



AUSTRALIAN  
**AWARDS**  
for University  
Teaching

AUSTRALIAN UNIVERSITY  
TEACHERS OF THE YEAR  
**1997–2015**

produced by VTAS PEN

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## PROJECT AIMS

This booklet, produced by the 2016 Victorian Tasmanian Promoting Excellence Network (VTAS PEN), captures the profiles of Australia's most highly recognised teachers – the recipients of the Australian Award for University Teacher of the Year (AAUTY).

Each year the Australian Government Department of Education and Training recognises university teachers from across the Australia for their exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching.

### AIMS FOR THE PROJECT WERE TO

1. Identify how the Australian Award for University Teacher of the Year has impacted the practice and career direction of its recipients
2. Create a resource for prospective Award applicants.

## ACKNOWLEDGEMENTS

This initiative was led by Associate Professor Angela Carbone and has progressed with the support and dedication of the project team, including Kay Salehi (research assistant), Anicca Main and Jessica Benaim (project officers) and Eddie Leung (website developer). We would like to thank members of the VTAS Promoting Excellence Network (Joy Whitton, Rachel Saffer, Rhonda Hallet, Carol Aeschliman, Sheridan Emery, and Diana Cousens) and the Branch Manager Student information and Learning Di Weddell, the Director AAUT Adam Chapman and the Assistant Director, Jacqueline Gellatly from the Australian Government's Department of Education and Training for their expertise and welcomed advice. We also would like to thank the Director of the Learning and Teaching Support Unit from DET Paul Corcoran for his input into the historical account of the formation of the Australian Awards for University Teaching.

We would also like to thank the recipients of the Australian Award for University Teacher of the Year (AAUTY) who participated in the creation of this study, and the numerous commentators for their invaluable perspectives and ongoing commitment to advancing learning and teaching in higher education.

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**TIMELINE FOR THE  
AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING**

**AWARD SCHEME**

**1992–96**

EXPLORATION OF NATIONAL  
TEACHING AWARD  
SCHEME IN AUSTRALIA

1992      1993      1994      1995      1996      1997      1998      1999      2000      2001      2002      2003

**ADMINISTRATION  
OF AWARDS**

**1997**

DEPARTMENT OF  
EMPLOYMENT,  
EDUCATION, TRAINING  
AND YOUTH AFFAIRS  
(DEETYA)  
COMMITTEE FOR THE  
ADVANCEMENT OF  
UNIVERSITY TEACHING  
[CAUT]

**2000**

DEPARTMENT OF  
EDUCATION, TRAINING  
AND YOUTH AFFAIRS  
(DEETYA)  
AUSTRALIAN UNIVERSITY  
TEACHING COMMITTEE  
[AUTC]

**1997**

AUSTRALIAN AWARDS FOR  
UNIVERSITY TEACHING (AAUT)

Prime Minister's Award  
Discipline-based  
individual awards  
Cross disciplinary awards  
Institutional awards

**2002**

INTRODUCTION  
OF NEVILLE  
BONNER AWARD  
FOR INDIGENOUS  
TEACHER OF  
THE YEAR

# 2004

INTRODUCTION OF EARLY CAREER  
TEACHING AWARD

# 2005

CARRICK AWARDS FOR AUSTRALIAN  
UNIVERSITY TEACHING

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

# 2007

Career Achievement Award

# 2008

AUSTRALIAN AWARDS  
FOR UNIVERSITY TEACHING

2004

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

## 2005

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

## 2008

AUSTRALIAN LEARNING  
AND TEACHING COUNCIL  
(ALTC)

## 2012

OFFICE FOR  
LEARNING  
AND TEACHING  
(OLT)

## 2016

DEPARTMENT  
OF EDUCATION  
AND TRAINING  
(DET)

## EXECUTIVE SUMMARY

This booklet, produced by the 2016 Victorian Tasmanian Promoting Excellence Network (VTAS PEN) and supported by the Australian Government, captures the profiles of Australia's most highly recognised teachers.

Since 1997 the Australian government has recognised Australia's leading university educators, and the impact their teaching has had on student learning. Recognition in the past has been through awards, citations and fellowships, with the most prestigious award being the Australian Award for University Teacher of the Year (AAUTY), previously known as the Prime Minister's Award. Recipients of this award receive a monetary prize and a trophy. The prize money is paid to the recipient's home university to support recipients to contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination.

Each year usually one university teacher is recognised from across the nation for their 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). There have also been instances of a team award (2000, 2005).

This booklet contains the profiles of the recipients of the AAUTY from 1997–2015. Twenty-one individual teaching scholars, and two teams from thirteen institutions across diverse discipline communities report on the benefits and opportunities that transpired from receiving the award. Tribute is paid to those that have retired or semi-retired and those no longer with us: Professor Charles Thomas Stannage (Tom) AM, FASSA (1944–2012) the inaugural Australian University Teacher of the Year in 1997 and Betty Marrjanyin (deceased 2008) who was a member of the 2005 Team from Charles Darwin University.

The short profile stories were generated through a review and document search of awardees current online profiles and/or institutional archives and where possible followed up with semi-structured interviews. The 30-60 minute interviews were held face-to-face, or via telephone or skype between March–September 2016. The profile stories provide the readers with a taste of how the award impacted on the individual or team's career directions and leadership opportunities.

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

What was evident from this project, was that this small elite group of individuals are not only dedicated to giving their students the best learning experience in their institutions but are recognised as leading educators and experts in their field, and undertake scholarly activities in areas of learning and teaching important to the sector. There are many examples throughout the booklet that demonstrate their prominence and leadership, through:

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

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

# 01

## INTRODUCTION

### STATEMENT FROM PROFESSOR MARGARET GARDNER AO



Since 1997, the Australian Teacher of the Year Awards have been presented for the most outstanding achievements in university education and teaching. Academics who are recognised as a Teacher of the Year demonstrate an exceptional record of leadership in advancing student learning and scholarly contribution to pedagogy.

The advantages that recipients of the award have provided to the quality of education in Australian universities are invaluable. But the Australian Teacher of the Year Awards recognise that the benefits of teaching excellence extend beyond higher education. Outstanding teachers help develop graduates who are able to contribute to the important issues for our future and so build smarter workforces and enhance our communities.

The excellence of Australian universities is recognised internationally, but future success is by no means guaranteed. Celebrating the ongoing achievements of our past Australian Teacher of the Year Award recipients is the first step to creating a new, nation-wide community of practice that champions continual innovation in learning and teaching. For it is only through commitment and participation of many experts in higher education that Australia's record of excellence in higher education will be sustained.

#### **Professor Margaret Gardner AO**

President and Vice-Chancellor, Monash University  
Chair, Universities Australia

Chair, OLT Expert Panel (1 January 2015 – 30 June 2016)

Chair, OLT Strategic Advisory Committee (14 Feb 2012 – 31 Dec 2014)

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

The AAUTY award recipients are composed of 21 individual teaching scholars and 2 teams from 13 institutions across diverse discipline communities such as: health, law, sciences, arts and social sciences, and engineering. These recipients have a sustained record of overcoming the challenges they face in their discipline to create engaging learning environments for students. It is hoped that the legacy of the recipients will encourage other teachers to strive for success in student learning and teaching practice and address the current and future challenges facing higher education. And there are many challenges facing our educators in higher education.

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

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

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

Key findings from our interviews indicated that receiving such a prestigious award constituted a turning-point for the award recipients, enabling many to move into strategic positions and play a key role in developing teaching and learning initiatives or professional learning schemes. The awardees felt that the award enhanced their personal recognition and leadership capacity, and enhanced their ability to champion change in learning and teaching policies and practices. Many engaged in high-level education strategic activities and were invited to share their innovative, evidence-based teaching practices. They gave motivational speeches on embracing the advancement of technology, developing students as global citizens and being creative and innovative in their teaching practice. Their profiles were raised as they became drivers for change even in strong research-focused cultures.

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

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

We invite you to make the most of this resource!

## **Background: Australian Teaching Awards Scheme**

The Australian Government has supported various awards programmes that recognise excellence in learning and teaching over the past years. In 2016 the Australian Awards for University Teaching (AAUT) were comprised of the following award categories:

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

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

Each category of award is briefly described on the next page.

# AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

## AWARD CATEGORIES

### 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 130 Citations, valued at \$10,000 each, are awarded to academic, general and sessional staff, and institutional associates who have made significant contributions to student learning.

### AWARDS FOR PROGRAMMES THAT ENHANCE LEARNING (PROGRAMME AWARDS)

Awards for Programmes that Enhance Learning (Programme Awards) recognise learning and teaching support programmes and services that make an outstanding contribution to the quality of student learning, and the quality of the student experience of higher education. Up to 12 Programme Awards across six categories are awarded:

- » Widening participation
- » Educational partnerships and collaborations with other organisations
- » Innovation and flexibility in curricula, learning and teaching
- » Postgraduate education
- » Student experiences and services supporting learning, development and growth in higher education
- » Global citizenship and internationalisation.

These are valued at \$25,000 each, are awarded to programmes and services that demonstrate effectiveness through rigorous evaluation that will set benchmarks for similar activities in other institutions.

### AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

Awards for Teaching Excellence (Teaching Awards) celebrate a group of the nation's most outstanding university teachers who have made a significant contribution to enhancing the quality of learning and teaching in higher education. Up to 16 Teaching Awards, valued at \$25,000 each, are allocated across eight categories:

- » Biological Sciences, Health and Related Studies (including Agriculture, Animal Husbandry, Medical Sciences and Nursing, etc.)
- » Early Career
- » Humanities and the Arts
- » Law, Economics, Business and Related Studies
- » Neville Bonner Award for Indigenous Education (individuals and groups)
- » Physical Sciences and Related Studies (including Architecture, Building and Planning, Engineering, Computing and Information Science)
- » Social and Behavioural Sciences (including Psychology and Education)
- » The Priority Area for 2016 is: High impact intervention for progression, retention and attainment.

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

## CAREER ACHIEVEMENT

At times, a Career Achievement Award will be awarded to one or more individuals who have made an outstanding contribution to learning and teaching, and who are recognised throughout the higher education sector. This Award is given to individuals whose career achievements in learning and teaching in higher education have had a major influence and left an enduring legacy.

## AUSTRALIAN AWARD FOR UNIVERSITY TEACHER OF THE YEAR

The Australian Award for University Teacher of the Year is the premier university teaching award, valued at \$50,000. Among the Teaching Award recipients, one with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching, will receive the Australian Award for University Teacher of the Year.

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

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

**In assessing nominations against the four criteria,  
the panel will take into account the:**

- » extent to which the claims for excellence are supported by formal and informal evaluation
- » extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- » information contained in student data or institutional student surveys, references, and selected teaching materials submitted by the nominee.

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

**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 OLT Fellows, Discipline Scholars, project leaders or team members; or are senior, respected academics. The assessments results are then further reviewed by a specialist awards panel as the third stage of peer review. The panel then makes recommendations to the Australian Government Minister responsible for higher education who makes the final decision.

The funding is provided to advance the careers of recipients, provide additional resources to support recipients' teaching or activities related to the award and assist the individual or team to disseminate good practice learning and teaching.

WE INVITE YOU TO  
MAKE THE MOST  
OF THIS RESOURCE!

# 02

## PROFILES OF THE AWARD RECIPIENTS

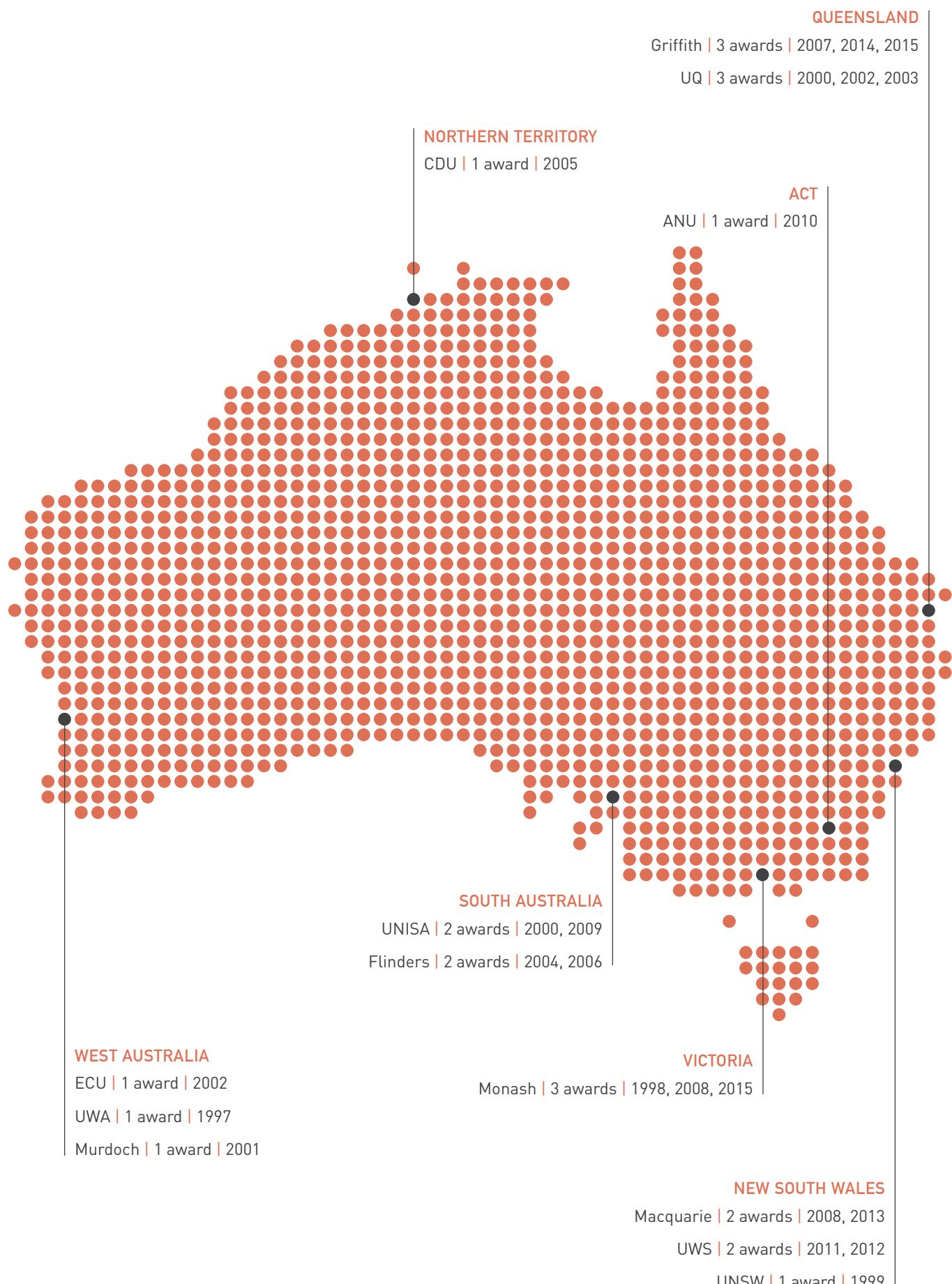
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This chapter provides 23 short profiles of the recipients of the Australian Award for University Teacher of the Year (previously known as the Prime Minister's Award) between 1997-2015. The profile stories provide the readers with a taste of how the award impacted on the individual or team's career directions and leadership opportunities. We also highlight some of their major achievements as identified by them. A profile link is provided for those who might like to make contact with any of the award holders.

These profiles were generated through a document search and review of awardees current online profiles and/or institutional archives and where possible, followed up with semi-structured 30-60 minute interviews. The interviews were held face-to-face, telephone or skype between March–September 2016.

The interview questions allowed participants to share their perspectives and experiences at the time of receiving the award. The questions focused on the impact of the award on teaching practice, research and leadership; and the perceived impact of the award at their home Institution.

## DISTRIBUTION OF AWARDS BY UNIVERSITY AND STATE



## LIST OF AWARD RECIPIENTS

1997—2015

YEAR	NAME	CURRENT INSTITUTION
2015	Associate Professor Kevin Tant	Monash University
	Associate Professor Halim Rane	Griffith University
2014	Associate Professor Brydie-Leigh Bartleet	Griffith University
2013	Professor John Croucher	Macquarie University
2012	Professor James Arvanatakis	Western Sydney University
2011	Professor Roy Tasker	Purdue University, West Lafayette
2010	Associate Professor John Minns	The Australian National University
2009	Professor Syed Mahfuzul Aziz	University of South Australia
2008	Professor Marnie Hughes-Warrington	The Australian National University
2008	Professor Stephen Barkoczy	Monash University
2007	Professor Keithia Wilson	Griffith University
2006	Professor Iain Hay	The Flinders University of South Australia

YEAR	NAME	CURRENT INSTITUTION
2005	Professor Michael Christie, Waymamba Gaykamaju, Betty Marrnanyin (deceased 2008) and John Greatorex	Charles Darwin University
2004	Adjunct Professor Mark Israel	The Flinders University of South Australia
2003	Professor Ian Cameron	The University of Queensland
2002	Professor Peter O'Donoghue	The University of Queensland
	Emeritus Professor Lynne Hunt	Semi-retired USQ
2001	Doctor Duane Varan	CEO MediaScience, Texas
2000	Professor Ron Weber	Retired
	Professor Claire Woods, Ruth Trig., Doctor Mia Stephens, Doctor Paul Skrebels & David Homer	Mostly retired
1999	Doctor Geoffrey Waugh	Retired
1998	Associate Professor Angela Carbone	Monash University
1997	Professor Charles Thomas Stannage (1944-2012)	Deceased

**ASSOCIATE PROFESSOR  
KEVIN TANT**



**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

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

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

The Asia Pacific Community Music Network

**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2015  
MONASH UNIVERSITY**

DISCIPLINE	RESEARCH AREAS
Finance	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://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 has made significant and creative contributions to teaching excellence and student learning. He led the software and hardware design and build of the Simulated Teaching and Research Laboratory (STARLab), and pioneered the Monash Trader software. This laboratory has been a vital contributor to maintaining Monash Business School's international accreditations, and to curriculum and pedagogic innovation in Australia and the Asia-Pacific region. In 2013 the Australian Business Deans Council (ABDC) appointed him chair of a committee charged with the responsibility of developing finance learning standards for Bachelor and Masters Coursework students relating to the Australian Qualifications Framework and the TEQSA ACT (2011). In 2008 he was awarded an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning.

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2015 GRIFFITH UNIVERSITY

DISCIPLINE	RESEARCH AREAS
Humanities	Political Islam, Islamism and Islamist extremism
Languages and	Muslims communities in Australia
Social Science	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 his BA in Islamic Studies at the International Islamic University Malaysia in 1998. He went on to complete a Masters of Arts at Bond University in 2000. In 2008, he achieved his PhD in International Relations and Islamic Studies at Griffith University. Since 2010, he has been a Senior Lecturer at Griffith University and later promoted to Associate Professor. He has been influential in shaping new forms of teaching Islamic studies in Australia. His book *Islam and Contemporary Civilisation: Evolving Ideas, Transforming Relations* has been adopted by several universities. He has developed effective synergies between his research and teaching through innovative courses that prepare students for a highly competitive international workplace. He has been an active academic leader, designing and delivering the Islam-West Relations major, and has been pivotal in re-designing the new Bachelor of Arts at Griffith University.

### IMPACT ON LEARNING & TEACHING

Having achieved the Teacher of the Year Award in 2015, there have been increasing requests for Associate Professor Rane to provide practical advice to colleagues, particularly more junior colleagues. He has also been asked more recently to provide peer review of teaching for colleagues who are going for awards. His teaching area is a very specific, high-priority area for the University, so his main responsibilities have remained balanced between teaching and research within this field. His discipline research is directly linked to his teaching area and is becoming even more focused on the Australian context.

### IMPACT ON CAREER

Prior to the Award, Associate Professor Rane was Deputy Head of School (L&T) for two years but returned to a role focused on developing courses, teaching and researching into the Islamic Studies program. He continues to contribute to the University community, being on working parties and committees as required. As a result of the Australian Teacher of the Year Award his profile was enhanced university-wide, as the Award was widely publicised. He was also affirmed by colleagues who knew him in his previous L&T role. Overall the Award was seen as great for the University and the humanities and Islamic studies discipline as well.

### ASSOCIATE PROFESSOR HALIM RANE



### CURRENT ROLE

Associate Professor Rane is an internationally-recognised scholar in the field of Islamic studies, specialising in Islam-West relations. He aims in his teaching to promote mutual understanding between Islam and the West 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. His innovative capstone course, Muslim World Study Tour, takes students to Malaysia, Turkey, Spain and Morocco.

### WHAT THE AWARD HAS MEANT

Recognition | Acknowledgement | Personaly and at the discipline level

### MAJOR ACHIEVEMENTS

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

### NETWORKS

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

**ASSOCIATE PROFESSOR  
BRYDIE-LEIGH BARTLEET**



**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

Platform | Reflection | Prominence |  
Collegiality | Catapulted

**MAJOR ACHIEVEMENTS**

- 2016** Appointed Deputy Director Queensland Conservatorium Griffith University (Research);
- 2015-** Many keynotes delivered nationally  
**2016** and internationally;
- 2015** Appointed Director of Qld Conservatorium Research Centre;  
Awarded two ARC Linkage Grants;  
Awarded a Griffith Group L&T Grant to develop music global mobility programs in the Asia Pacific.

**NETWORKS**

The Asia Pacific Community Music Network

**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2014  
GRIFFITH UNIVERSITY**

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

► [experts.griffith.edu.au/academic/b.bartleet](http://experts.griffith.edu.au/academic/b.bartleet)

**BACKGROUND**

Associate Professor Bartleet's research and practice focuses on community music, social justice and intercultural arts practices. In recent years she has secured over a million dollars' worth of competitive grants, and has well over 100 scholarly outputs. She is the Co-Chair of the International Society for Music Education's Community Music Activities Commission, co-founder of the Asia Pacific Community Music Network. She serves on the Board of Australia's peak music advocacy body, Music Australia and on a range of international and national boards, including the editorial board for the International Journals. Her formative experiences in politically turbulent apartheid South Africa made a deep impression on her, and at a young age sparked an intense interest in the ways in which music facilitates cultural connection and allows people to find strengths in one another, to heal and reconcile the past, and facilitate new intercultural understandings. Thus, her philosophy of teaching embraces music as a tool for interpersonal connection between people, cultures, communities and institutions

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2013 MACQUARIE UNIVERSITY

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

► [mgsm.edu.au/about-us/our-staff/mgsm-faculty/mgsm-faculty/johncroucher](http://mgsm.edu.au/about-us/our-staff/mgsm-faculty/mgsm-faculty/johncroucher)

### 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. John is Deputy Chairman of the Academic Board of the MGSM.

### 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. The trophy he received for the award is proudly displayed in the glass cabinet next to Macquarie Graduate School of Management (MGSM) Reception and seen by the students as they go to classes.

### IMPACT ON CAREER

Professor Croucher was well-recognised at the University to be an excellent teacher having had multiple teaching awards. He has had the opportunity to take on leadership positions as they became available. He has been twice elected on to the University Academic Senate and served two terms. He has been invited to be a member of a university committee to look at allocation of T&L Grants. He believes that this Award provides formal recognition and valuable "street cred" amongst colleagues and peers, however having a good research record is paramount and will impact on career progression.

### PROFESSOR JOHN CROUCHER



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

- 2013- Published 5 books and a number of journal papers and articles;
- 2016 Awarded top level Dean's Outstanding Teacher Award for 4 years in a row;
- 2015 Completed a fourth PhD; Was made a Member of the Order of Australia (AM) for outstanding service in mathematics and statistics education;
- 2014 Invited keynote speaker at the 12th Annual Higher Education Summit in Adelaide.

### NETWORKS

Informal

## PROFESSOR JAMES ARVANITAKIS



## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2012 WESTERN SYDNEY UNIVERSITY

DISCIPLINE	RESEARCH AREAS
Humanities	Hope Trust Future of Universities Piracy Citizenship

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

### CURRENT ROLE

Professor Arvanitakis is the Dean of Graduate Studies at Western Sydney University (Western). He was responsible for establishing the Academy program at Western Sydney University based on the ‘citizen scholar’ concept he has developed. Professor Arvanitakis has developed a number of innovative approaches to assist ‘at-risk’ students through difficult times. Students’ feedback, and his teaching practices, have resulted in various awards confirming the success of his approach: his naming as Eminent Researcher by the Australian Indian Education Council is just one example.

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

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

### NETWORKS

Informal

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2011 WESTERN SYDNEY UNIVERSITY

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

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

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

### PROFESSOR ROY TASKER



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

- 2015 Presented eight workshops around Australia, and 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

## ASSOCIATE PROFESSOR JOHN MINNS



## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2010 AUSTRALIAN NATIONAL UNIVERSITY

### DISCIPLINE

Politics

### RESEARCH AREAS

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

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

### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

Public recognition of teaching

### MAJOR ACHIEVEMENTS

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

### NETWORKS

Informal

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

Over the years, Associate Professor Minns has trialled 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

Associate Professor Minns is an active and well known 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 did notice that he now had greater contact with the V/C as a result of the Award. The promotion to staff of a learning and teaching award winner was particularly noticed by the academic community as ANU is a very research focused university.

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2009 UNIVERSITY OF SOUTH AUSTRALIA

DISCIPLINE	RESEARCH AREAS
Electrical and Electronic Engineering	Engineering Education
Computer Engineering	Digital Systems
	Integrated circuit design
	Wireless sensor networks
	Biomedical instrumentation

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

### BACKGROUND

Professor Aziz has over 31 years of experience in research, teaching, curriculum design, community engagement and leadership in the areas of Electrical, Electronic and Computer Engineering. At UniSA, he was discipline leader of Electrical & Electronic Engineering (EEE) between 2013-2015, academic director of common first year, engineering (2007-2012) and program director of computer systems engineering (1999-2007). He is internationally recognised for developing innovative and industry-relevant curricula using Project-Based Learning (PBL). He has provided leadership for systematic review of curriculum, industry feedback and professional accreditation. He has been a member of UniSA's Grants & Awards Panel since 2008, was an elected member of Academic Board 2008-2013, and Vice Chancellor's nominee on the Reconciliation Action Plan (RAP) Steering Group (2013).

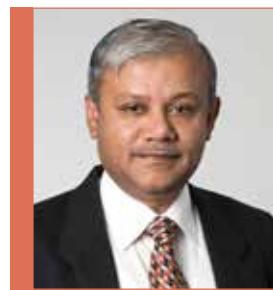
### IMPACT ON LEARNING & TEACHING

Professor Aziz led teaching and learning teams at UniSA involving staff from five schools across the Division of IT, Engineering and the Environment. The faculty-wide leadership he provided led to enhanced student engagement through practice-based and career-focused approaches. His initiatives have had university-wide adoption/impact including initiatives to provide active forms of orientation, to identify and support students at risk, to continually evaluate and improve the student experience, and to introduce systematic reflective practice throughout degree programs. His leadership of the planning and management of flexible learning spaces informed the development of similar spaces university-wide.

### 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 informal learning and teaching leadership roles, however he believes that the Award gave him added credibility and confidence to go for promotion. The impact on his career has meant that he now aspires to seek more strategic roles that can have long lasting impact and is prepared to look beyond the local level if opportunities are available.

### PROFESSOR SYED MAHFUZUL AZIZ



### CURRENT ROLE

Mahfuz Aziz is a professor of Electrical & Electronic Engineering at the University of South Australia (UniSA). He teaches courses in digital logic design, integrated circuit design, computer organisation and design. He fulfils many leadership roles and has successfully led academic teams in the development of innovative and stimulating teaching and learning approaches. He has been Acting Dean of Teaching & Learning and is member of the Academic Promotion Panel for the Division of IT, Engineering and the Environment since 2015.

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

- 2015 As Discipline Leader of EEE, successfully led the professional accreditation of EEE programs with commendations;
- 2013- Led the redevelopment of UniSA's EEE 2015 curriculum implementing a new Project-Based Learning (PBL) spine of courses;
- 2010- Chief Investigator and Project Leader of an 2014 ARC Grant in biomedical instrumentation;
- 2007- As Director of 1st Year Engineering, 2012 implemented a program to support students at risk – leading to university-wide take up;
- 2010- Led a multi-disciplined T&L Priority 2011 Project on the development of graduate capabilities, and an ePortfolio project in 1st year engineering.

### NETWORKS

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

**PROFESSOR  
MARNIE HUGHES-WARRINGTON**



**CURRENT ROLE**

Professor Hughes-Warrington, as the Deputy Vice-Chancellor (Academic) at the ANU, provides leadership in achieving the University's strategic goals in learning and teaching, including the provision of the ANU student experience. She is responsible for enhancing the University's national and global leadership in the provision of research-led education, and strengthening regional, national and international connections in curriculum, education commercialisation, philanthropy and educational research. Her responsibilities range from international strategy in education, research and student recruitment, to education philanthropy and accommodation for 5000 students.

**WHAT THE AWARD HAS MEANT**

Permission | Bigger world | Opportunities to change

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

Informal

**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2008  
MACQUARIE UNIVERSITY**

DISCIPLINE	RESEARCH AREAS
History	Historiography Philosophy of history History education

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

**BACKGROUND**

A Rhodes Scholar, she studied history, philosophy and education at Oxford University and the University of Tasmania, and worked at the University of Washington, Seattle before coming back to Australia. She was in a teaching and learning leadership role at Macquarie at the time of her Prime Minister's Award and was appointed to the role of Pro Vice-Chancellor (Learning and Teaching) at Monash University the following year. In 2011 she moved to her current position at the ANU. Professor Hughes-Warrington has had an impressive career, having successfully achieved a number of national awards and grants. Apart from the Prime Minister's Prize for University Teacher of the Year (2008), she has also been awarded ARC and ALTC Grants, and an ALTC Teaching Excellence Award for Humanities and the Arts. Professor Hughes-Warrington works to further our understanding of historical thinking and teaching, and has published six books on that topic. She is currently writing her seventh. She brings extensive experience in creating and renewing curricula and encourages students to see themselves as agents of global change.

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2008 MONASH UNIVERSITY

DISCIPLINE	RESEARCH AREAS
Law	Taxation Law Superannuation Law Venture Capital Law

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

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

### PROFESSOR STEPHEN BARKOCZY



### CURRENT ROLE

Professor Barkoczy is Professor of Law at Monash University and a member of the Innovation Investment Committee of Innovation 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. He is also the Chief Investigator on a large ARC Discovery Grant. Stephen has received numerous teaching awards, including the Monash Association of Students Outstanding Teaching Award for the Faculty of Law.

### WHAT THE AWARD HAS MEANT

Achievement | Rewarding | Confirmation & Assurance

### MAJOR ACHIEVEMENTS

- 2016 Consulting to Australian Taxation Office, 2012;
- 2016 Appointment on Innovation Investment Committee of Innovation Australia;
- 2008- Publication of many editions of several books;
- 2016 Chief investigator on a large ARC Discovery Grant;
- 2013- Appointment as a member of the International Faculty of the Institute for Austrian and International Tax Law at the Vienna University of Economics and Business.

### NETWORKS

Australasian Tax Teachers Association

**PROFESSOR  
KEITHIA WILSON**



**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2007  
GRIFFITH UNIVERSITY**

DISCIPLINE	RESEARCH AREAS
Psychology	SOTL Management of Change Conflict Management Counselling Professional Supervision

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

**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

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

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

ALTF

**BACKGROUND**

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

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2006 THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

DISCIPLINE	RESEARCH AREAS
Geography	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/ian.hay](http://flinders.edu.au/people/ian.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. Not long after the Award 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).

### 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.

### PROFESSOR IAIN HAY



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

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

### NETWORKS

Informal

## WAYMAMBA GAYKAMANU



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

- 2012** Waymamba Gaykamangu was awarded a Doctorate of Education Honoris Causa;
- 2010** Waymamba Gaykamangu was awarded National Elder of the Year by the Indigenous Higher Education Advisory Council;  
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 Gaykamangu was awarded the Vice-Chancellor’s Award for Exceptional Performance in Research;
- 2006-** The development of the Yolŋu Aboriginal Consultants Initiative: [cdu.edu.au/yaci](http://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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2005 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/northern-institute/our-teams/michael-christie](http://cdu.edu.au/northern-institute/our-teams/michael-christie)

### TEAM MEMBERS

Professor Michael Christie, Waymamba Gaykamangu (pictured), Betty Marrjanyin (passed away) and John Greatorex.

### BACKGROUND

Michael Christie worked within the Yolŋu community as a teacher/linguist during the 1970s and 1980s before joining CDU. Waymamba Gaykamangu, 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 Marrjanyin 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](http://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.

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2004 THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

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

► [ahreecs.com/senior-consultants/mark-israel](http://ahreecs.com/senior-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. Between 2010 and 2016, he was Winthrop Professor of Law and Criminology at the University of Western Australia, chairing the BA Board of Studies and becoming Deputy Chair of the UWA Academic Board. Between 1999 and 2014, Mark received several teaching awards and he became a Principal Fellow of the Higher Education Academy (PFHEA) in the United Kingdom and a Fellow of the Australian College of Educators (FACE). He is an author of a numerous books involving research ethics, governance, criminology, and criminal justice.

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

Extra managerial demands has impacted on his available 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 future research directions. Choices made early on may impact on one's career directions, promotion, jobs or institutional values and these choices may run counter to one's existing or subsequent KPIs.

## ADJUNCT PROFESSOR MARK ISRAEL



### CURRENT ROLE

Adjunct Professor Israel undertakes consultancies in higher education, research ethics and research integrity, and criminology. He consults for the Commonwealth, New South Wales, Queensland and South Australian Governments, CSIRO, NGOs, the National Health and Medical Research Council, and the European Research Council. He also works with private higher education institutions in Australia, as chair and deputy chair of academic boards. He has been invited to provide mentoring and advisory roles to universities in Hong Kong, New Zealand and the United Kingdom.

### WHAT THE AWARD HAS MEANT

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

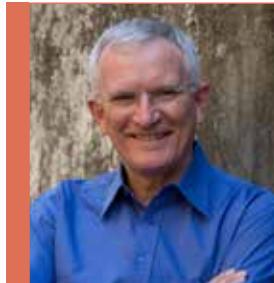
### MAJOR ACHIEVEMENTS

- 2016 Principal Fellow of HEA in UK;
- 2015 Discipline Scholar Australian Learning & Teaching Council (ALTC);
- 2013 American Society of Criminology inaugural Teaching Award;
- 2012 Associate Fellowship ALTC;
- 2010 Critical Criminologist of the Year Award American Society of Criminology.

### NETWORKS

Informal

## PROFESSOR IAN CAMERON



## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2003 THE UNIVERSITY OF QUEENSLAND

DISCIPLINE	RESEARCH AREAS
Chemical Engineering	Process systems engineering Granulation Risk management Intelligent systems Engineering education

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

### CURRENT ROLE

Professor Cameron is in the School of Chemical Engineering at the University of Queensland (UQ) and a director at Daesim Technologies Pty. Ltd. He is involved in course and curriculum design innovation, and consults widely to the national and international engineering sector. A Fellow of the Australian Academy of Technological Sciences and Engineering (ATSE), he has been involved in R&D on immersive virtual learning environments for student and industry use. His current work focusses on methodologies to detect and analyse failures in process systems.

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

- 2009– ALTC Discipline Scholar in Engineering & ICT;
- 2005 AAUT institutional award for educational enhancement via project centred curriculum and course innovation (team award);
- 2006– ALTC Senior Fellow and Discipline Scholar
- 2008 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

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2002 THE UNIVERSITY OF QUEENSLAND

DISCIPLINE	RESEARCH AREAS
Science	Parasitology (Protozoology)
<b>SECONDARY RESEARCH AREAS</b>	
	Microbiology
	Structural Biology & Biochemistry
	Science Education

► [scmb.uq.edu.au/pod/index.html](http://scmb.uq.edu.au/pod/index.html)

### BACKGROUND

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

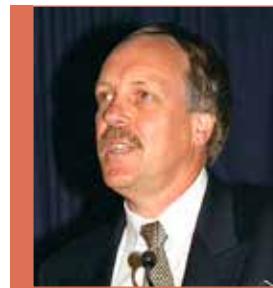
### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

### PROFESSOR PETER O'DONOOGHUE



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

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

### NETWORKS

Australian Wildlife Research Network | ARC/NHMRC Parasitology Research Network

**EMERITUS PROFESSOR  
LYNNE HUNT**



**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2002  
UNIVERSITY OF SOUTHERN QUEENSLAND**

DISCIPLINE	RESEARCH AREAS
Sociology	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)

**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

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

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

HERDSA | ISSoTL

**BACKGROUND**

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

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2001 MURDOCH UNIVERSITY

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

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

### BACKGROUND

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

### PROFESSOR DUANE VARAN



### CURRENT ROLE

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

### WHAT THE AWARD HAS MEANT

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

### MAJOR ACHIEVEMENTS

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

### NETWORKS

n/a

**EMERITUS PROFESSOR  
RON WEBER**



**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 2000  
THE UNIVERSITY OF QUEENSLAND**

DISCIPLINE	RESEARCH AREAS
Commerce and Information Systems	Conceptual modelling

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

**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

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

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

Informal

**BACKGROUND**

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

**IMPACT ON LEARNING & TEACHING**

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

**IMPACT ON CAREER**

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

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

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

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

### TEAM MEMBERS

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

### BACKGROUND

Professor Woods 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.

### PROFESSOR CLAIRE WOODS



### CURRENT ROLE

Professor Claire Woods and Dr Paul Skrebels, are still active independent researchers, though both have relatively recently 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

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

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

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

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

### NETWORKS

Professional networks | National & international discipline associations

**DOCTOR  
GEOFFREY WAUGH**



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

**DISCIPLINE**

Economics

**RESEARCH AREAS**

Fisheries development and management  
Environmental resource economics

**CURRENT ROLE**

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

**WHAT THE AWARD HAS MEANT**

Voice inside and outside institution |  
Wider ordinance | Networking opportunities

**MAJOR ACHIEVEMENTS**

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

**NETWORKS**

Informal

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

## AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 1998 MONASH UNIVERSITY

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

► [linkedin.com/in/angela-carbone-98679015](https://www.linkedin.com/in/angela-carbone-98679015)

### BACKGROUND

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

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

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

### IMPACT ON LEARNING & TEACHING

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

### IMPACT ON CAREER

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

## ASSOCIATE PROFESSOR ANGELA CARBONE



### CURRENT ROLE

Angela is the Director, Education Excellence within the Monash University Office of Learning and Teaching. Her prime responsibility is to support the Vice-Provost (Learning and Teaching) with the implementation of the Education Strategic Plan. Angela's key responsibilities include:

- » providing leadership and advocating for the university's educational excellence agenda;
- » developing and implementing university level initiatives;
- » reviewing and modifying academic development programs;
- » identifying and pursuing awards, grants and fellowships;
- » collaborative cutting edge pedagogical research of national and international significance.

### WHAT THE AWARD HAS MEANT

Achievement | Rewarding | Confirmation & assurance

### MAJOR ACHIEVEMENTS

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

### NETWORKS

CADAD | ACDICT | ALTF | VTAS PEN | MEERG | MCERG

**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 Freemantle 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.

**AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR 1997  
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](http://tandfonline.com/doi/full/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).

**“I WANT US AS  
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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 comprised of the universities located in that state or across two states. Each network set out to achieve the following broad aims:**

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

### AUSTRALIAN PROMOTING EXCELLENCE NETWORKS

**VTAS PEN – Victoria Tasmania Promoting Excellence Network**

► [vtasnetwork.com](http://vtasnetwork.com)

**WAND – West Australian Network for Dissemination**

► [wand.edu.au](http://wand.edu.au)

**QOPEN – Queensland Promoting Excellence Network**

► [open.com.au](http://open.com.au)

**SANTPEN – South Australia Northern Territory Promoting Excellence Network**

► [santpen.weebly.com](http://santpen.weebly.com)

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

► [teaching.unsw.edu.au/nswact-promoting-excellence-network](http://teaching.unsw.edu.au/nswact-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](http://altf.org)

#### CADAD

The Council of Australian Directors of Academic Development (CADAD) is the peak professional body of Directors who have responsibility for academic development within their university. It seeks to enhance its members' capacity to be key strategic advisers in academic development.

► [cadad.edu.au](http://cadad.edu.au)

#### HERDSA

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

► [herdsa.org.au](http://herdsa.org.au)

## COMMUNITIES OF AWARD WINNING TEACHERS

## ACRONYMS

### 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.

► [akoatearao.ac.nz/academy](http://akoatearao.ac.nz/academy)

### COUNCIL OF 3M NATIONAL TEACHING FELLOWS, CANADA

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

► [3mcouncil.stlhe.ca](http://3mcouncil.stlhe.ca)

### ASSOCIATION OF NATIONAL TEACHING FELLOWS, UNITED KINGDOM

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

► [ntf-association.com](http://ntf-association.com)

AAUTY	Australian Award for University Teacher of the Year (AAUTY)
AAUT	Australian Awards for University Teaching
ALTF	Australian Learning and Teaching Fellows
QPEN	Queensland Promoting Excellence Network
ALTC	Australian Learning and Teaching Council
SANTPEN	South Australia Northern Territory Promoting Excellence Network
ANTF	Association of National Teaching Fellows
ANU	Australian National University
CADAD	Council of Australian Directors of Academic Development
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
UniSA	University of South Australia
L&T	Learning and teaching
UQ	University of Queensland
Macquarie	Macquarie University
USQ	University of Southern Queensland
MGSM	Macquarie University, Graduate School of Management
UWA	University of Western Australia
Monash	Monash University
VTAS PEN	Victoria Tasmania Promoting Excellence Network
MOOC	Massive Open Online Course
WAND	West Australian Network for Dissemination
NSW/ACT PEN	New South Wales / Australian Capital Territory Promoting Excellence Network
OLT	Office for Learning and Teaching
Western	Western Sydney University



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