/C to join him on a promotional trip to Singapore, including an Alumni event;
2008 Awarded the ANU Students’ Association Award for teaching.

NETWORKS
Informal

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
THE AUSTRALIAN NATIONAL UNIVERSITY

DISCIPLINE: Politics
RESEARCH AREAS: International political economy, Developing economies, Latin American politics and international relation, Labour movement, Globalisation

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, Professor Minns has trialed and reflected on different learning and teaching approaches. He believes that the process of applying for the Award crystallised 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
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
UNIVERSITY OF SOUTH AUSTRALIA

DISCIPLINE: Electrical and Electronic Engineering, Computer Engineering
RESEARCH AREAS: Integrated circuit design, High performance digital systems, Reconfigurable processing architectures, Renewable energy and smart grid, Engineering education

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 and advanced digital systems. He fulfils many leadership and mentoring roles and has successfully led academic teams in the development of innovative and stimulating learning approaches. He served as 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
2017-2020: Leading collaborative research projects funded by the defence sector;
2016-2019: Led Electronics & Information Processing aspects of industry funded multidisciplinary research on smart sensing technologies for water quality and organic waste management;
2015: As Discipline Leader of EEE successfully led the professional accreditation of EEE programs with commendations;
2013-2015: EEE curriculum implementing a new Project-Based Learning (PBL) strategy;
2010-2014: Chief Investigator and Project Leader of an ARC Grant in biomedical instrumentation;
2010-2011: Led multi-disciplined T&L Priority Project on the development of graduate capabilities, and an Portfolio project in 1st year engineering.

BACKGROUND
Professor Aziz has over 36 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 of engineering (2007–2012) and program director of computer systems engineering (1999–2007). He is internationally recognised for developing industryrelevant curricula using Project-Based Learning (PBL). He has provided leadership for systematic review of curriculum, industry feedback and professional accreditation. He served as a member of UniSA's Grants & Awards Panel (2008–2017), 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 engineering qualifications and as overseas academic mentor. He has been a member of the Australian (AAUT) Teaching Awards Committee since 2018.

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.

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

linkedin.com/in/mahfuzaziz
PROFESSOR MARNIE HUGHES-WARRINGTON

CURRENT ROLE
Professor Marnie Hughes-Warrington is Deputy Vice-Chancellor Research and Enterprise at the University of South Australia, and Visitor at the School of History at the Australian National University.

WHAT THE AWARD HAS MEANT
Enabling others to lead

MAJOR ACHIEVEMENTS
2019 Distinguished visiting research fellow, Ludwig Maximilian University Munich
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.

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. Between 2012 and 2019 she was DVC Academic at the Australian National University, and in 2020 she took the unique pathway to DVC Research and Enterprise at the University of South Australia. 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 completed eight books on more are on the way. Her current book project—Machine-Made Histories—shows how the logic of histories might improve the design of computer recommendation systems.

IMPACT ON LEARNING & TEACHING
The award has enabled to her to amplify and celebrate the transformational leadership of others, both inside and outside of universities.

IMPACT ON CAREER
The award has made it possible for her to step to a variety of senior leadership roles, and to work at the research and education changes need to improve the social, economic and health outcomes of communities.

NETWORKS
Informal

people.unisa.edu.au/marnie.hughes-warrington
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
MONASH UNIVERSITY

DISCIPLINE: Law
RESEARCH AREAS: Taxation Law, Superannuation Law, Venture Capital Law

CURRENT ROLE
Professor Barkoczy is Professor of Law at Monash University and Chair of the Innovation Investment Committee of Industry 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.

WHAT THE AWARD HAS MEANT
Achievement | Rewarding | Confirmation & Assurance

MAJOR ACHIEVEMENTS
2013-2016 Chief investigator on a large ARC Discovery Grant;
2013-2022 Member of the International Faculty of the Institute for Austrian and International Tax Law at the Vienna University of Economics and Business.

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 as Chair of the Innovation Investment Committee of Industry 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 law and accounting firms as well as 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. 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.

NETWORKS
Australasian Tax Teachers Association

research.monash.edu/en/persons/stephen-barkoczy
EMERITUS PROFESSOR
KEITHIA WILSON
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 Senior Teaching Fellowship for the First Year Experience;
2010 Invited to be the Griffith Health Program Lead for the First Year Experience;
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.

LINKEDIN
linkedin.com/in/keithia-wilson-71bb3453

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
GRIFFITH UNIVERSITY

DISCIPLINE: Psychology
RESEARCH AREAS: SOTL, Management of Change, Conflict Management, Counselling, Professional Supervision
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
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

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; Consulting to Australian Taxation Office;
2014 Fellow, Academy of Social Sciences (UK); Appointment on Innovation Investment Committee of Innovation and Science Australia;
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

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.

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).

NETWORKS
Informal
WAYMAMBA GAYKAMANU

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 Gaykamangu 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 Yolŋu elders and families. Betty Marrŋanyin passed away in 2008.

WHAT THE AWARD HAS MEANT
Yolŋu Studies Program security | Recognition of Yolŋu indigenous knowledge, lecturers | Yolŋu indigenous knowledge – legitimate place in the academy

MAJOR ACHIEVEMENTS
2012 Waymamba Gaykamangu 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;
2008 ALTC Grant for ‘Teaching from Country’ for the Yolŋu Studies team;
2007 Waymamba Gaykamangu was awarded the Vice-Chancellor’s Award for Exceptional Performance in Research;
2006 The development of the Yolŋu Aboriginal Consultants Initiative: cdu.edu.au/yaci

NETWORKS
Ancestral networks of knowledge | Authority and accountability recognised and supported by the Yolŋu advisers, and by many different clan groups of Yolŋu
ADJUNCT PROFESSOR
MARK ISRAEL

CURRENT ROLE
Adjunct Professor Israel undertakes consultancies in higher education, research ethics and research integrity. 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, Central and East Asia, New Zealand and the United Kingdom.

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.

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.

NETWORKS
Informal
EMERITUS PROFESSOR
IAN CAMERON
THE UNIVERSITY OF QUEENSLAND

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 decommissioning of a refinery. He advised Edith Cowan University on the establishment of a Chemical Engineering program. He participated as one of 3 international experts in the program review of Skolkovo Tech – a new Russian institutional in partnership with MIT.

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
THE UNIVERSITY OF QUEENSLAND

DISCIPLINE: Science
RESEARCH AREAS: Parasitology
SECONDARY RESEARCH AREAS: Structural Biology, Science Education

EMERITUS PROFESSOR PETER O’DONOGHUE

CURRENT ROLE
Emeritus Professor O’Donoghue was a senior statesman in the Faculty of Science, with a holistic portfolio covering teaching, research and service. In retirement, he continues to be involved in program, course and curriculum review, theory and practice of science, and innovative approaches to T&L to engender engagement. He continues to be an active researcher and is completing several long-term research projects on parasitic infections of Australian wildlife. He is committed to leaving a lasting legacy by writing an e-book on parasitology and compiling data-bases on protozoa in Australia.

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.

IMPACT ON LEARNING & TEACHING
Following the Award, Peter participated in a lecture circuit as guest speaker covering nine Australian universities on learning and teaching matters. He still participates in campus-based and online conferences, awards and readership schemes. He was proactive in 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.

IMPACT ON CAREER
The Award highlighted his reputation in his field, which provided better networking opportunities and improved access to resources. He was 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). He taught in 10 courses each year 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.

BACKGROUND
Peter received his Doctorate in 1979 from the University of Adelaide and then took up an Alexander von Humboldt Postdoctoral Research Fellow in Munich and Hannover in Germany until 1982. 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. He retired as Emeritus in 2019.

NETWORKS
Australian Wildlife Research Network | ARC/NHMRC Parasitology Research Network | ABRS Fauna of Australia | Australian Society for Parasitology

EMERITUS PROFESSOR PETER O’DONOGHUE

CURRENT ROLE
Emeritus Professor O’Donoghue was a senior statesman in the Faculty of Science, with a holistic portfolio covering teaching, research and service. In retirement, he continues to be involved in program, course and curriculum review, theory and practice of science, and innovative approaches to T&L to engender engagement. He continues to be an active researcher and is completing several long-term research projects on parasitic infections of Australian wildlife. He is committed to leaving a lasting legacy by writing an e-book on parasitology and compiling data-bases on protozoa in Australia.
EMERITUS PROFESSOR
LYNNE HUNT

CURRENT ROLE
Dr Lynne Hunt is Emeritus Professor at the University of Southern Queensland (USQ). She has written extensively, publishing books and journal articles about university teaching (See here). She reviews articles for higher education journals, provides learning and teaching mentoring and consulting. She is currently a member of the Curtin Academy Advisory Board. The second edition of her co-edited textbook, University Teaching in Focus, has been published in 2021.

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);
2007 PVC (Learning and Teaching) USQ;
2006 Published 3 books on university teaching;
2012 teaching;
2021
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.
2004 Winner Prime Minister’s Award for University Teacher of the Year;
2002 Winner Australian National Teaching Awards Social Science Category

NETWORKS
HERDSA | ISSoTL

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
EDITH COWAN UNIVERSITY

DISCIPLINE: Sociology
RESEARCH AREAS: Health Sociology, Women’s Health, University Teaching, Change Leadership in Higher Education

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 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 three 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 national level. Lynn retired in 2010.

https://linkedin.com/in/lynne-hunt-8708b23a
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
MURDOCH UNIVERSITY

DISCIPLINE: Business and Economics
RESEARCH AREAS: Applied Research – media and advertising

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.

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 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.

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.

NETWORKS
n/a
EMERITUS PROFESSOR
RON WEBER

CURRENT ROLE
Emeritus Professor Weber is retired. Nonetheless, he still works on research projects, undertakes reviews for journals, and assists colleagues and students who seek his advice.

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- 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.

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.

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
Emeritus Professor Weber is retired. Nonetheless, he still works on research projects, undertakes reviews for journals, and assists colleagues and students who seek his advice.

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- 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.

IMPACT ON CAREER
Emeritus 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.

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.

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ADULT UNIVERSITY TEACHER OF THE YEAR
UNIVERSITY OF SOUTH AUSTRALIA
(TEAM AWARD)

DISCIPLINE: English & Literary Studies, Linguistics, Writing, Academic Literacies
RESEARCH AREAS: English, Writing, Narratives of War

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.

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 Teaching Excellence, UNSW;
1995 Teaching Excellence, UNSW;
1984 Advisory Board of the journal Marine Resource Economics;
1988 Member Organizing Committee of the NATO Advanced Research Workshop for the Scientific Foundations of Rights Based Fishing, Reykjavik, Iceland.

NETWORKS
Informal
AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
MONASH UNIVERSITY

DISCIPLINE: Computing Education, Higher Education
RESEARCH AREAS: Educational leadership, Improving student learning of programming, Academic professional development, Peer Assisted Learning models, Developing employability skills

PROFESSOR ANGELA CARBONE

CURRENT ROLE
Angela Carbone is the Associate DVC Learning, Teaching and Quality for the STEM College at RMIT University.

Prior to joining RMIT, Professor Carbone was Associate Dean, Learning Innovation, in the Faculty of Science, Engineering and Technology at Swinburne University. Angela also held various leadership positions throughout her 25 year career at Monash, including the inaugural Director of Education Excellence for Monash University’s Office of Learning and Teaching, 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
Recognition | Opportunity to influence at the strategic level

MAJOR ACHIEVEMENTS
2021 Appointment as Associate DVC LTQ, STEM College, RMIT University
2018- FSET Learning Innovation showcases at Swinburne University
2020 Director of AAUT Awards
2016 Development of Continuing Education Excellence Development (CEED) program at Monash University;
2015 Co-Chair of ISSoTL Conference and Fellow of Monash Education Academy;
2013 Director Education Excellence;
2012 OLT National Senior Teaching Fellowship;
2010 ALTC Teaching Fellowship and ALTC Carrick Citation.

IMPACT ON LEARNING & TEACHING
As a result of the Award, Angela’s teaching practices and innovations were showcased as exemplars. The Award expanded her opportunities to engage in education research projects of national and international significance. 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 in the STEM disciplines, and has been appointed to a strategic role in the STEM College at RMIT University.

IMPACT ON CAREER
Immediately after receiving the national 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, lead to state-based learning & teaching network 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 approached 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), codeveloped the Continuing Education Excellence Development Framework (CEED) and the Monash Education Academy. Her current executive appointment is based in the STEM College at RMIT. Her aim is to strategically position the College as a leader and innovator in learning and teaching by creating life-changing learning experiences for students and developing a globally competitive workforce capable of driving industry transformations and growth in a tech-rich world.

NETWORKS
CAULLT | ACDICT | ALTF | VTAS PEN | HERDSA | ISSoTL | AAUTN
PROFESSOR CHARLES THOMAS STANNAGE

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.
PROMINENT AUSTRALIAN NETWORKS


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
▶ https://vtasnetwork.com/?s=PEN

WAND – Western Australian Network for Dissemination
▶ wand.edu.au

QPEN – Queensland Promoting Excellence Network

SANTPEN – South Australia / Northern Territory Promoting Excellence Network

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

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. CAULLT seeks to enhance their members’ capacity to be key strategic leaders and advisers in learning and teaching.
▶ caullt.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.


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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAUT</td>
<td>Australian Awards for University Teaching</td>
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<tr>
<td>AAUTY</td>
<td>Australian Award for University Teacher of the Year (AAUTY)</td>
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<tr>
<td>ACDICT</td>
<td>Australian Council of Deans of Information and Communications Technology</td>
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<td>ALTC</td>
<td>Australian Learning and Teaching Council</td>
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<td>ALTF</td>
<td>Australian Learning and Teaching Fellows</td>
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<td>ANTF</td>
<td>Association of National Teaching Fellows</td>
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<td>ANU</td>
<td>Australian National University</td>
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<td>CADAD</td>
<td>Council of Australian Directors of Academic Development</td>
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<td>CAULLT</td>
<td>Council of Australasian University Leaders in Learning and Teaching</td>
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<tr>
<td>CDU</td>
<td>Charles Darwin University</td>
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<td>DET</td>
<td>Department of Education and Training</td>
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<td>Flinders</td>
<td>The Flinders University of South Australia</td>
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<td>Griffith</td>
<td>Griffith University</td>
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<td>Higher Education Research and Development Society of Australasia</td>
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<td>ISSoTL</td>
<td>International Society for the Scholarship of Teaching and Learning</td>
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<td>L&amp;T</td>
<td>Learning and Teaching</td>
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<td>Macquarie</td>
<td>Macquarie University</td>
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<td>MGSM</td>
<td>Macquarie University, Graduate School of Management</td>
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<td>Monash</td>
<td>Monash University</td>
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<tr>
<td>MOOC</td>
<td>Massive Open Online Course</td>
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<tr>
<td>NSW/ACTPEN</td>
<td>New South Wales / Australian Capital Territory Promoting Excellence Network</td>
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<td>OLT</td>
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