



1997 – 2021

FOURTH EDITION

AUSTRALIAN UNIVERSITY TEACHERS OF THE YEAR

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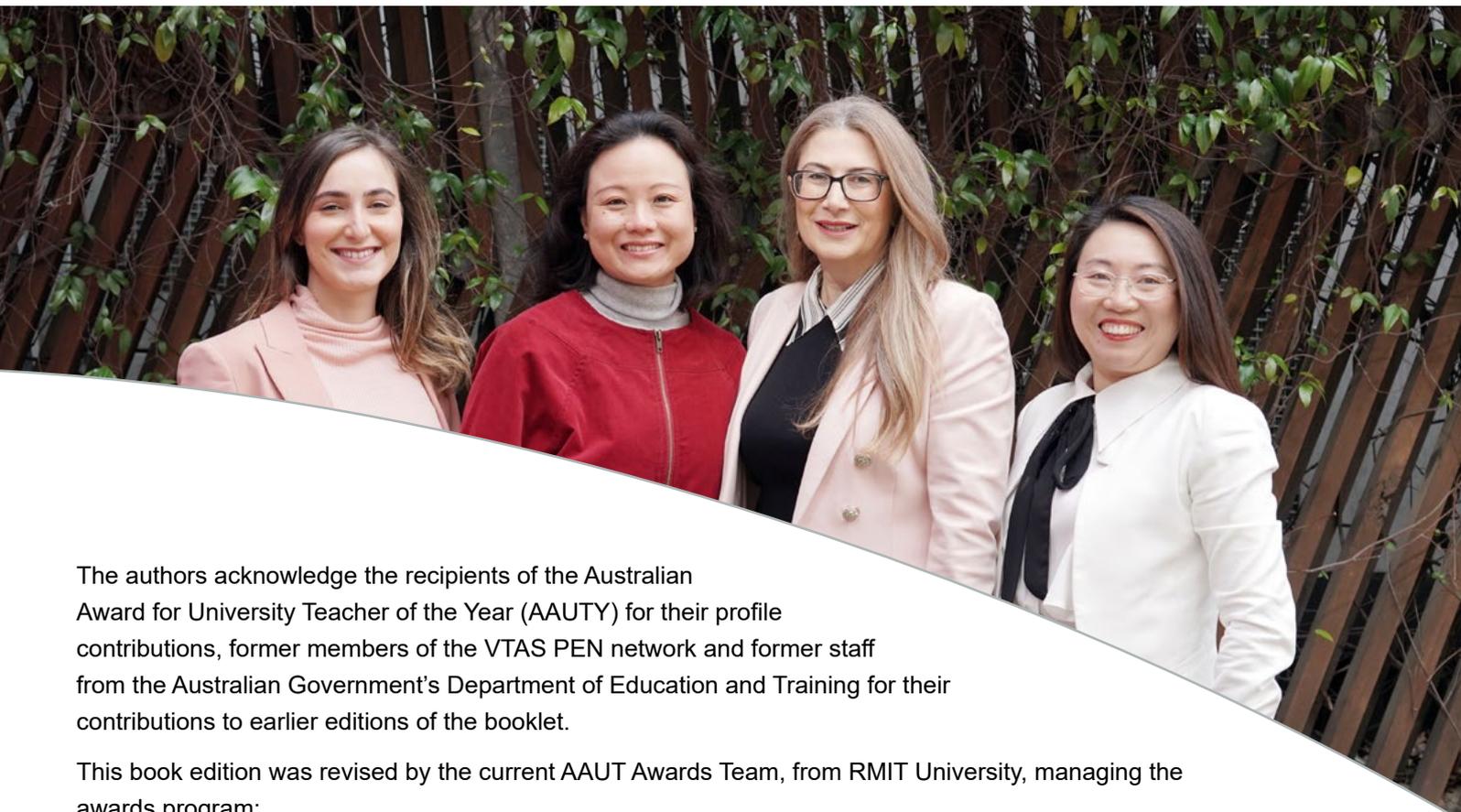
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This book edition was revised by the current AAUT Awards Team, from RMIT University, managing the awards program:

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- 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)

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- Mr Mike Teece (UA Policy Director, Academic)
- Mr Matt Kenne (UA Senior Policy Analyst)

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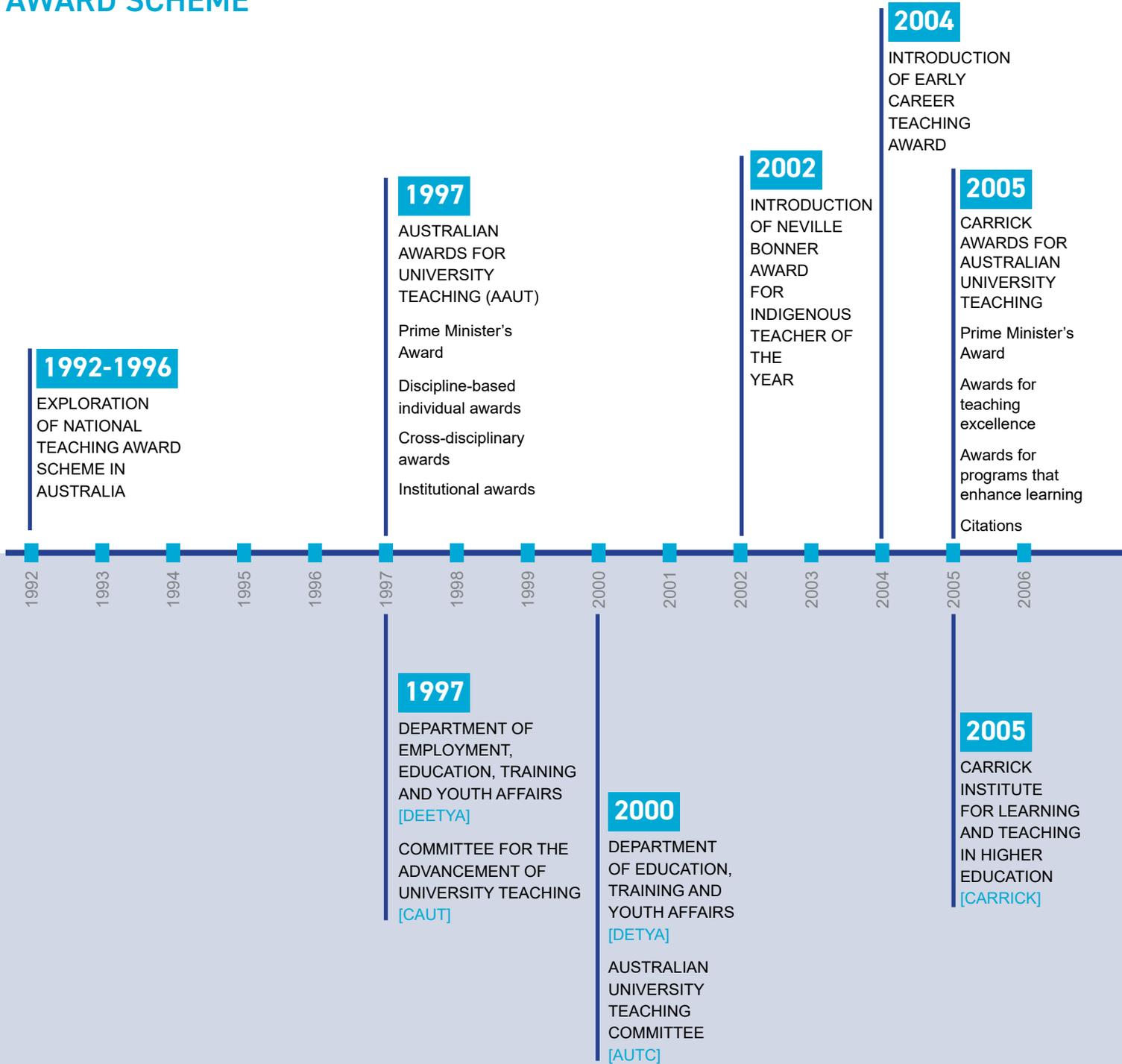
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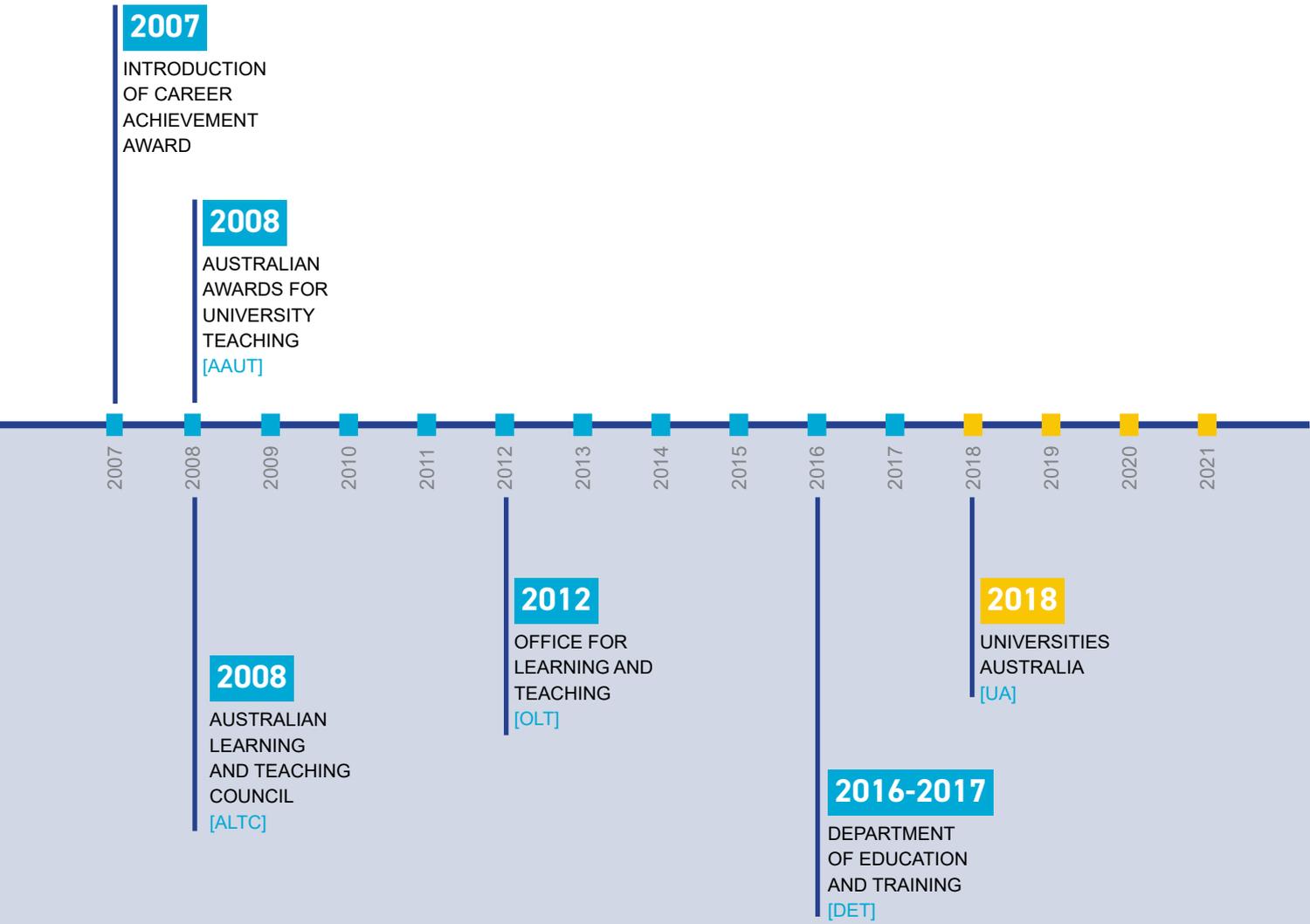
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TIMELINE OF THE AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

AWARD SCHEME



ADMINISTRATION OF AWARDS



EXECUTIVE SUMMARY

Welcome to the fourth edition of the AAUT profile booklet 1997 – 2021.

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 Marrjanyin (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.



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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

Award Types	CITATION	TEACHING AWARD	PROGRAM AWARD
No. of Awards	Up to 100	Up to 9	Up to 4
Categories	<p>Discipline Categories</p> <ul style="list-style-type: none"> Natural and Physical Science, Agriculture, Environmental and Related Studies Engineering, Information Technology, Architecture and Building Health Education Business, Management and Commerce Society and Culture Creative Arts Multi-disciplinary <p>Nomination Categories</p> <ul style="list-style-type: none"> Early Career Neville Bonner Award for Indigenous Education Sessional staff 	<p>Discipline Categories</p> <ul style="list-style-type: none"> Natural and Physical Science, Agriculture, Environmental and Related Studies Engineering, Information Technology, Architecture and Building Health Education Business, Management and Commerce Society and Culture Creative Arts <p>Nomination Categories</p> <ul style="list-style-type: none"> Early Career Neville Bonner Award for Indigenous Education 	<p>Program Categories</p> <ul style="list-style-type: none"> Student experience that supports diversity and inclusive practices Collaborative educational partnerships in learning and teaching Curriculum transformation and innovative pedagogy Work Integrated Learning (WIL) programs that value and enhance student employability

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.



02

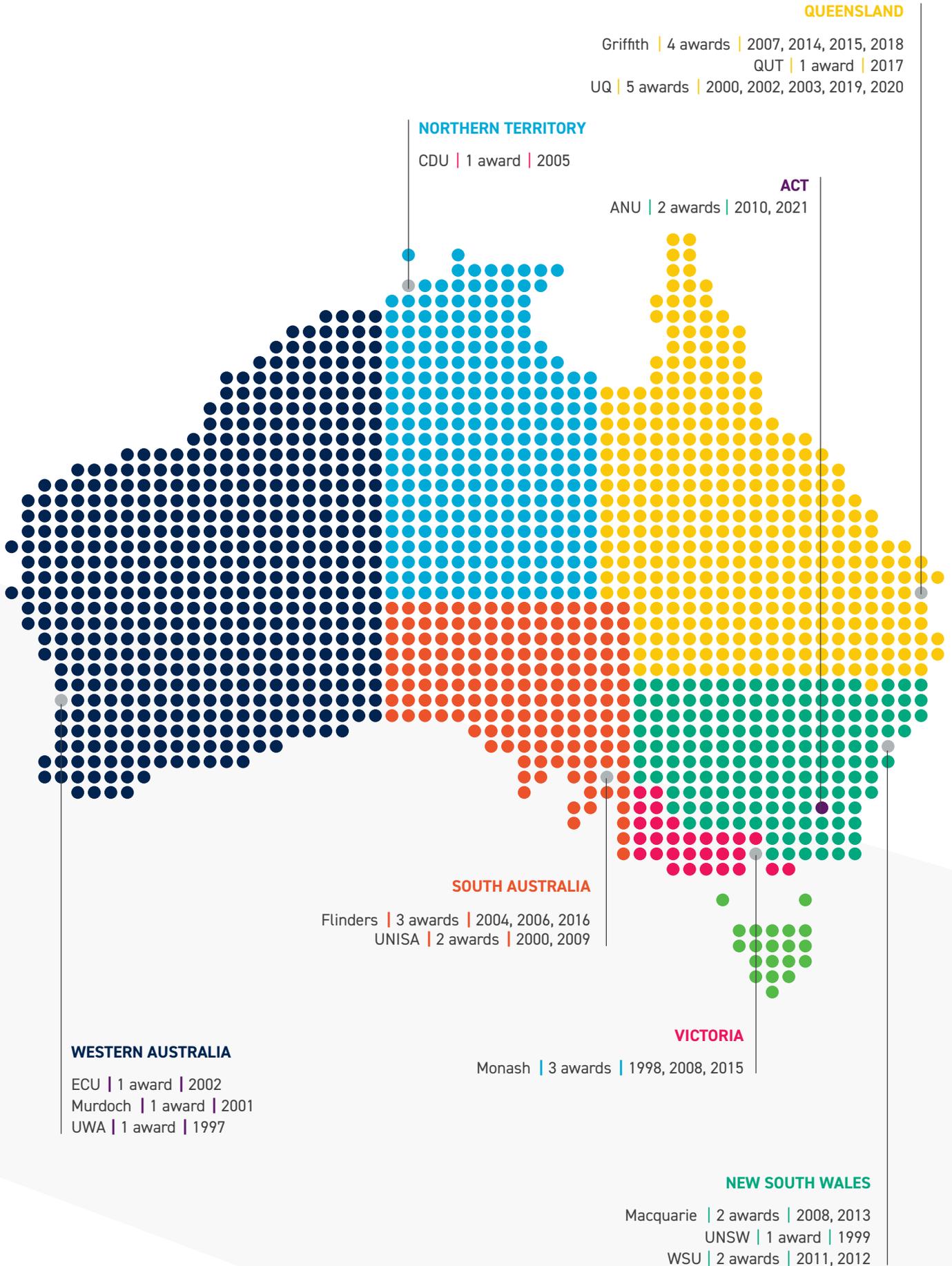
PROFILES OF THE AWARD RECIPIENTS

This chapter provides short profiles of the recipients of the Australian Award for University Teacher of the Year (previously known as the Prime Minister's Award) between 1997-2021. 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



LIST OF AWARD RECIPIENTS BY UNIVERSITY AND STATE

Year	RECIPIENT	WINNING INSTITUTION
2021	Katerina Teaiwa	The Australian National University
2020	Jack T.H. Wang	The University of Queensland
2019	Blake McKimmie Barbara Masser Mark Horswill	The University of Queensland
2018	Kevin Larkin	Griffith University
2017	Peter Corke	Queensland University of Technology
2016	Karen Burke Da Silva	Flinders University
2015	Kevin Tant	Monash University
	Halim Rane	Griffith University
2014	Brydie-Leigh Bartleet	Griffith University
2013	John Croucher	Macquarie University
2012	James Arvanitakis	Western Sydney University
2011	Roy Tasker	Western Sydney University
2010	John Minns	The Australian National University
2009	Syed Mahfuzul Aziz	University of South Australia
2008	Marnie Hughes-Warrington	Macquarie University
	Stephen Barkoczy	Monash University
2007	Keithia Wilson	Griffith University
2006	Iain Hay	Flinders University

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





**AWARD
RECIPIENT PROFILES**

1997-2021

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

► researchprofiles.anu.edu.au/en/persons/katerina-teaiwa

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 at 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.



**PROFESSOR
KATERINA TEAIWA**

CURRENT ROLE

Katerina Teaiwa is Professor in Pacific Studies and Deputy Director – Higher Degree Research Training in the School of Culture, History and Language, College of Asia and the Pacific, Australian National University. She is a Senior Fellow of the Higher Education Academy, author of Consuming Ocean Island: stories of people and phosphate from Banaba, and a visual artist touring the installation Project Banaba in Australia and Aotearoa New Zealand. She is also currently Vice-President of the Australia Association for Pacific Studies, Chair of the Oceania Working Party of the Australian Dictionary of Biography, and art editor of The Contemporary Pacific Journal.

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

► scmb.uq.edu.au/profile/735/jack-wang

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 him 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

► habs.uq.edu.au/profile/4287/blake-mckimmie

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 theorybased 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.



THE PSYCHOLOGY OF CRIMINAL JUSTICE

CURRENT ROLE

Blake is a Professor in the School of Psychology at the University of Queensland and Principal Practitioner (Blended Learning) in the Institute for Teaching and Learning Innovation (UQ). He has taught a large introductory psychology course and teaches a second-year elective about psychology and law. Barbara is the inaugural Australian Red Cross Lifeblood Chair in Donor Research and a Professor in the School of Psychology at the University of Queensland. She teaches a second-year elective about psychology and law. Mark is a Professor in the School of Psychology at the University of Queensland. He teaches a fourth year applied cognition course and a third year psychological measurement course.

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



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;
- 2013-2016 PVC Academic – Commendations for Teaching
- 2015 Griffith Awards for Excellence in Teaching – AEL – Highly Commended
- 2015 AEL – Teaching and Learning Citation;
- 2008 Griffith Awards for Excellence in Teaching – Casual Academic Award.

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

► experts.griffith.edu.au/8637-kevin-larkin/publications

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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

QUEENSLAND UNIVERSITY OF TECHNOLOGY

DISCIPLINE: Artificial Intelligence and Image Processing, Electrical and Electronic Engineering

RESEARCH AREAS: Robotics, Computer Vision, Mapping and Navigation, Spatial Cognition

► qut.edu.au/about/our-people/academic-profiles/peter.corke

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.



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.

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)



PROFESSOR
KAREN BURKE DA SILVA

CURRENT ROLE

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

WHAT THE AWARD HAS MEANT

Excited about the opportunities | Delighted

MAJOR ACHIEVEMENTS

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

FLINDERS UNIVERSITY

DISCIPLINE: Biological Sciences

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

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

The Award has led to invitations for Karen to present keynote presentations at national and international events. The enhanced profile has provided her with

opportunities to expand her networks and connect with a wider range of people interested in collaborating on various projects. Within her university, she has noticed that the recognition gained from the Award has increased her credibility and authority amongst her colleagues and university leaders. During the first year of her award, she had numerous internal requests to share her knowledge with colleagues on various aspects of learning and teaching matters. She had increased interest from industry to present her approach to learning and teaching in science education. Karen intends to continue to build on the science literacy work she was already doing prior to the Award, with non-science undergraduates

and the public. It is very clear to her that this award will lead to new projects and expanding opportunities.

IMPACT ON CAREER

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

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

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.



**ASSOCIATE PROFESSOR
KEVIN TANT**

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.



ASSOCIATE PROFESSOR HALIM RANE

CURRENT ROLE

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

WHAT THE AWARD HAS MEANT

Recognition | Acknowledgement | Personally and at the discipline level

MAJOR ACHIEVEMENTS

- 2012 Muslim Study Tour developed and delivered;
- 2013-2015 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.

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR GRIFFITH UNIVERSITY

DISCIPLINE: Humanities, Languages and Social Science

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

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

BACKGROUND

Halim Rane completed a Bachelor of Human Sciences in Sociology and Islamic Revealed Knowledge and Heritage at the International Islamic University Malaysia in 1998. He went on to complete a Masters of Arts in Media Studies at Bond University in 2000. After working several years for the Australian Federal Government, in 2008, he completed his PhD in International Peace and Conflict and accepted an academic position at Griffith University in the emerging field of Islamic Studies. In 2011, he was promoted to Associate Professor. Associate Professor Rane has been influential in shaping new approaches to teaching Islamic studies in Australia, particularly in respect to experiential learning through 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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

GRIFFITH UNIVERSITY

DISCIPLINE: Music

RESEARCH AREAS: Community music, Community cultural development, Community service learning, Cross-cultural collaboration, Music ethnography and auto ethnography, Women and music

► experts.griffith.edu.au/18566-brydieleigh-bartleet

BACKGROUND

Professor Bartleet is one of the world's leading community music scholars whose research has advanced our understanding of the cultural, social, economic, and educational benefits of music and the arts in First Nations' Communities, prisons, war affected cities, educational and industry contexts. Her work has connected music research and practice with fields as diverse as regional development, criminology, health equity, and human rights. She has worked on six nationally competitive grants (from the Australian Research Council and Australian Government Office for Learning & Teaching), five research consultancies with leading arts and social sector organisations, and five prestigious fellowships (from the Australian Research Council, Fulbright Commission, Singapore International Foundation, University of Cambridge and Australian Academy of the Humanities) totalling well over \$3 million. She has produced over 160 research outputs in high-level national and international publications, and given invited presentations and keynotes in Aotearoa New Zealand, Australia, Canada, Japan, Germany, India, Ireland, and USA.

IMPACT ON LEARNING & TEACHING

The award has given Professor Bartleet a platform from which to share her research and innovative practices. Since her award, she has been invited to sit on university panels related to OLT citations and provide feedback on teaching practices to award applicants. In her role

as Director Queensland Conservatorium Research Centre she leads a number of new initiatives and her approach is underpinned by active scholarship. She moves in, and between, varied settings from Conservatoire classrooms to remote Aboriginal communities and leads her students and colleagues on these learning journeys with her. She has served as Chairperson and Commissioner of the International Society for Music Education's Community Music Activities Commission, is the co-founder of the Asia Pacific Community Music Network, and is Associate Editor of the International Journal of Community Music.

IMPACT ON CAREER

The Australian Teacher of Year Award has provided Professor Bartleet with a higher local and international profile. She has contributed to a range of forums where she has been invited to give keynotes. In her roles since 2015, as Director Queensland Conservatorium Research Centre and Deputy Director Conservatorium (Research) she has been able to focus more on her research. In terms of higher level institutional contributions, she has been invited to sit on various Higher Education Committees and to be involved in working on the University Reconciliation Plan. She has had greater networking opportunities with other educators, administrators, leaders and management since the Award both within and outside her discipline area. In 2020-2021, she has been a Fulbright Scholar at New York University, Steinhardt.



**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 Winanjikari 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;
- 2020 Awarded an ARC Future Fellowship;
- 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



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 Rubinov Oration at Federation University, Ballarat;
- 2013-2018 Published 7 books and a number of journal papers and articles;
- Awarded top level Dean's Outstanding Teacher Award for 4 years in a row;
- 2015 Completed a fourth PhD;
- Was made a Member of the Order of Australia (AM) for outstanding service in mathematics and statistics education;
- 2014 Invited keynote speaker at the 12th Annual Higher Education Summit in Adelaide.

NETWORKS

Informal

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

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

BACKGROUND

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

WESTERN SYDNEY UNIVERSITY

DISCIPLINE: Humanities

RESEARCH AREAS: Hope, Trust, Future of Universities, Piracy, Citizenship

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

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

IMPACT ON CAREER

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



PROFESSOR JAMES ARVANITAKIS

CURRENT ROLE

Professor Arvanitakis is currently working as an independent consultant focusing on, amongst other things, the Brave Spaces Project. He was the Pro Vice Chancellor (Research and Graduate Studies) and then the Pro Vice Chancellor (Engagement and Advancement) at Western Sydney University (Western). He spent 12-month as the Fulbright Fellowship as the Milward L. Simpson Visiting Chair (University of Wyoming) and worked as the Executive Director of the Australian American Fulbright Commission. His work remains on building sustained mutually beneficial relationships with partners, promoting university education amongst diverse communities and working to establish engaged and empowered communities.

WHAT THE AWARD HAS MEANT

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

MAJOR ACHIEVEMENTS

- 2020 Appointed Pro Vice Chancellor (ProVice Chancellor (Engagement and Advancement))
- 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 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



ADJUNCT PROFESSOR ROY TASKER

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

MAJOR ACHIEVEMENTS

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

NETWORKS

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

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

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

BACKGROUND

In 1985, Roy was appointed as a foundation lecturer at Western with primary teaching responsibilities at first-year level. His research interests were in the use of molecular-level visualisation and interactive multimedia for learning chemistry. In the mid-90s he collaborated with Bob Bucat, Ray Sleet, and Bill Chia, to develop a suite of integrated, molecular-level animations in the VisChem project, and embedded them in videos with teaching resources. Subsequent research with students led to a 'best-practice' learning design – 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.

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.

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

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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.



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;
Invited by V/C to join him on a promotional trip to Singapore, including an Alumni event;
- 2010 The VC's Award for Excellence in Teaching;
- 2008 Awarded the ANU Students' Association Award for teaching.

NETWORKS

Informal



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 Led the redevelopment of UniSA's 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.

NETWORKS

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

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

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

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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

MACQUARIE UNIVERSITY

DISCIPLINE: History

RESEARCH AREAS: Historiography, Philosophy of history, History education

▶ people.unisa.edu.au/marnie.hughes-warrington

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.



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.

NETWORKS

Informal



PROFESSOR STEPHEN BARKOCZY

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

- 2022 Chair of the Innovation Investment Committee of Industry Innovation and Science Australia
- 2016-2022 Member Innovation Investment Committee of Innovation and Science Australia;
- 2016-2018 Member, Public Advice and Guidance Panel Australian Taxation Office;
- 1993-2022 Publication of many editions of 10 books;
- 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.

NETWORKS

Australasian Tax Teachers Association

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR MONASH UNIVERSITY

DISCIPLINE: Law

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

▶ research.monash.edu/en/persons/stephen-barkoczy

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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

GRIFFITH UNIVERSITY

DISCIPLINE: Psychology

RESEARCH AREAS: SOTL, Management of Change, Conflict Management, Counselling, Professional Supervision

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

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.



**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 Awarded an ALTC National Senior Teaching Fellowship for the First Year Experience;
- 2010 Invited to be the Griffith Health Program Lead for the First Year Experience;
- Appointed founding Chair of the Griffith Academy of Teaching Scholars;
- 2009 Promoted to Professor linked to L&T at Griffith University.

NETWORKS

ALTF



DISTINGUISHED EMERITUS PROFESSOR IAIN HAY

CURRENT ROLE

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

WHAT THE AWARD HAS MEANT

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

MAJOR ACHIEVEMENTS

- 2016 Massey University Distinguished Alumni Achievement Award, NZ; 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

NETWORKS

Informal

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

Professor Hay had been a Head of School for 6 years prior to the Award. At the time of the Award, he already had a reasonable profile in L&T having won V/C awards in 1995, 2000 and 2005. The environment at the University was very supportive at the time of the Award, particularly the V/C

and the collegial network. He was asked to present at ALTC Award presentations in Perth and Adelaide. In 2009, he was given an opportunity to take on an ALTC Discipline Scholar role in late 2009. The role enlarged, shortly after he accepted it, to embrace work with Deans (Arts, Social Sciences and Humanities) in order to develop national discipline-based Threshold Learning Outcomes (TLOs). He subsequently became Foundation Dean (Education) in the College of Humanities, Arts and Social Sciences at Flinders University.

IMPACT ON CAREER

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

CHARLES DARWIN UNIVERSITY (TEAM AWARD)

DISCIPLINE: Education, Language

RESEARCH AREAS: Yolŋu Languages and Culture, Yolŋu Philosophy of Identity, Communication across cultures, Indigenous Epistemologies and Pedagogies, Digital Technology and Indigenous Knowledge Systems, Participatory Action Research

► cdu.edu.au/research-and-innovation/higher-degree-research/find-supervisor/policy/professor-michael-christie

TEAM MEMBERS

Professor Michael Christie, Waymamba Gaykamanu (pictured), Betty Marrŋanyin (deceased) and John Greatorex.

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

As a result of the Award, there were local and international invitations to

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

IMPACT ON CAREER

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



**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 Gaykamanu 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 Gaykamanu was awarded a Doctorate of Education Honoris Causa;
- 2010 Waymamba Gaykamanu was awarded National Elder of the Year by the Indigenous Higher Education Advisory Council;
John Greatorex and Linda Miller in collaboration with the Yolŋu community established an independent school at Mäpuru in east Arnhem land;
- 2008 ALTC Grant for 'Teaching from Country' for the Yolŋu Studies team;
- 2007 Waymamba Gaykamanu 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.

NETWORKS

Informal

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR FLINDERS UNIVERSITY

DISCIPLINE: Sociology, Criminology

RESEARCH AREAS: Research ethics and integrity in social sciences
Learning and teaching in criminology and law

- ▶ heedconsulting.com.au/mark-israel
- ▶ <https://ahrecs.com/consultants/mark-israel/>

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

The Award provided immediate leverage opportunities involving greater access to the V/C and Deans to share ideas. Support of the Dean, Exec. Dean and V/C allowed Professor Israel to pitch learning and teaching (L&T) ideas. New opportunities involved gaining an ALTC Fellowship and Discipline Scholar role. Greater access to L&T conferences introduced him to new people and ideas and assisted him to develop networks and advance his research opportunities and publications and, later on, his consultancy work with universities and higher education institutions.

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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

THE UNIVERSITY OF QUEENSLAND

DISCIPLINE: Chemical Engineering

RESEARCH AREAS: Process systems engineering, Granulation, Risk management, Intelligent systems, Engineering education

► researchers.uq.edu.au/researcher/283

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.



**EMERITUS PROFESSOR
IAN CAMERON**

CURRENT ROLE

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

WHAT THE AWARD HAS MEANT

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

MAJOR ACHIEVEMENTS

- 2009-2010 ALTC Discipline Scholar in Engineering & ICT;
- 2005 AAUT institutional award for educational enhancement via project centred curriculum and course innovation (team award);
- 2006-2008 ALTC Senior Fellow and Discipline Scholar on the inter-relation of theory and practice in engineering education;
- 2003 Australian Award for University Teaching in Physical Sciences and AAUT Prime Minister's Award for University Teacher of the Year;
- 1997 J.A. Brodie Medal of the Institution of Engineers Australia.

NETWORKS

ALTF | ATSE Education Committee



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.

NETWORKS

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

THE UNIVERSITY OF QUEENSLAND

DISCIPLINE: Science

RESEARCH AREAS: Parasitology

SECONDARY RESEARCH AREAS: Structural Biology, Science Education

- ▶ scmb.uq.edu.au/profile/7856/peter-odonoghue
- ▶ peterodonoghue.net
- ▶ biodiversity.org.au/afd/taxa/PROTISTA
- ▶ parasite.org.au/para-site/introduction/index.html

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.

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. Over his career, he taught in generalist foundational science courses as well as vocational para-clinical courses. He firmly believes that research informs teaching and allows contemporaneous examples to be used in classes.

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.

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

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

Lynne considers that the most important outcomes of the Australian Teacher of the Year Award are systemic. These arise from the infrastructure of faculty, student guild, and university awards that has emerged, in all Australian universities, to provide evidence of teaching success for use in applications for national citations and awards. For Lynne, winning the Award in 2002 has provided opportunities for her to attend international higher

education conferences. Since she won the Award, she has published 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.



**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, 2012, 2021 Published 3 books on university teaching;
- 2005 Professor and Leader (Teaching & Learning Development Group) Charles Darwin University where she mentored the first successful Indigenous team to win a national teaching Award and PM Award;
- 2004 Appointment to the Carrick Board.
- 2004 Winner Prime Minister's Award for University Teacher of the Year;
- 2002 Winner Australian National Teaching Awards Social Science Category

NETWORKS

HERDSA | ISSoTL



**PROFESSOR
DUANE VARAN**

CURRENT ROLE

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

WHAT THE AWARD HAS MEANT

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

MAJOR ACHIEVEMENTS

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

NETWORKS

n/a

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR MURDOCH UNIVERSITY

DISCIPLINE: Business and Economics

RESEARCH AREAS: Applied Research – media and advertising

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

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

IMPACT ON CAREER

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

THE UNIVERSITY OF QUEENSLAND

DISCIPLINE: Commerce and Information Systems

RESEARCH AREAS: Conceptual modelling

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

BACKGROUND

Ron was appointed Professor of Commerce at UQ in 1981. In 1988 he was the inaugural appointment to the GWA Chair in Commerce until 1993. Prior to moving to MU in 2004, he was Professor of Information Systems in School of Business and Research, Director for the Faculty of Business, Economics and Law at UQ. At MU he took up the position of Dean of the Faculty of Information Technology and he significantly strengthened the faculty, leading a major restructure in 2006 to restore it to a sound and sustainable financial and academic base. In 2013, he was Pro Vice-Chancellor and Campus President of MU's South African campus in Johannesburg.

IMPACT ON LEARNING & TEACHING

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

IMPACT ON CAREER

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

The Award did not have any impact on his discipline research as he was already committed to a number of large discipline research projects.



**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;
- 2002-2004 Editor-in-Chief of the MIS Quarterly, often rated as the premier research journal in the information systems discipline;
- 2000 Received the Accounting and Finance Association of Australia and New Zealand's inaugural Outstanding Educator Award and the Notable Contributions to the Accounting Literature Award.

NETWORKS

Informal



EMERITUS PROFESSOR CLAIRE WOODS

CURRENT ROLE

Claire Wood is an Emeritus Professor at University of South Australia. Emeritus Professor Claire Woods and Dr Paul Skrebels, are still active independent researchers, though both have retired from the University of South Australia (UniSA).

Dr Mia Stephens retired from UniSA but currently works part time as an editor in a book publishing company. Mr David Homer and Ms Ruth Trigg are both retired.

WHAT THE AWARD HAS MEANT

Validation | Delight | Acknowledgement | Recognition

MAJOR ACHIEVEMENTS

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

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

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

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

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

NETWORKS

Professional networks | National & international discipline associations

AUSTRALIAN 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

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

TEAM MEMBERS

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

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

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

IMPACT ON CAREER

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

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

UNIVERSITY OF NEW SOUTH WALES

DISCIPLINE: Economics

RESEARCH AREAS: Fisheries development and management, Environmental resource economics

► timeshighereducation.com/news/star-turn/151771.article

BACKGROUND

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

IMPACT ON LEARNING & TEACHING

At the time of the Award there were a number of articles and interviews on Doctor Waugh at the local, national and international level. He was invited to present his learning and teaching ideas at conferences and at universities across

Australia. The higher profile as a result of the Award, gave him a level of recognition and he was invited to mentor colleagues within his Department at UNSW. The Award provided him with recognition, funding and network opportunities. He used some of the funds from the Award to support economics and biology students involved in developing sustainable and financially viable practices at the Manly Food and Wine Festival. His learning and teaching research publications increased, as did his participation in learning and teaching conferences.

IMPACT ON CAREER

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



**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, 1995 Recipient of the VC's Award for Teaching Excellence, UNSW;
- 1984-2016 Advisory Board of the journal Marine Resource Economics;
- 1987-1988 Member Organizing Committee of the NATO Advanced Research Workshop for the Scientific Foundations of Rights Based Fishing, Reykjavik, Iceland.

NETWORKS

Informal



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
- 2018-2020 FSET Learning Innovation showcases at Swinburne University
- 2018 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.

NETWORKS

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

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

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

BACKGROUND

Angela comes from a background in Mathematics and IT, having completed her Bachelor of Science (Honours) degree at Monash University. She started teaching as a casual tutor for the Faculty of Information Technology in 1989, and enjoyed teaching and finding new and exciting ways to deliver complex computing concepts.

She was the recipient of Monash Vice Chancellor's Teaching Award (1987), and several national teaching awards, including being the first female to receive the Prime Minister's Australian Award for University Teacher of the Year.

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

IMPACT ON LEARNING & TEACHING

As a result of the Award, Angela's teaching practices and innovations were showcased as exemplars. 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.

AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

THE UNIVERSITY OF WESTERN AUSTRALIA

DISCIPLINE: History

RESEARCH AREAS: British History, Australian Modern History, West Australian History
Aboriginal and Islander History

► Obituary: [tandfonline.com/doi/full/10.1080/1031461X.2016.1157848](https://doi.org/10.1080/1031461X.2016.1157848)

BACKGROUND

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

SUMMARY

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

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

Such views were reflected in the legendary History 104, his first year unit in Australian history, which for nearly two decades attracted around 150 students

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

Citation: Jenny Gregory Australian Historical Studies

Vol. 47, Issue 2, 2016.

IMPACT ON LEARNING & TEACHING

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



**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.

03

PROMINENT AUSTRALIAN NETWORKS

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

**PROFESSOR
CHARLES THOMAS STANNAGE**

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



3M Council Council of 3M National Teaching Fellows
Conseil 3M Conseil des lauréats nationaux 3M en enseignement

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.

► <https://www.stlhe.ca/council-of-national-fellows-for-excellence-in-teaching-and-learning/>

ASSOCIATION OF NATIONAL TEACHING FELLOWS, UNITED KINGDOM

The Association of National Teaching Fellows (ANTF) champions innovation and shares best practice. It is coordinated and organised by



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

► ntf-association.com

ACRONYMS

In alphabetic order

AAUT	Australian Awards for University Teaching
AAUTY	Australian Award for University Teacher of the Year (AAUTY)
ACDICT	Australian Council of Deans of Information and Communications Technology
ALTC	Australian Learning and Teaching Council
ALTF	Australian Learning and Teaching Fellows
ANTF	Association of National Teaching Fellows
ANU	Australian National University
CADAD	Council of Australian Directors of Academic Development
CAULLT	Council of Australasian University Leaders in Learning and Teaching
CDU	Charles Darwin University
DET	Department of Education and Training
Flinders	The Flinders University of South Australia
Griffith	Griffith University
HERDSA	Higher Education Research and Development Society of Australasia
ISSoTL	International Society for the Scholarship of Teaching and Learning
L&T	Learning and Teaching
Macquarie	Macquarie University
MGSM	Macquarie University, Graduate School of Management
Monash	Monash University
M00C	Massive Open Online Course
NSW/ACT PEN	New South Wales / Australian Capital Territory Promoting Excellence Network
OLT	Office for Learning and Teaching
QPEN	Queensland Promoting Excellence Network
SANTPEN	South Australia Northern Territory Promoting Excellence Network
UA	Universities Australia
UniSA	University of South Australia
UQ	University of Queensland
USQ	University of Southern Queensland
UWA	University of Western Australia
VTAS PEN	Victoria Tasmania Promoting Excellence Network
WAND	West Australian Network for Dissemination
Western	Western Sydney University