

HEA@UQ: A Retrospective

2016 - 2021



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Acknowledgements

This yearbook was developed by the HEA@UQ Program team, guided by conversations with the following members of the HEA@UQ Community:

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Leanne Coombe SFHEA

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Sophie Plunkett SFHEA

Suzanne Bonner SFHEA

Aliisa Mylonas SFHEA

Allison Mandrusiak SFHEA

Angie Knaggs SFHEA

We thank them for their invaluable input into this project.

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Foreword

As Pro-Vice-Chancellor (Teaching & Learning), my role is to shape the development of Teaching and Learning initiatives here at UQ in line with our broader strategic vision. This includes, but is not limited to, teaching and curriculum innovations, higher education research, and reward and recognition programs. We are constantly building the Teaching and Learning community at UQ. We value our teachers, and so provide a range of professional development opportunities to support, recognise and reward performance, and facilitate career progression... one of which being the Higher Education Academy Fellowship scheme.

UQ has actively engaged with the process since a small pilot group was initiated in 2016 with 24 participants, all of whom were successful in the first submission. This first cohort formed the workforce of the Community, becoming advocates, mentors, and assessors. The support from this small base enabled a successful application for accredited recognition of the HEA@UQ program and a pathway to Associate Fellowship via the Graduate Teaching Associates (GTA) program from the UK-based organisation, Advance HE. UQ continues to support Principal Fellows applying directly to Advance HE. UQ received institutional accreditation of the HEA@UQ program in 2018. By the end of 2021, it will be 5 years since we started the HEA program at UQ. By November 2021, the UQ program has developed into a community of 395 Fellows and 184 aspiring Fellows consisting of academics and professional staff, sessional and continuing, staff and students. Fellowship status is recognised in the Individual Activity Profile dashboard and guidelines and in the new Academic Development and Performance processes currently being implemented.

Earlier this year, UQ contributed to the global milestone of over 150,000 HEA Fellows worldwide. Globally, HEA Fellows are teachers who share their passion, who promote best practice, who aren't afraid to try new things (or change the old). Most importantly they are the teachers, and those who support teaching, who see possibilities and inspire others to see them also. These collegial elements are vital to supporting our ongoing response to adjusting to teaching in a global pandemic, and to a changed world that will come after it.

This "snapshot overview" yearbook for HEA fellows provides an overview of what we have achieved and why we think it is important. It provides an opportunity for us to recognise all those who work to mentor, assess, and lead the program. Everyone listed in the yearbook has achieved recognition of teaching expertise by colleagues at UQ and internationally by Advance HE. I want to congratulate you all and thank you for your dedication and commitment. I'd also like to acknowledge all of those who contribute towards this success through your guidance, mentorship, support and review.

Thank you also to all of you who shared your innovative practices, resources and collegiality that has helped us meet our current challenges and prepare for a new higher education landscape.



Professor Doune Macdonald
Pro-Vice-Chancellor (Teaching and Learning)
Aspiring Principal Fellow

What is HEA?

HEA = Higher Education Academy. It's an acronym and the name of an internationally recognised Fellowship scheme for University Educators boasting a community of more than 150,000 Fellows worldwide. This community of Teachers across the world grows by the day.

The HEA Fellowship scheme, run by Advance HE, allows teachers in Higher Education to have their teaching expertise (acquired either through their experience or through their participation in an accredited developmental program) peer reviewed against internationally accepted standards and criteria called the Professional Standards Framework.

The HEA Fellowship:

- Consolidates personal development and evidence of professional practice in higher education careers,
- Provides a valuable measure of success and is increasingly recognised by international institutions,
- Demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection, and development,
- Fellowship is increasingly sought by employers across the education sector as a condition of appointment and promotion (particularly in the United Kingdom), and
- Provides assurance that your institution is fully aligned with an international professional standards framework for practice and a badge of assured quality.

While HEA Fellowship is an expected standard for university educators in the UK, being one of very few ways for universities to internationally benchmark their teaching expertise and quality, HEA Fellowships are gaining ground worldwide.

Because HEA Fellowship provides benchmarked, externally peer reviewed assessment of teaching practices, it can also be used as a metric to address the threshold standards of the Australian Higher Education Standards framework requirement to ensure that higher education teachers are appropriately trained, making it as important to the University as it is to its Educators. It provides us, at UQ, with a mechanism to build a community of teaching experts who can form a catalyst for teaching transformation and enables our connection to an international community.

State of HEA@UQ

HEA@UQ is a professional recognition program that supports all UQ staff (part-time, casual, adjunct and honorary, continuing, or contract) and students with teaching and learning experience and expertise to gain accreditation through the Higher Education Academy (HEA) Fellowship scheme.

UQ has actively engaged with HEA Fellowships following the success of a small pilot group initiated in 2016 with 24 participants. This first cohort has formed the workforce of the Community, becoming mentors, reviewers and advocates for Fellowship and the programs at the University. The value was clear to this group and their support enabled a successful application for accreditation of two pathways—one developmental, one reflective—to Fellowship, the HEA@UQ program and the Graduate Teaching Associates (GTA) program, which awarded their first fellowships in 2018.

This initiative was implemented as part of the University's commitment to supporting academic and professional staff and RHD students to apply for an HEA Fellowship and was aligned with [UQ's Student Strategy 2016-2020 \(PDF, 1.2MB\)](#) and the University's commitment to developing contemporary and comprehensive ongoing professional development provisions that support and reward teaching and learning performance and facilitate career progression (Goal 3, Initiative 4).

Since then, UQ's accredited programs have developed a community of more than 500 aspiring Fellows and Fellows consisting of academics and professional staff, sessional and continuing, staff and students. Fellowships are recognised by the University in Academic Individual Activity Profiles and guidelines for performance appraisal.

Fellows consistently report the value of process of applying for Fellowship. By encouraging reflection on teaching practices and the rationale for chosen approaches, applicants report that the Fellowship makes them more aware of opportunities to enhance their practice. They also report that the development of a common language facilitates opportunities to collaborate, innovate and share practices. These sharing activities occur at biannual forum events that also serve to connect UQ Fellows with Fellows from other Queensland universities.

Our Fellows

From its humble beginnings, the community of Fellows at UQ continues to grow. As of the 14 October, there are almost 400 Higher Education Academy fellows and 139 aspiring fellows in our community.

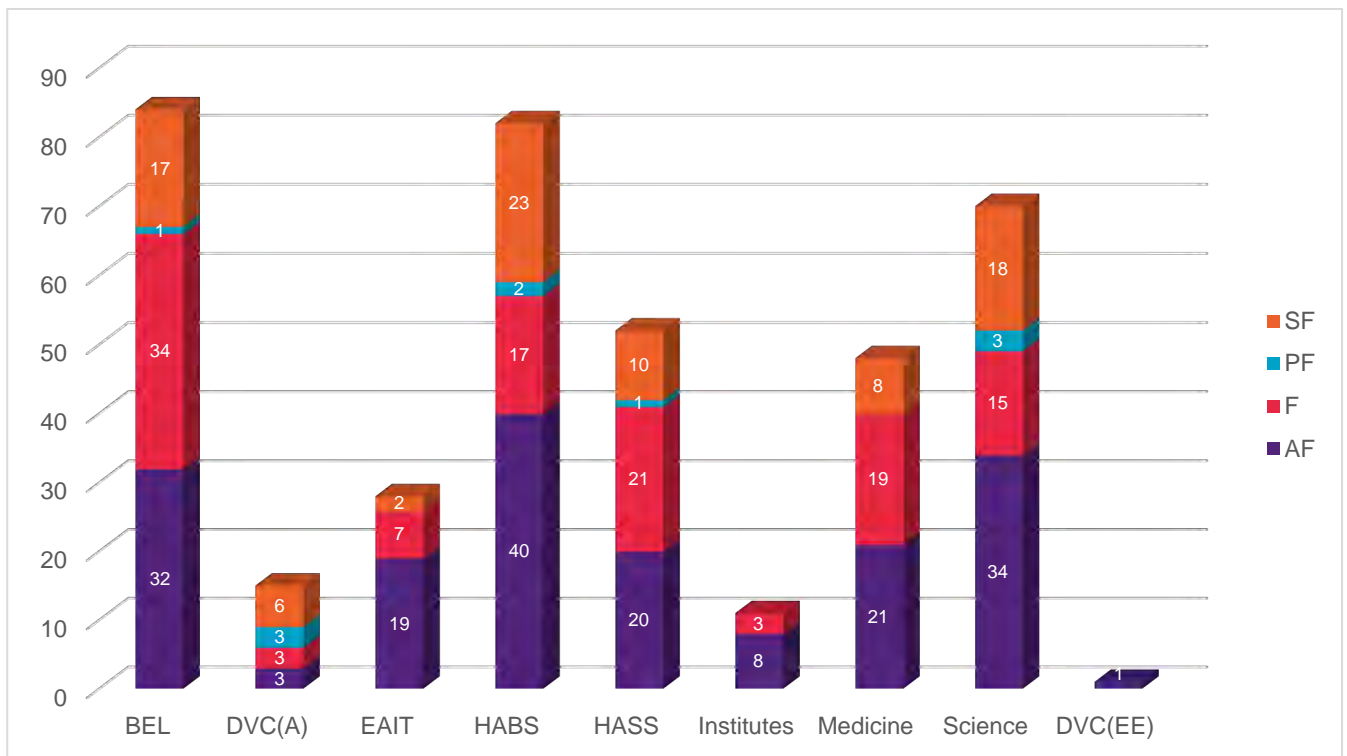


Figure 1 – HEA Fellows by Faculty or Area at 14 October 2021.

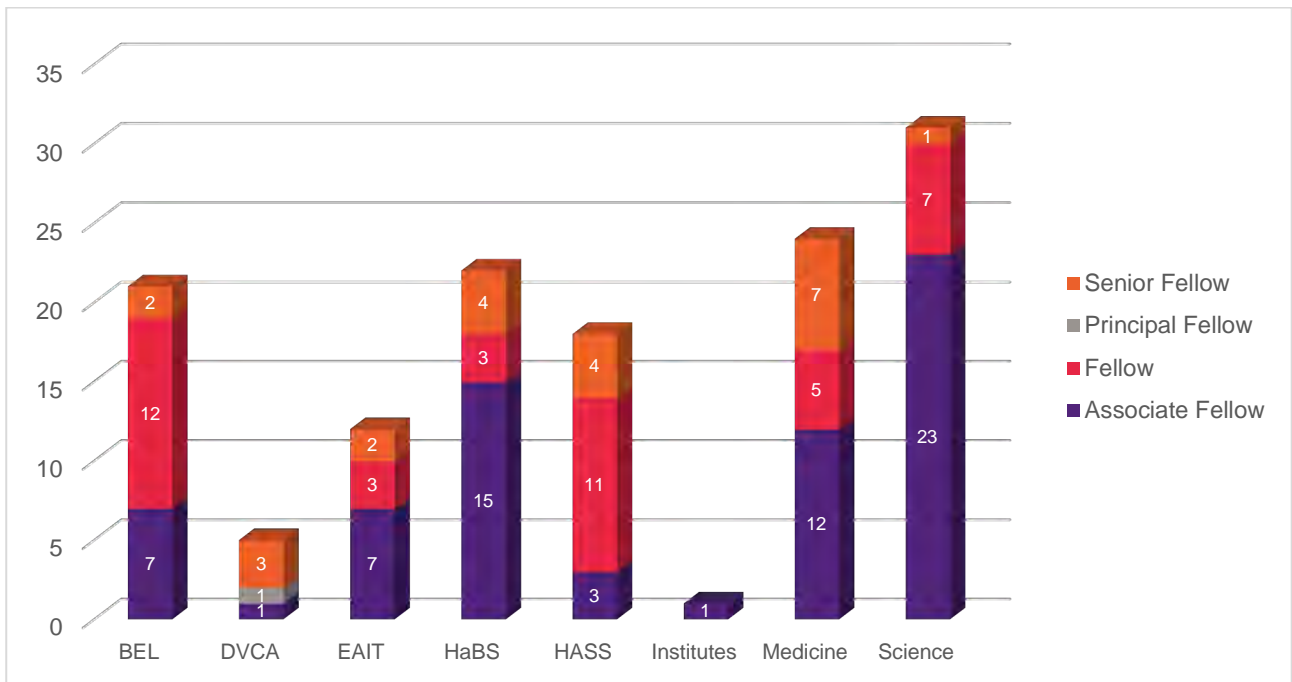


Figure 2 – Aspiring HEA Fellows by Faculty or Area at 14 October 2021

Principal Fellows

UQ's community of Fellows includes 10 Principal Fellows. There are currently 1,232 Principal Fellows recognised world-wide: 128 in Australia. Principal Fellowship recognises a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.

Principal Fellows demonstrate active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments. They embody successful, strategic leadership that enhances student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings. Principal Fellows establish effective organisational policies and/or strategies for supporting and promoting others (e.g., through mentoring, coaching) high quality teaching and support for learning. They champion, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.). They also demonstrate a sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

UQ supports Principal Fellows applying directly to Advance HE. Our Principal Fellowship community includes Associate Deans (Academic) and Senior Leaders.



Professor Julie Duck
Associate Dean (Academic)
Faculty of Humanities and Social
Science
2017

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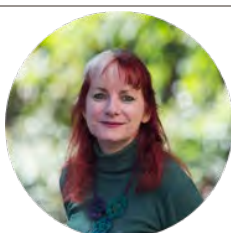
Professor Polly Parker
Associate Dean (Academic)
Faculty of Business, Economics and
Law
2017

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Professor Karen Healy
Professor
School of Nursing, Midwifery & Social
Work
Faculty of Health and Behavioural
Sciences
2018

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Professor Lydia Kavanagh
Deputy President Academic Board
Deputy Associate Dean (Academic) -
Faculty of Science
Academic Lead and Project Manager -
Institute for Teaching and Learning
Innovation
Professor - School of Mechanical &
Mining Engineering
Faculty of Engineering, Architecture
and Information Technology
2018

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Professor Sarah Roberts-Thomson
Head of School
School of Pharmacy
Faculty of Health and Behavioural
Sciences
2018

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Professor Susan Rowland
Deputy Associate Dean (Academic)
and Professor
School of Chemistry and Molecular
Biosciences
Faculty of Science
2018

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Professor Paul Mills
Professor
School of Veterinary Science
Faculty of Science
2018

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My areas of interest are servant leadership, outcomes assessment and international learning communities. I also have a keen interest in mentoring and supporting staff to develop their teaching capability.



Dr Christine Slade
Senior Lecturer
Institute for Teaching and Learning
Innovation, DVC(A)
Affiliate Academic
Faculty of Humanities and Social
Sciences
2018

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Dr Christine Slade has been an advocate for the HEA Fellowship Scheme, since 2015, supporting the introduction of HEA@UQ because the Scheme promotes teaching as an area of expertise, benchmarked for individuals against global standards. Dr Slade has a sustained record of effective strategic leadership and continues to mentor applicants in their reflective journey.



Dr Dino Willox
Director, Student Employability
Student Enrichment and Employability
Development (SEED)
Student Affairs Division
2019

e. d.willox@uq.edu.au

My area of interest is how experiential learning, lived experience, and self-reflection can enhance employability and empower personal and professional development. I am interested in philosophy, critical thought, phenomenology, and queer theory, and work collaboratively within and across organisations to inspire creativity and innovation through valorisation of diversity and inclusion.



Professor Helen Klaebe
Dean
UQ Graduate School
2019

e. dean@gradschool.uq.edu.au



Dr Deanne Gannaway
Senior Lecturer in Higher Education
Institute for Teaching and Learning
Innovation, DVC(A)
Affiliate Academic
Faculty of Humanities and Social
Sciences
2020

e. d.gannaway@uq.edu.au

My Interests include:

- Using design thinking to support curriculum design
- Professional practice opportunities for undergrad and postgrad students
- Approaches to inclusive practice in teaching, assessment, and design
- Hybrid teaching as a new pedagogy.



Professor Andrew Teodorczuk
Program Convenor
Academy for Medical Education
Existing

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Senior Fellows

Senior Fellowship is awarded to professionals who demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

Typically, those likely to be eligible to apply for Senior Fellowship are:

- experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas;
- experienced subject mentors and staff who support those new to teaching;
- experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution.



Associate Professor Saied Aminossadati

Associate Professor
Deputy Associate Dean (Student Experience)
Faculty of Engineering, Architecture & Information Technology
2018
e. s.aminossadati@uq.edu.au



Dr Anoma Ariyawardana

Honorary Senior Lecturer
School of Agriculture & Food Sciences
Faculty of Science
2019

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Associate Professor Remi Ayoko

Management Discipline Leader
UQ Business School
Faculty of Business, Economics & Law
2020

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Dr Emma Bartle

Honorary Senior Lecturer
School of Dentistry
Faculty of Health & Behavioural Sciences
2018

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Assessment of competencies, such as teamwork and communication, required for successful collaborative and interprofessional practice in health.



Associate Professor Pierre Benckendorff

Deputy Dean - Graduate School
Associate Professor
UQ Business School
Faculty of Business, Economics & Law
2018

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Associate Professor Fiona Bogossian

Honorary Associate Professor
School of Nursing, Midwifery & Social Work
Faculty of Health & Behavioural Sciences
2017

e. f.bogossian@uq.edu.au



Dr Jacqueline Bond
Honorary Lecturer
School of Pharmacy
Faculty of Health & Behavioural Sciences
2017
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Dr Suzanne Bonner
Lecturer
School of Economics
Faculty of Business, Economics & Law
Existing
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I focus on utilising high-impact pedagogical strategies within the economics discipline, development and implementation of authentic assessment, and T&L of ethics in cost-benefit analysis framework.



Dr Henri Burgers
Senior Lecturer in Strategy
UQ Business School
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Existing
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Associate Professor Sally Butler
Deputy Associate Dean (Academic)
Associate Professor
School of Communication & Arts
Faculty of Humanities & Social Sciences
2018

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Dr Simon Collyer
Manager - eLearning Systems and
Support
Institute for Teaching & Learning
Innovation
2020

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Associate Professor Kay Colthorpe
Associate Professor
School of Biomedical Sciences
Faculty of Medicine
2018

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Dr Leanne Coombe
Academic Lead - Curriculum Design
Office of Medical Education
Faculty of Medicine
2018

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Indigenous health education using a strengths-based approach as opposed to the deficit model and supporting other staff to utilise culturally-safe teaching practices. Benchmarking standards for competency-based practice and academic accreditation for public health and interprofessional education globally and models for professional registration and/or regulation. Assessing for HEA@UQ, Teaching Awards and the Agency for Public Health Education Accreditation.



Associate Professor Jodie Copley
Associate Professor in Occupational
Therapy
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2018

e. j.copley@uq.edu.au

My interest areas are clinical education, interprofessional education and teaching and learning of clinical reasoning.



Associate Professor Begoña Dominguez
Associate Professor
School of Economics
Faculty of Business, Economics & Law
2019

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I'm particularly interested in mentoring as a two-way process of improving our practices as educators, allowing us to see other perspectives, approaches and implementation of technologies as well as providing the opportunity to gather evidence of the effectiveness of our teaching.



Professor Michael Drinkwater
Associate Dean (Academic)
Deputy Executive Dean
Faculty of Science
2017

e. m.drinkwater@uq.edu.au

I have a long-standing interest in interactive learning approaches which I have applied in physics and astrophysics teaching. More recently I have been looking at ways to measure teaching practice across larger groups of staff



Dr Elizabeth (Liz) Edwards
Senior Lecturer
School of Education
Faculty of Humanities & Social
Sciences
2019

e. elizabeth.edwards@uq.edu.au

My areas of interest are research, teaching and assessment in the education of health professionals, specifically those working with children and adolescents. I am committed to teaching evidenced-based practices in psychology and school counselling and providing educational experiences which align with current pedagogical best practice in higher education.



Associate Professor Rhonda Faragher
Associate Professor
School of Education
Faculty of Humanities & Social Sciences
2018

e. r.faragher@uq.edu.au

I'm a Teaching and Research academic in the field of Inclusive Education and Disability Studies. Because I am a secondary mathematics teacher by background, I also have an interest in mathematics education research. With the HEA, I really appreciate the focus on improving teaching through reflection on practice. I'm less enthusiastic about schemes that focus on innovation. I am most interested in working with colleagues across the university and love the opportunities to mentor colleagues (which are more like opportunities to chat with interesting people about something I love – teaching).



Dr Jasmina Fejzic
Lecturer
School of Pharmacy
Faculty of Health & Behavioural Sciences
2019

e. j.fejzic@uq.edu.au



Dr Rachel Fitzgerald
Associate Director of Online Education
Senior Lecturer in Management
UQ Business School
Faculty of Business, Economics & Law
Existing

e. rachel.fitzgerald@uq.edu.au

My interest is in the development of student-centred online learning. I am particularly interested in developing learning that fosters community and belonging, that promotes inclusivity and engages and motivates learners. I am also interested in the design of authentic curriculum and assessment and in building digital capabilities.



Christopher Frost
Senior Principal, Learning Design
Faculty of Humanities & Social Sciences
2019

e. c.frost1@uq.edu.au

Interests include supporting and fostering effective teaching and learning practices, such as peer learning and authentic assessment. Fostering communities of practice is key to my approach.



Dr Cle-Anne Gabriel

Senior Lecturer (Strategy & Entrepreneurship Discipline)
 Director (United Nations Principles for Responsible Management Education (PRME))
 UQ Business School
 Faculty of Business, Economics & Law
 2019

e. c.gabriel@business.uq.edu.au

My area of interest is case-based teaching (Case Method).



Dr Justine Gibson

Senior Lecturer in Veterinary Bacteriology and Mycology
 Director of Teaching and Learning
 School of Veterinary Science
 Faculty of Science
 2019

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My scholarship in teaching and learning has focused on improving student engagement and learning outcomes through eLearning, assessment and mentoring other academics e.g., introducing viva examinations, embedding adaptive online eLearning throughout the School of Veterinary Science, introducing digital technologies in the multipurpose laboratory, and enriching the Student Clinical Skills Hub.



Sue Gollagher

Language and Learning Advisor
 (Charles Darwin University)
 Former Academic Manager: Concurrent Support
 Institute for Continuing and TESOL Education
 2019

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I have been an academic English teacher in the HE context since 1992 and have a keen interest in assisting students to achieve their goals. I enable success in culturally and linguistically diverse cohorts by designing effective concurrent support programs and embedding academic language and literacy skill development in HE curriculum.



Professor Greg Hainge

Head of School
 School of Languages and Cultures
 Faculty of Humanities & Social Sciences
 2017

e. g.hainge@uq.edu.au

Following many years teaching French language, literature and cinema, Greg has increasingly become involved in T&L leadership through whole of University projects and, more recently, as a Head of School. He is strongly in favour of a student-focused approach to curriculum design and understanding how to translate the benefits of the core learning of a discipline into a range of different outcomes and environments.



Associate Professor Lisa Hall

Associate Professor in Epidemiology
 School of Public Health
 Faculty of Medicine
 2016

e. l.hall3@uq.edu.au

My area of interest is using innovative teaching and learning approaches to improve the education and skills of contemporary public health practitioners.



Sam Harris

Teaching and Learning Manager
 Faculty of Health & Behavioural Sciences
 2020

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My areas of T&L interest are education leadership, pedagogical uplift, and data-informed approaches to teaching and learning.



Associate Professor Joerg Henning

Associate Professor in Veterinary
Epidemiology
Director of Students and Admissions
International Student Mentor and
Recruitment Coordinator for the BVSc
program
School of Veterinary Science
Faculty of Science
2021

e. j.henning@uq.edu.au

I have passion to make boring subjects interesting and meaningful, which I apply when teaching veterinary students in statistics, research skills and epidemiology. My areas of HEA interest includes the promoting cultural diversity and supporting students in need, setting up students for a successful professional career and developing a better equipped cohort of veterinary students and graduates for the veterinary profession.



Dr Aaron Herndon

Senior Lecturer in Small Animal
Medicine
School of Veterinary Science
Faculty of Science
2020

e. a.herndon@uq.edu.au



Associate Professor Anne Hill

Associate Professor in Speech
Pathology
School of Health & Rehabilitation
Sciences,
Faculty of Health & Behavioural Sciences
2018

e. ae.hill@uq.edu.au

My areas of interest include investigation of models of practice education which provide authentic and powerful learning experiences for students, including simulation, interprofessional collaborative practice, and placement structures and processes which support students' development of culturally-safe and responsive practice.



Dr Poh Wah Hillock

Lecturer
School of Mathematics and Physics
Faculty of Science
2020

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My T&L/HEA interest is in the area of first year mathematics support. My work in maths support has been widely recognised through publications in international journals, presentations at national and international conferences, and with several T&L awards, including an AAUT Citation for Outstanding Contribution to Student Learning.



Associate Professor Gerhard Hoffstaedter

Associate Professor
School of Social Science
Faculty of Humanities & Social Sciences
2020

e. g.hoffstaedter@uq.edu.au



Dr Karen Hughes

Associate Professor
UQ Business School
Faculty of Business, Economics & Law
2019

e. k.hughes2@uq.edu.au

My areas of interest are inclusivity in the classroom (particularly in relation to teaching mixed cohorts of domestic and international students), gamification, and the use of interactive techniques such as storytelling, roleplays and debates to demonstrate key concepts and issues.



Dr Noriko Iwashita

Associate Professor
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2018

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My areas of interest in T&L and HEA is to explore ways to ensure that students from different linguistic, cultural, ethnic, study and professional backgrounds are afforded an equal opportunity to maximise their learning potential and to incorporate their own personal experience into their learning trajectory. In particular, I am interested in investigating how various technology contributes to students' maximal levels of learning opportunities and their learning.



Jenny James

Learning Designer, eAssessment
Institute for Teaching & Learning
Innovation
Existing

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Jenny supports academic and professional staff in planning, designing, delivering, marking, and improving digital assessment. Jenny's research area of interest is the barriers to technology adoption and assessment transformation and how these can be overcome. Prior to starting at UQ in 2021, Jenny worked at Griffith University for 10 years where she planned, designed, and delivered professional development activities that built the capacity of academic staff in the implementation of a range of learning and teaching strategies particularly incorporating the use of appropriate, contemporary, and emerging technologies. It was during this time that Jenny was awarded SFHEA.



Michael Jennings

Associate Lecturer
School of Mathematics & Physics
Faculty of Science
2018

e. msj@uq.edu.au



Associate Professor Karyn Johnson

Deputy Head of School
School of Biological Sciences
Faculty of Science
2017

e. karynj@uq.edu.au

My main areas of teaching are genetics and microbiology. In the classroom, I aim to enhance student learning using interactive approaches, and encourage students to be independent thinkers. I have also enjoyed being Director of Teaching and Learning for the School of Biological Sciences and on the HEA@UQ Board.



Rebecca Johnson

Teaching Development Project Officer
School of Public Health
Faculty of Medicine
2020

e. rebecca.johnson@uq.edu.au



Dr Amy Johnston

Nurse Researcher Development, Dept of
Emergency Medicine, Princess Alexandra
Hospital, Metro South
Honorary Senior Lecturer
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Sciences
2019

e. amy.johnston@uq.edu.au

My area of T&L focuses on acute care nursing, particularly around the underpinning bioscience that supports excellence in provision of clinical care.



Dr Hassan Khosravi

Senior Lecturer
Institute for Teaching & Learning
Innovation
Associate Senior Lecturer
UQ Business School
Faculty of Business, Economic & Law
Affiliate Academic,
Faculty of Humanities & Social Sciences
2018
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Associate Professor Mehmet Kizil

Associate Professor
School of Mechanical & Mining
Engineering
Faculty of Engineering, Architecture &
Information Technology
2018
e. m.kizil@uq.edu.au



Dr Angie Knaggs

Senior Educational Designer
Faculty of Business, Economics & Law
2021
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As Senior Education Manager, I work as a strategic leader in curriculum design and good teaching practice. I also lead the BEL Faculty Employability team. As a team we are focused on strategically developing BEL faculties employability curriculum and widening of our WIL opportunities.

My practice is focussed on the development of Partnered Curriculum – the nexus between design thinking, curriculum design and partnership - folding students, staff, industry and alumni into the curriculum design process in an authentic and meaningful way to build unique and connected learning experiences with deep impact.



Associate Professor Louise Kuchel

Associate Professor
School of Biological Sciences
Faculty of Science
2017
e. l.kuchel@uq.edu.au



Tracey Langfield

Lecturer
School of Biomedical Sciences
Faculty of Medicine
2019
e. t.langfield@uq.edu.au

My areas of interest are facilitating student self-regulated learning and self-assessment skills, and the use of appropriate and sustainable assessment. I also recognise the important contribution that tutors make to student learning and I am active in supporting and coordinating tutor development.



Professor Gwen Lawrie

Professor
School of Chemistry & Molecular
Biosciences
Faculty of Science
2018
e. g.lawrie@uq.edu.au



Jessica Leonard
Educational Designer
Faculty of Business, Economics and
Law
2020

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Dr Debby Lynch
Senior Lecturer
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Sciences
2019

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Debby's interests are preparing social work students for professional practice in the areas of group work, community development and the international contexts of social work. Central to her pedagogy is creating safe, supported and enabling learning environments where social work students can build their repertoire of practice skills and capacities which empowers them as learners and future professionals. Her current collaborative projects in the Scholarship of T&L focus on the use of visual pedagogies to develop students' observational skills and critical and reflective thinking in the blended learning environment in a digital era.



Associate Professor Barbara Maenhaut
Associate Professor
School of Mathematics & Physics
Faculty of Science
2019

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Dr Allison Mandrusiak
Senior Lecturer
School of Health & Rehabilitation
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Faculty of Health & Behavioural Sciences
2018

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Dr Helen Marshall
Senior Lecturer
School of Communication and Arts
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Katie Martell
Learning Designer
Institute for Teaching and Learning
Innovation and
Faculty of Health & Behavioural Sciences
2021

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Associate Professor Sabine Matook

Associate Professor – Information Systems
UQ Business School
Faculty of Business, Economics & Law
2021

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As a work-integrated learning (WIL) champion, Sabine has been building students' employability since 2019. By leveraging her national & international collaborations with industry (Siemens, SAP, Variety QLD) & educators, she creates authentic WIL experiences for large & diverse postgraduate cohorts (~500 enrolments/semester). Sabine leads WIL initiatives to meaningfully integrate theory (academic knowledge about information systems) with practice (low-code technologies to develop information systems) to solve real problems for real businesses. Evidence of how Sabine's WIL pedagogy & leadership promotes workplace ready graduates & enhances student learning outcomes (course performance, knowledge confidence) is published in scholarly outlets



Dom McGrath

Teaching and Learning Manager
Institute for Teaching & Learning Innovation,
DVC(A)
2017

e. dom.mcgrath@uq.edu.au

I'm interested in academic professional learning, assessment as learning and designing for learning with technology.



Professor Tim McIntyre

Professor
School of Mathematics & Physics
Faculty of Science
2018

e. mcintyre@physics.uq.edu.au

Professor McIntyre is the Director of Teaching and Learning within the School of Mathematics and Physics. He has taught across a range of undergraduate courses for over 20 years, with particular emphasis on first- and second- year physics and science.

He uses active learning strategies in all his courses and performs research into teaching methods including the use of blended learning modules for preparing students for classes, and the development of interactive on-line simulations. Prof McIntyre currently serves as an HEA mentor and assessor.



Dr Sam McKenzie

Project Manager (Teaching and Learning)
Institute for Teaching & Learning Innovation
2019

e. sam.mckenzie@uq.edu.au

Dr Sam McKenzie has been working in higher education for over 20 years with roles ranging from teaching biostatistics as an academic, Learning Designer to Project Manager. Sam's work portfolio includes leading the eAssessment Project and Laptop (BYOD) Initiative, implementing the UQ Student Technology Survey and facilitating strategic direction in the development of learning spaces.



Professor Blake McKimmie

Professor - School of Psychology
Director of Teaching Innovation
Faculty of Health & Behavioural Sciences
2019

e. b.mckimmie@psy.uq.edu.au

I am interested in blended learning and how that can support more active and deeper learning in the classroom, as well how to create a sense of belonging both online and in the classroom.



Associate Professor Allyson Mutch

Associate Professor
School of Public Health
Faculty of Medicine
2018

e. a.mutch@uq.edu.au

Allyson has over 20 years public health teaching experience across undergraduate and postgraduate programs where she has designed, developed and coordinated many courses and led teaching teams through course and program delivery and review. Allyson's teaching in public health focuses on health inequalities and the social determinants of health within the broader context of health systems and policy. Her sustained, relational approach to teaching and learning health inequalities, is embedded in the collaborative learning relationships she forges with students to support the co-construction of learning. Her research and evaluation in teaching, which is strongly focussed on feedback processes, is embedded in student partner projects to ensure her teaching is student-centred.

**Aliisa Mylonas**

Senior Educational Designer
Faculty of Business, Economics & Law
2020

e. a.mylonas@uq.edu.au

**Dr Norman Ng**

Lecturer
Faculty of Health & Behavioural Sciences
Affiliate Lecturer
School of Human Movement & Nutrition
Sciences
2018

e. n.ng@uq.edu.au

Norman is recognised for his leadership in developing teaching teams and creating learner-centric curricula to enhance interprofessional practice for allied health students. He provides a learning experience that encourages acquiring new knowledge through contextual and interactive learning and adopts novel strategies to engage learners in physical and virtual learning environments.

**Dr Marloes Nitert Dekker**

Senior Lecturer
School of Chemistry and Molecular
Biosciences
Faculty of Science
2021

e. m.dekker@uq.edu.au

**Associate Professor Shaun O'Leary**

Associate Professor (Clinical
Academic) in Physiotherapy
School of Health & Rehabilitation
Sciences,
Faculty of Health & Behavioural Sciences
2021

e. s.oleary@uq.edu.au

Shaun works across clinical education at all levels of physiotherapy training. This includes undergraduate education, but mostly in postgraduate physiotherapy (musculoskeletal/sports) programs at UQ. Shaun also contributes substantially to professional development for his professional body overseeing the training of Specialist Physiotherapists.

**Dr Ann Peacock**

Lecturer
School of Nursing, Midwifery & Social
Work,
Faculty of Health & Behavioural Sciences
2019

e. a.peacock2@uq.edu.au

**Dr Kelly Phelan**

Honorary Senior Lecturer
UQ Business School
Faculty of Business, Economics & Law
2020

e. k.phelan@uq.edu.au

**Dr Louise Phillips**

Honorary Senior Lecturer
School of Education
Faculty of Humanities & Social Sciences
2019

e. louise.phillips@uq.edu.au

**Sophie Plunkett**

Learning Designer
Faculty of Humanities & Social Sciences
2020

e. s.plunkett@uq.edu.au

**Professor Cynthia Riginos**

Professor
School of Biological Sciences
Faculty of Science
2019

e. c.riginos@uq.edu.au

Active Learning



Professor Lisa Ruhanen

Professor
Director of Teaching and Learning
UQ Business School
Faculty of Business, Economics & Law
2018

e. l.ruhanen@uq.edu.au

Professor Lisa Ruhanen teaches and researches in the areas of sustainable and responsible tourism, tourism in developing economies, and Indigenous tourism. Through her teaching, she challenges students to critically examine how tourism, as one of the largest industries in the world, can do more to benefit people and places. She is an advisory board member of the United Nations World Tourism Organization Tourism Education Quality Programme (UNWTO.TedQual).



Associate Professor Steven Rynne

Associate Professor
School of Human Movement & Nutrition
Sciences
Affiliate Senior Lecturer
UQ Poche Centre for Indigenous Health,
Faculty of Health & Behavioural Sciences
2020

e. s.rynne@uq.edu.au

My areas of interest include social learning spaces, online learning, and adult learning principles.



Associate Professor Daniel Schull

Associate Professor
School of Veterinary Science
Faculty of Science
2018

e. d.schull@uq.edu.au



Dr Rebekah Scotney

Clinical Academic
School of Veterinary Science
Faculty of Science
2020

e. rebekah.scotney@uq.edu.au



Karen Shelley

Teaching Development Project Officer
School of Public Health
Faculty of Medicine
2020

e. k.shelley@uq.edu.au



Dr Tammy Smith

Honorary Senior Lecturer
Office of Medical Education
Faculty of Medicine
2019

e. tammy.smith@uq.edu.au



Dr Emma Somogyi

Learning Designer
Institute for Teaching & Learning
Innovation
Existing

e. e.somogyi@uq.edu.au

I believe in a holistic approach to HE curriculum design, and am passionate about the judicious use of media, especially video, in online and blended learning. My focus is on how resources and activities can be co-designed to enhance the learner experience and provide opportunities for greater attainment of learning outcomes.



Professor KK Tang

Professor
School of Economics
Faculty of Business, Economics & Law
2018

e. kk.tang@uq.edu.au

I teach introductory macroeconomics courses for undergraduate students and similar courses for postgraduate students who do not have any economics background. I am interested in exploring innovative designs for blended, digital, and online learning, aiming to improve student engagement, and learning outcomes.



Dr Marion Tower

Head of Discipline, Nursing
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Sciences
2019

e. m.tower@uq.edu.au

My areas of interest include curriculum design, implementation and review, students' experiences of university, supporting Sessional academic staff and clinical decision making in practice.



Jessica Tsai
eLearning Coordinator
Faculty of Health & Behavioural Sciences
2018

e. j.tsai@uq.edu.au

In my current role as the eLearning Coordinator, I provide expertise in the development, implementation, and evaluation of online resources, as well as supporting and enhancing teaching and student learning initiatives.



Eimear Vallely
Learning Designer
Faculty of Science and
Institute for Teaching & Learning
Innovation
2019

e. eimear.vallely@uq.edu.au

My areas of interest within teaching and learning include the development of authentic assessment, the professional development of academic staff and real time course improvement via feedback from students.



Associate Professor Eric Vanman
Associate Professor
School of Psychology
Faculty of Health & Behavioural Sciences
2019

e. e.vanman@uq.edu.au



Associate Professor Jack Wang
Associate Professor
School of Chemistry and Molecular
Biosciences
Faculty of Science
2017

e. t.wang1@uq.edu.au



Dr Keane Wheeler
Lecturer
School of Human Movement and
Nutrition Sciences
Faculty of Health & Behavioural Sciences
2021

e. keane.wheeler@uq.edu.au

At the moment, I coordinate: BIOL1900 Biophysical Development, Measurement and Assessment; SPCG6001 Movement and Performance Analysis ; and HMST3191 Indigenous Studies for Sport, Exercise, Physical Education and Nutrition Professionals. I was interested in HEA because it provides a pathway for acknowledgement of the teaching and learning leadership that I have displayed during my career.



Associate Professor Helen Wozniak
Academic Lead - Assessment
Office of Medical Education
Faculty of Medicine
2019

e. h.wozniak@uq.edu.au

I have a keen interest in designing whole of program systems of assessment that develop student's professional capabilities and insight. I also have a keen interest developing peer learning relationships in the work-integrated learning health care context. I value the opportunities that the HEA community provides to share best practice, mentor and engage in peer review with my UQ colleagues.



Dr Sobia Zafar
Senior Lecturer
School of Dentistry
Faculty of Health & Behavioural Sciences
2020

e. s.zafar@uq.edu.au



Associate Professor Yunxia Zhu
Associate Professor
UQ Business School
Faculty of Business, Economics & Law
2019

e. y.zhu@business.uq.edu.au

Fellows

Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 2 (D2) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. By applying to be a Fellow of HEA individuals are able to engage with a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning.

Fellows are typically:

- in the early stages of your academic career
- in an academic-related and/or support role holding substantive teaching and learning responsibilities
- an experienced academic relatively new to higher education
- a member of staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

At UQ, there are approximately 120 Fellows.



Dr Ammar Abdul Aziz
Senior Lecturer
School of Agriculture & Food Science
Faculty of Science
2019
e. a.abdulaziz@uq.edu.au



Dr Louise Ainscough
Lecturer
School of Biomedical Sciences
Faculty of Medicine
2019
e. l.ainscough@uq.edu.au

My areas of interest are self-regulated learning and the development of study strategies. I am particularly keen to help first year students transition to university, helping them to develop into self-regulated and effective learners.



Dr Saeed Akhlaghpour
Senior Lecturer
UQ Business School
Faculty of Business, Economics & Law
Existing
s.akhlaghpour@business.uq.edu.au



Dr Lisa Akison
Postdoctoral Research Fellow and
Affiliated Academic
Child Health Research Centre,
Faculty of Medicine
2020
e. l.akison@uq.edu.au



Dr Claire Aland
Senior Lecturer
School of Biomedical Sciences,
Faculty of Medicine
2020
e. r.aland@uq.edu.au



Associate Professor Rachel Allavena
Deputy Head of School
School of Veterinary Science
Faculty of Science
2019
e. r.allavena@uq.edu.au

Interested in student centred, flexible delivery and online teaching approaches. Technical skills training using video and simulators for medical disciplines.



Dr Andrew Allsebrook
Lead Demonstrator
School of Chemistry and Molecular
Biosciences
Faculty of Science
2018

e. a.allsebrook@q.edu.au



Professor Andrej Atrens
Emeritus Professor
School of Mechanical & Mining
Engineering
Faculty of Engineering, Architecture &
Information Technology
2018

e. andrejs.atrens@uq.edu.au

Research interests: hydrogen embrittlement for steels for the hydrogen economy; magnesium as a biodegradable medical implant.



Dr Stacey Beaumont
Lecturer
UQ Business School
Faculty of Business, Economics & Law
2020

e. s.beaumont@business.uq.edu.au

My main areas of interest in Teaching and Learning are student engagement and authentic assessment. I am particularly interested in developing learning experiences that serve students well in their transition to their professional career.



Dr Guta Motuma Bedane
School of Agriculture & Food Sciences
Faculty of Science
2020

e. g.bedane@uq.edu.au



Professor Peter Billings
Professor
TC Beirne School of Law
Faculty of Business, Economics & Law
2019

e. p.billings@law.uq.edu.au



Dr Gry Boe-Hansen
Senior Lecturer
School of Veterinary Science
Faculty of Science
2019

e. g.boehansen@uq.edu.au



Susannah Brady
Lecturer
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Science
2018

e. s.brady@uq.edu.au



Dr Robyn Cave
Lecturer
School of Agriculture & Food Sciences
Faculty of Science
2019

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Dr Hasibul Chowdhury
Lecturer
UQ Business School
Faculty of Business, Economics & Law
2018

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Dr Angela Cook
Associate Lecturer
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2020

e. a.cook@uq.edu.au



Dr Peter Crosthwaite
Senior Lecturer in Applied Linguistics
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2018

e. p.cros@uq.edu.au

I specialise in the teaching of second language writing and English for academic/specific purposes. To this end, I have developed a range of complete online courses using UQ's EdX platform (WRIT1001, WRIT6001, ACE101x) and specific SPOCs focusing on the use of corpora for improving academic writing (SLATx: Improving writing through corpora). I am a HEA fellow since 2018, served on the HEA Management Board from 2018-2020, and have mentored numerous junior staff through the GTA and full HEA Fellowship process.



Dr Melissa Curley
Senior Lecturer
School of Political Science &
International Studies
Faculty of Humanities & Social Sciences
2020

e. m.curley@uq.edu.au

Melissa's **teaching** focuses on East Asian politics and International Relations and Global Governance. She teaches in both the undergraduate and postgraduate programmes at POLSIS and has a strong track record of supervision across honours, masters and RHD research projects. She has an interest in research-led learning models in the undergraduate curriculum, as well as strategies to increase inclusiveness in class-room settings for diverse learners.



Dr Phillip Currey
Honorary Lecturer
School of Agriculture & Food Sciences
Faculty of Science
2019

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Dr Sharon Darlington
Lecturer
School of Clinical Medicine
Faculty of Medicine
Existing

e. sharon.darlington@uq.edu.au



Dr Darsy Darssan
Lecturer in Biostatistics
School of Public Health
Faculty of Medicine
2021

e. d.darssan@uq.edu.au

Dr Darssan specialises in teaching Biostatistical techniques, logic, thinking and philosophy to undergraduate and postgraduate learners majoring in Biology, Health and Medicine. He developed a novel assessment that stimulate learner interest in Biostatistics.



Anthony Deacon
Associate Lecturer
Faculty of Medicine
Existing

e. a.deacon@uq.edu.au



Associate Professor Gianluca Demartini
Associate Professor
School of Information Technology &
Electrical Engineering
Faculty of Engineering, Architecture, &
Information Technology
Existing

e. g.demartini@uq.edu.au



Dr Seb Dianati
Teaching Fellow (Digital Curriculum
Design)
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2019

e. s.dianati@uq.edu.au



Dr Chelsea Dobbins
Senior Lecturer
School of Information Technology &
Electrical Engineering
Faculty of Engineering, Architecture, &
Information Technology
Existing

e. c.m.dobbins@uq.edu.au



Dr Maria Itati Dolhare
Associate Lecturer
TC Beirne School of Law
Faculty of Business, Economics & Law
2021

e. m.dolhare@law.uq.edu.au

Since 2013, I have been teaching commercial law subjects to law and non-law students at TC Beirne UQ Law School. My areas of interest are improving feedback practices from and to students, law students' wellness and self-care and incorporating transferable skills into teaching practices and engaging students with these practices.



Dr John Drayton
Senior Lecturer
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Sciences
2018

e. j.drayton1@uq.edu.au



Dr Kai Du
UQ Development Fellow
School of Economics
Faculty of Business, Economics and
Law
2021

e. k.du1@uq.edu.au

Most of my teaching has been in topics related to microeconomics & micro-econometrics. Learning in economics is an iterative process reliant on applying complex economic principles & my ambition is to grow my discipline-related teaching expertise through developing knowledge of effective economics-specific pedagogical practice.



Dr Sisira Edirippulige
Senior Lecturer
Faculty of Medicine
2021

e. s.edirippulige@uq.edu.au

My area of teaching is digital health – that is the use of information and communication technologies in healthcare service delivery. I am currently involved in teaching and promoting digital health education and training within UQ, nationally and internationally.



Dr Marissa Edwards
Lecturer
UQ Business School
Faculty of Business, Economics and
Law
2017

e. m.edwards@business.uq.edu.au



Professor Di Eley
Director MD Student Research
Faculty of Medicine
2018

e. d.eley@uq.edu.au

Di leads the medical student research program at UQ and is responsible for the development and implementation of the Clinician Scientist Track, which encourages student interest and experience in research, and facilitates medical students undertaking a research higher degree (MD-PhD or MD-MPhil) alongside their medical degree.



Laura Fairbrother
Product Specialist – HE
Charles Darwin University
Former TESOL Teacher & Casual
Academic
2021

e. laura.fairbrother@cdu.edu.au

I have been an active member of the teaching and learning community in the Australian university context since 2013 and a teacher since 2005. I have a keen interest in helping teachers and learners connect more meaningfully to the learning process using systematic reflection and I am a strong advocate for continued professional development.



Dr Janet Ferguson
Lecturer in Management Coordinator
and Lecturer in Career Transition
UQ Business School
Faculty of Business, Economics & Law
2019

e. j.ferguson@business.uq.edu.au

My areas of T&L are in the new Human Resources specifically graduate professionals. I am interested in discovering how they make the transition from university to employment and how they transfer their knowledge, skills and other attributes. Such learning enables currency in my design and delivery of MGTS7621 Career Transition.



Carrie Finn
Learning Manager
UQ Business School
Faculty of Business, Economics & Law
2020

e. c.finn@uq.edu.au

My areas of interest are course design methodologies, curriculum mapping, evaluation, teaching technologies, online and blended learning.



Associate Professor Lisa Fitzgerald
Senior Lecturer
School of Public Health
Faculty of Medicine
2017

e. l.fitzgerald@sph.uq.edu.au

I have been an active member of the teaching and learning community in the Australian university context since 2008 and a teacher since 1998. I have a keen interest in motivating learning by engaging both teachers and learners in understanding their teaching and learning goals and how to use systematic reflection to achieve success in a meaningful manner.



Jessica Florent
Instructional Designer
Optivly
Former TESOL Teacher
2021

e. j.florent@icte.uq.edu.au



Dr Roma Forbes
Senior Lecturer
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2019
e. r.forbes2@uq.edu.au



Dr Cassandra France
Lecturer
UQ Business School
Faculty of Business, Economics & Law
2020
e. c.france@uq.edu.au

Cassandra is interested in an informed view of education, with an interest in exploring threshold concepts in marketing to ensure authentic learning experiences. Additionally, Cassandra is passionate about student engagement and is exploring the adoption of artificial intelligence in business education to identify opportunities for innovative methods of engaging students.



Dr Jason Goopy
Sessional Academic
School of Music
Faculty of Humanities & Social Sciences
202
e. j.goopy@uq.edu.au

My areas of interest in teaching and research are music and arts education, teacher education, diversity and social inclusion, singing, music psychology, and arts-based, narrative and mixed-methods research. I am deeply committed to quality and accessible higher education underpinned by effective and research-informed teaching pedagogies.



Dr Christian Gray
Senior Lecturer
School of Clinical Medicine
Faculty of Medicine
Existing
e. c.gray@uq.edu.au

My research portfolio within medical education focuses on the support of student learning including remediation, modified assessments provision and alternative standard settings methods. My currently interest focuses on factors that contribute to success in United States Medical Licensing Examination (USMLE) Step 1. I am happy to provide mentorship within the HEA@UQ community



Dr Louise Green
Case-based Learning Tutor
Clinical Communication Skills Tutor
Indigenous Tutorial Assistance &
Retention Program Tutor
2020
e. l.green4@uq.edu.au

Much of my higher educational experience, interest and passion lies within small group inquiry-based learning environments such as Problem and Cased-based Learning. I also take interest in student-initiated learning resource access and curation in an increasingly accessible and information-dense world, particularly in the field of Medicine.



Dr Obaidul Hamid
Senior Lecturer
School of Education
Faculty of Humanities & Social
Sciences
2019
e. m.hamid@uq.edu.au



Dale Hansen

Learning Designer – eAssessment
Project
Institute for Teaching & Learning
Innovation
DVC(A)
Existing

e. dale.hansen@uq.edu.au

Dealing with diverse cohorts, providing a safe environment to learn from mistakes, learning by doing, authentic learning.



Dr Sureijan Hardjo

Veterinarian - Resident in small animal
emergency and critical care, UQ Vets
small animal hospital.
Doctor of veterinary clinical science
candidate.
School of Veterinary Science
Faculty of Science
2021

e. s.hardjo@uq.edu.au

I have been involved in the clinical training of undergraduate veterinary science students during hospital rotations since 2014. I initially struggled to incorporate clinical teaching within a busy emergency service and realised quickly that you don't automatically become a good teacher, just by being a clinician at a university. I have actively worked to improve my teaching and learning skills over the past few years. I became interested in the HEA fellowship to recognise my achievements and my ongoing commitment to improve as a clinical teacher.



Associate Professor Paul Harpur

Associate Professor
TC Beirne School of Law
Faculty of Business, Economics & Law
2019

e. p.harpur@law.uq.edu.au

Associate Professor Harpur teaches in law but has a strong commitment to creating disability inclusive universities. He chairs the UQ Disability Inclusion Group and leads numerous student and staff focused projects which collectively aims to create universities which are welcoming of all abilities.



Dr Anna Hatton

Senior Lecturer in Physiotherapy
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2019

e. a.hatton1@uq.edu.au



Dr Chris Hay

Lecturer
School of Communication & Arts
Faculty of Humanities & Social Sciences
Existing

e. chris.hay@uq.edu.au



Dr Sara Herke

Senior Lecturer - Mathematics
School of Mathematics & Physics
Faculty of Science
2021

e. s.herke@uq.edu.au

My areas of interest are the development of tools to support active learning, the study of perceptions of STEM topics, the use of authentic assessment, and criteria-based grading.



Russell Hinchy
Senior Lecturer
TC Beirne School of Law
Faculty of Business, Economics & Law
2018

e. r.hinchy@law.uq.edu.au



Afiya Holder
Teaching & Research Academic –
Tourism, Strategy & Marketing
UQ Business School,
Faculty of Business, Economics & Law
GTA Program Coordinator,
Institute for Teaching & Learning
Innovation
2021

e. a.holder@business.uq.edu.au

I believe teaching and learning in higher education is a microcosm of the dynamic world we live in. My passion for teaching is fuelled by three essential ingredients: (1) incorporating practical knowledge and industry based teaching content, guest speakers and practicums; (2) exploring teaching practice that fosters a sense of community and peer-to-peer learning; and (3) exploring research and methods to facilitate a student-centred learning environment.

Afiya was awarded Associate Fellowship in 2019.



Marnie Holt
Educational Designer - eLearning
Faculty of Science
2019

e. m.holt2@uq.edu.au



Professor Mark Horswill
Professor
School of Psychology
Faculty of Health & Behavioural Sciences
Existing

e. m.horswill@psy.uq.edu.au

In my teaching and research, I apply evidence-based findings from the applied cognitive psychology literature on learning, skill development, and expertise. This includes the use of multiple strategies for maximizing skill and knowledge transfer from what is learned in courses to the real world, while also facilitating long-term retention.



Dr Teresa Yi Jung Hsieh
Sessional Academic
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2021

e. teresa.hsieh@uq.edu.au

My teaching and research areas include additional language acquisition in adults, intercultural education, and inclusivity and diversity in society. My teaching is based on evidence-based principles supporting active student learning. I also have an interest in curriculum design in higher education, extending from previous experience in the vocational education sector.

Teresa was awarded Associate Fellowship in 2019



Dr Min Jung Jee
Senior Lecturer
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2019

e. m.jee@uq.edu.au

Since joining UQ in 2014, I have coordinated and taught all levels of Korean courses to undergraduate students, including courses for Korean as a foreign language learners and heritage Korean speakers, a translation/interpretation course, and independent research courses. I have also supervised HDR students in various stages of their projects.



Debbie Jeffery

Associate Lecturer - Accounting
UQ Business School
Faculty of Business, Economics & Law
2020

e. d.jeffery@business.uq.edu.au



Dr Alison M. Joubert

Lecturer in Marketing
UQ Business School
Faculty of Business, Economics & Law
2021

e. a.joubert@business.uq.edu.au

I have teaching expertise in the areas of advertising, consumer behaviour, digital and social media, (quantitative) business research methods, management, and organisational behaviour, in roles of course coordinator and lecturer, associate lecturer and tutor. My teaching approach is student-centred, involving active learning that connects marketing research with practice.



Associate Professor Stan Karanasios

Associate Professor in BIS
UQ Business School
Faculty of Business, Economics and Law
Existing

e. s.karanasios@uq.edu.au

My teaching and learning interest are around large course design and development, teaching technology and organisations and demonstrating theory in practice.



Dr Judit Kibedi

Lecturer
School of Biomedical Sciences
Faculty of Medicine
2019

e. j.kibedi@uq.edu.au

My teaching largely focuses on the development of fundamental skills and thinking of science students in their formative undergraduate years (1st-2nd), with an emphasis on effective reasoning and communication for success throughout their studies and in their professional lives. Beyond the classroom, I am invested in developing the professional identity and capacities of biomedical science students through initiatives to help them self-identify and practise their skills and attributes and thereby better prepare them for success beyond university.



Dr Temesgen Kifle

Lecturer in Economics
School of Economics
Faculty of Business, Economics and Law
2019

e. t.kifle@uq.edu.au

I have been teaching in the UQ's School of Economics for over 10 years. I coordinate and teach undergraduate and postgraduate courses related to microeconomics, macroeconomics and statistics for business and economics.



Dr Catherine Kilgour

Lecturer
School of Nursing, Midwifery & Social Work
Faculty of Health & Behavioural Sciences
2019

e. c.kilgour@uq.edu.au



Jo Kirby
 Postgraduate Research Scholar
 School of Chemical Engineering
 Faculty of Engineering, Architecture, &
 Information Technology
 2019

e. j.kirby@uq.edu.au



Dr Yen-Ying Lai (Yenney)
 Sessional Academic
 Chinese Discipline
 School of Languages & Cultures
 Faculty of Humanities & Social Sciences
 2021

e. y.lai@uq.edu.au

Yenney was awarded Associate Fellowship in 2019



Dr Tri Lam
 Casual Academic – BIS & Casual
 Research Assistant
 UQ Business School
 Faculty of Business, Economics & Law
 2021

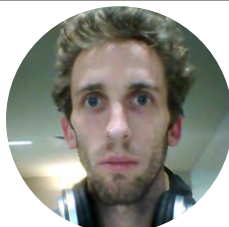
e. t.lam@business.uq.edu.au

I am tutoring the course on Transforming Business with Information at UQ. I use videos, game, and case study in my teaching to facilitate learning procedure. I also provide students with consultation to improve their Excel skills and provide insight about the application of information systems in business.



Dr Nigel Lee
 Lecturer
 School of Nursing, Midwifery & Social
 Work
 Faculty of Health & Behavioural Sciences
 2020

e. nigel.lee@uq.edu.au



Dr Elliott Logan
 Lecturer in Media and Communication
 School of Communication & Arts
 Faculty of Humanities & Social Sciences
 2020

e. e.logan@uq.edu.au



Dr Nikki Macionis
 Lecturer
 UQ Business School
 Faculty of Business, Economics & Law
 2019

e. n.macionis@uq.edu.au



Dr Russell Manfield
 Lecturer & Entrepreneur in Residence
 UQ Business School
 Faculty of Business, Economics & Law
 2019

e. r.manfield@business.uq.edu.au

I'm currently researching the impact on student entrepreneurial orientation for those undertaking specific entrepreneurship & innovation courses I teach, at both undergraduate & postgraduate levels. In that way, I intend to track the value-add of our courses on shaping the new-venture-creators of tomorrow.



Professor Michael McGowan
 Professor
 School of Veterinary Science
 Faculty of Science
 Existing

e. m.mcgowan@uq.edu.au



Dr Kate McLay
 Lecturer – English/Literacy
 School of Education
 Faculty of Humanities & Social Sciences
 2020

e. k.mclay1@uq.edu.au



Dr Lin Mi

Lecturer
UQ Business School
Faculty of Business, Economics & Law
2019

e. l.mi@business.uq.edu.au

My areas of T&L and HEA interest are in the field of Finance, including financial risk management, investment and portfolio management, international financial management, and corporate finance.



Dr Stuart Middleton

Senior Lecturer in Strategy
& Entrepreneurship
UQ Business School
Faculty of Business, Economics & Law
2020

e. s.middleton@business.uq.edu.au

My teaching and learning interest areas are storytelling, team-based learning, experiential learning.



Harry Mills

PhD Candidate, Tutor and Guest
Lecturer
Schools of Architecture & Civil
Engineering
Faculty of Engineering Architecture &
Information Technology
2021

e. harry.mills@uqconnect.edu.au

Harry's a researcher, designer, and educator working across the architecture, engineering and construction fields. Harry draws on regenerative practices to help future designers think critically and develop problem-solving skills for practical applications.



Dr Partha Narayan Mishra

Adjunct Lecturer
Schools of Civil Engineering
Faculty of Engineering Architecture and
Information Technology
2021

e. p.mishra@uq.edu.au

Dr. Partha Narayan Mishra is an Adjunct Lecturer in the School of Civil Engineering at the University of Queensland, while working full-time as an Engineer in resources industry. He has a 5+ years of experience in lecturing, tutoring, and assessing Advanced Soil Mechanics (CIVL4230), Geotechnical Engineering (CIVL3210) and Fundamentals of Soil Mechanics (CIVL2210) courses at UQ. He currently co-supervises 2 Ph.D. students, and have co-supervised a total of 6 masters, bachelors, and summer research students in the last 5 years. In 2020, Dr. Mishra developed a unique and free to access T&L platform which disseminates the combined knowledge from theory and practice in Geotechnical Engineering to about 10000+ audience from 125+ countries (www.age-rp.com). Dr. Mishra obtained his AFHEA in 2019, and his FHEA in 2021.



Faye Nitschke

RHD Candidate
School of Psychology
HABS
2021

e. f.nitschke@uq.edu.au



Associate Professor Nicholas Osborne

Associate Professor
School of Public Health
Faculty of Medicine
Existing

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Nicholas is an aspiring Senior Fellow



Luke Pearce
PhD Student
School of Biomedical Sciences
Faculty of Medicine
2021

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Adriana Penman
Clinical Lecturer
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2019

e. a.penman1@uq.edu.au

My area of interest in Teaching and Learning is to enhance students' learning, confidence, and preparedness for speech pathology clinical practice using simulation-based learning experiences. Within the HEA community I am interested in mentoring peers throughout the HEA@UQ application process and being an active member on the HEA Assessment panel.



Anne Pickering
TC Beirne School of Law
Faculty of Business Economics & Law
2021

e. a.pickering@uq.edu.au



Dr Suja Pillai
Lecturer
School of Biomedical Sciences
Faculty of Medicine
2019

e. s.pillai@uq.edu.au

Dr Suja Pillai is a Lecturer in Pathology and an Early Career Researcher in School of Biomedical Sciences, Faculty of Medicine, University of Queensland. Suja's exceptional teaching has been recognised through multiple teaching awards notably the John Pearn Medallion and the Higher Education Academy Fellowship. Suja's research in medical education is in the field of online education, assessments, innovative technologies, and integrated learning in pathology along with disciplinary research in molecular pathology and cancer genetics.



Dr Kate Power
AQIRF Fellow
UQ Business School
Faculty of Business, Economics and
Law
2019

e. k.power@business.uq.edu.au

Currently located in the UQ Business School, I teach academic writing, genre, and discourse studies, with a focus on supporting culturally and linguistically diverse students. Guided by Buber's (1970) account of the "I-Thou" encounter, engaging with students in shared humanity is central to my teaching.



Dr Mary Rafter
Sessional Academic
School of Education
Faculty of Humanities & Social Sciences
2020

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Dr Raymond Rastegar

Lecturer in Tourism
UQ Business School
Faculty of Business, Economics & Law
2019

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Dr Raymond Rastegar is a lecturer and researcher in Tourism at the UQ Business School, University of Queensland. His research focuses on sustainable tourism development in developing countries with specific interest in local community livelihood, participation, empowerment, and environmental conservation. Recent research projects have investigated the impacts of tourism at local level and delivered new insights into the tourism phenomenon to advocate a more just and sustainable tourism future.



Dr Anna Rumbach

Senior Lecturer
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2019

e. a.rumbach@uq.edu.au

I am a passionate and motivated educator who finds great joy in experience-driven teaching and learning. I use **client-focused, authentic learning environments that incorporate case-based learning, role play, peer learning, and simulation** to enhance student learning and engagement, contributing to the development of students' critical thinking and analytic skills that are essential for clinical practice.



Peter Rutherford

Learning Designer
Institute for Teaching and Learning
Innovation
2017

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Esmaeil Sarabian

HDR Candidate
School of Chemical Engineering
Faculty of Engineering, Architecture, &
Information Technology
2021

e. e.sarabian@uq.edu.au

I am an HDR candidate, progressing towards a doctorate qualification in water process engineering. I am engaged in co-teaching and tutoring of several different engineering courses from 1st year to postgraduate level. My HEA interests are mentoring, assessment (incl. HEA applications), curriculum & syllabus design, elements in engineering education (such as critical/analytical thinking, from theory to practice), teaching philosophies & reflective practitioners, Continuous Professional Development, Application of humour in classroom.



Dr Pat Scott

ARC Future Fellow
Senior Lecturer
School of Mathematics & Physics
Faculty of Science
2017

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Interactive teaching of computational methods; overlaying (not just aligning) assessments with learning tasks



Dr Karin Sellberg

Lecturer in Humanities
School of Historical & Philosophical
Inquiry
Faculty of Humanities & Social Sciences
2017

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Dr Kamran Shafique

Lecturer
UQ Business School
Faculty of Business, Economics & Law
2021

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Dr Frances Shapter

Lecturer in Veterinary Science
School of Veterinary Science
Faculty of Science
2019

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Carl Sherwood

Director of Teaching and Learning and
Senior Lecturer
School of Economics
Faculty of Business, Economics & Law
2018

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My interests are in evaluating teaching and learning practices in Higher Education for large first year courses that create blended digital learning environments to promote engaging, flexible, and effective learning outcomes.



Dr Lynda Shevellar

Senior Lecturer and School Director of
Teaching and Learning
School of Social Science
Faculty of Humanities & Social Sciences
Principal Practitioner – Sense of
Belonging
Institute for Teaching & Learning
Innovation
2019

e. l.shevellar@uq.edu.au

I am dedicated to assisting students to participate and achieve success in their courses, particularly those students who are non-traditional, equity, and international students. I am engaged in learning strategies that enact community in the classroom and support students to create their sense of belonging.



Dr Beth Shirley

School of Clinical Medicine
Faculty of Medicine
2021

e. b.shirley1@uq.edu.au



Dr Lintje Siehoyono

Data Analyst - Evaluations
Institute for Teaching and Learning
Innovation
2020

e. l.sie@business.uq.edu.au

I am advocating for life-long learning. I am passionate about learning any strategies in facilitating deep learning through inclusive hybrid (virtual/face-to-face) learning environments and how these strategies can influence both instructors and learners' experiences, sense of belonging and well-being regardless their diverse backgrounds.



Dr Lee Slaughter

Lecturer

UQ Business School

Faculty of Business, Economics & Law
2020

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Lee is a teaching focused academic who is particularly interested in enhancing student wellbeing by developing strategies to improve the learning experience for first year students.



Dr Leigh Sperka

Associate Lecturer

School of Human Movement & Nutrition
Sciences

Faculty of Health & Behavioural Sciences
2020

e. l.sperka@uq.edu.au



Liz Springfield

Lecturer

School of Health & Rehabilitation
Sciences

Faculty of Health & Behavioural Sciences
2018

e. e.springfield@uq.edu.au



Associate Professor Garth Stahl

Associate Professor in Sociology of
Education

Director of Secondary Programs
School of Education

Faculty of Humanities & Social Sciences
2021

e. g.stahl@uq.edu.au

Garth Stahl is an Associate Professor in the School of Education at the University of Queensland. His research is focused on the nexus of socio-cultural studies of education, identity, equity/inequality, and social change. Currently, his research focuses on effective support for students from non-traditional backgrounds.



Athena Stein

PhD Candidate and Casual Academic
Child Health Research Centre

Faculty of Medicine
2021

e. a.stein@uq.edu.au

My current teaching practice revolves around research methods, and in particular teaching students the skills required for rigorous scientific enquiry and critical analysis on both the undergraduate and postgraduate level. My teaching interest also lies in the field of neuroscience, including neuroanatomy and translational/clinical neuroscience. I feel that the process of learning is akin to building a house: it requires strong foundations, collaboration, and problem-based inquiry.



Iliria Stenning

Instruction Designer/Trainer
Institute for Teaching & Learning

Innovation
DVC(A)
2019

e. i.stenning@uq.edu.au

Coming from a background in digital design, secondary education, and higher education, I am passionate about promoting the adoption of eLearning tools within the higher education sector. In my current role, I support staff in implementing eLearning solutions for teaching and learning problems using centrally supported eLearning tools.



Dr Rachel Stephenson

Research Fellow
School of Chemistry and Molecular
Biosciences
Faculty of Science
2021

e. r.stephenson@uq.edu.au

I am a **research-focused academic** investigating vaccines for the treatment and/or prevention of group A *Streptococcus* infection, with a focus around novel immune stimulants and antigen carrier systems. I am a **Fellow of The Higher Education Academy**. I teach fundamental Chemistry for first year pharmacy and dentistry students, and third year Medicinal Chemistry. My teaching allows me to achieve what I consider to be an important role of a scientist, to communicate information so people can make positive, informed decisions in the world around them.

Rachel was awarded Associate Fellowship in 2018.



Dr Harveen Kaur Sudarshan Singh

Lecturer in Clinical Medicine
St Lucia Clinical Unit
Faculty of Medicine
2019

e. h.sudarshansingh@uq.edu.au

My area of interest is in facilitating the development of fundamental clinical skills and clinical reasoning skills amongst first-year medical students. My roles as Course Coordinator of the Clinical Practice 2 course, case-based learning tutor, and clinical coach enable me to implement strategies at both a cohort level and within small-group settings to facilitate this.



Dr Shino Takayama

Senior Lecturer
School of Economics
Faculty of Business, Economics & Law
2020

e s.takayama1@uq.edu.au



Dr Preetha Thomas

Lecturer
School of Public Health
Faculty of Medicine
2019

e. preetha.thomas@uq.edu.au



Timothy Thomas

Associate Lecturer
School of Law
Faculty of Business, Economics & Law
2021

e. t.thomas@law.uq.edu.au



Tran Le Nghi Tran

Sessional Academic
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2021

e. n.tranle@uq.edu.au

Dr. Tran Le Nghi Tran is currently a casual academic at School of Languages & Cultures and School of Communication & Arts. Her research interests include educational technologies, computer-assisted language learning (CALL) and teaching English to speakers of other languages (TESOL).



Hao Tran

Sessional Academic – Applied
Linguistics
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2021

e. hao.tran@uq.edu.au

Dr. Hao Tran is an applied sociolinguist who has had more than 10-year tertiary teaching experience in Australia and overseas. She has participated in many research projects and hosted workshops in the second language teaching area. Her research interests are in higher education, teacher professional development, teacher agency/identity and teacher education in general.



Dr Kristen Tulloch

Honorary Fellow
School of Psychology
Faculty of Health & Behavioural Sciences
2021

e. k.tulloch@uq.edu.au

Kristen was awarded Associate Fellowship in 2019



Dr Vinu Verghis

Sessional Academic
School of Social Science
Faculty of Humanities & Social Sciences
2021

e. v.verghis@uq.edu.au

Vinu was awarded Associate Fellowship in 2019



Ann Wallin

Lecturer
UQ Business School
Faculty of Business, Economics & Law
2019

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Dr Kirsten Way

Senior Lecturer & Program Director
School of Psychology
Faculty of Health & Behavioural Sciences
2019

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Curriculum level design, online simulations, engaging blended learning design, authentic assessment theory and practice.



Dr Margaret Wegener

Senior Lecturer
School of Mathematics & Physics
Faculty of Science
2017

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Dr Elaine Wightman

Transformational Learning Group Lead
Julius Kruttschnitt Mineral Research
Centre
2020

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My areas of interest are shorter form credentials and the development of high-quality online educational material.



Dr Caroline Wilson-Barnao

Lecturer
School of Communication and Arts
Faculty of Humanities & Social Sciences
2020

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Peta Winters-Chang

Clinical Lecturer
School of Nursing, Midwifery & Social
Work
Faculty of Health & Behavioural Sciences
2017

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Haishan Yuan

Lecturer

School of Economics

Faculty of Business, Economics & Law

2021

e. h.yuan@uq.edu.au



Dr Jessica Zachar

Associate Lecturer

School of Dentistry

Faculty of Health & Behavioural Sciences

2020

e. j.zachar@uq.edu.au

My teaching philosophy revolves around providing stimulating learning environments so that my students can develop into well rounded health professionals who can become leaders within the local community, delivering optimum health care. My main areas of interest include simulation training for local anaesthesia, oral surgery & trauma.

Associate Fellows

Associate Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. By applying to be an Associate Fellow individuals show an understanding of specific aspects of effective teaching, learning support methods and student learning.

Associate Fellows are typically:

- early career researchers with some teaching responsibilities (e.g., PhD students, GTAs, contract researchers/post-doctoral researchers etc.);
- new to teaching (including those with part-time academic responsibilities);
- members of staff who support academic provision (e.g., learning technologists, learning developers and learning resource/library staff);
- members of staff who undertake the role of demonstrator/ technician with some teaching-related responsibilities;
- an experienced staff member working in a relevant professional area who may be new to teaching and/or supporting learning.



Chris Anderson

PhD Candidate

School of Human Movement & Nutrition
Sciences
Faculty of Health & Behavioural Sciences
Existing

e. christopher.anderson@uq.edu.au



Nikita Abraham

Adjunct Research Fellow

Institute for Molecular Biosciences
Faculty of Science
2018

e. n.abraham@uq.edu.au



Dr Ameer Alhusuny

Clinical Tutor

School of Clinical Medicine
Faculty of Medicine
2021

e. a.alhusuny@uq.edu.au

Ameer Alhusuny's clinical and teaching experiences are in Occupational Medicine and Occupational Health and Safety. Ameer teaching career in the medical program at UQ started from 2017. Since that time, Ameer has continuously involved in different teaching activities as a lecturer, supervisor of master students, examiner, clinical and academic tutor, marker, mentor, and assessor. Higher Education Academy (HEA) Fellowship was the professional recognition step that will identify my teaching and learning experience.

Associate Fellows



Matthew Allen
Sessional Academic
School of Chemistry and Molecular
Biosciences
Faculty of Science
2019

e. matthew.allen3@uq.net.au



Dr Abdulrahman Alqadami
Postdoctoral Research Fellow
School of Information Technology &
Electrical Engineering
Faculty of Engineering, Information
Technology & Architecture
2020

e. a.alqadami@uq.edu.au

My background in the field of electrical/electronic engineering allows me to involve in the teaching of a wide range of engineering courses. My main interest is to effectively engage in the teaching & learning process of engineering courses and stay up-to-date with emerging teaching & learning techniques/strategies to ensure that students are provided with the highest quality of education possible.



Hussain Al-Sadiq
Lead Tutor
School of Mechanical & Mining
Engineering
Faculty of Engineering, Architecture &
Information Technology
2019

e. h.alsadiq@uq.edu.au

Designing and planning student centered learning activities in teaching engineering were my interest in HEA. The program was crucial for advancing my teaching skills through peer assessment, student evaluation, expert mentoring, and self-reflection in accordance with the professional standards framework.



Ahmed Al-Saffar (Alex)
Sessional Academic
School of Information Technology &
Electrical Engineering
Faculty of Engineering, Architecture &
Information Technology
2021

e. a.alsaffar@uq.edu.au



Dr Nasim Amiralian
Research Fellow
Australian Institute for Bioengineering
and Nanotechnology
2019

e. n.amiralian@uq.edu.au

I am involved in teaching nanotechnology, biomaterials and composites. I am enjoying sharing my research experience and advances with students and, inspire them to do what inspires them.



Pratheep Kumar Annamalai
Advance QLD Research Fellow (Mid)
Australian Institute for Bioengineering
and Nanotechnology
2019

e. p.annamalai@uq.edu.au

My interest in teaching and learning stems from my passion in promoting knowledge sharing, critical thinking and building skilful professional community for the betterment of society. Having developed extensive research experience in engineering and developing new materials, I am contributing to teaching and learning in the areas of polymer, food, and applications of nanotechnology.



Eugenia Arrarte Brown
Sessional Academic
School of Economics
Faculty of Business, Economics & Law
2019

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Dr Michael Selorm Avumegah
Postdoctoral Research Fellow
School of Chemistry and Molecular
Biosciences
Faculty of Science
2021

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Nazila Babakhani
Sessional Research Assistant and
Sessional Academic (Tourism)
UQ Business School
Faculty of Business, Economics & Law
2018

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Shelley Barfoot
PhD Candidate
School of Chemistry and Molecular
Biosciences
Faculty of Science
2021

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I am passionate about STEM teaching, particularly in how we can provide flexible resources for students in an increasingly unstable time. I am a strong believer in the benefits of professional development for casual staff and am interested in pursuing learning design and curriculum development beyond my PhD



Dr Jenny Barnett
Sessional Academic - French
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2019

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Dr Anjuman Begum
Sessional Academic
School of Chemistry and Molecular
Biosciences
Faculty of Science
2019

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Brittney Bignell
Veterinary Radiology Technician
School of Veterinary Science
Faculty of Science
2019

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Anne-Claire Bouton
Sessional Academic
School of Economics
Faculty of Business, Economics & Law
2021

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I teach small to medium Financial Economics classes at both undergraduate and postgraduate levels.



Narelle Braunack
Emergency & Critical Care Veterinary
Nurse
School of Veterinary Science
Faculty of Science
2021

e. n.braunack@uq.edu.au

Associate Fellows



Dr Sandra Brosda
Postdoctoral Research Fellow
Diamantina Institute
2018

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Dr Eleanor Browne
Associate Lecturer in Enterprise and
Innovation Education
Institute for Teaching & Learning
Innovation
2017

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Eleanor is an aspiring Senior Fellow



Alicia Bubb
Sessional Academic
School of Economics
Faculty of Business, Economics & Law
2019

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Lee Burns
Sessional Academic
School of Chemical Engineering
Faculty of Engineering, Architecture &
Information Technology
2019

e. lee.burns@uq.edu.au



Timothy Buttsworth
Postdoctoral Research Fellow
School of Mathematics & Physics
Faculty of Science
2018

e. timothy.buttsworth@uq.net.au

Timothy is an aspiring Fellow



Suiditya C Mohan
PhD Candidate and Sessional Academic
School of Social Science
Faculty of Humanities & Social Sciences
2020

e. s.cmohan@uq.net.au

My research interests include criminology, sociology, comparative research, disasters, victimology, injustice, and qualitative methodologies. My pedagogy centres around supporting mental health, inclusivity, and equity. I draw on core values such as validation, adaptability, communication, innovation, and critical thinking, in creating a safe space of growth for my students.



Sophie Cameron
Sessional Academic
School of Psychology
Faculty of Health & Behavioural Sciences
2020

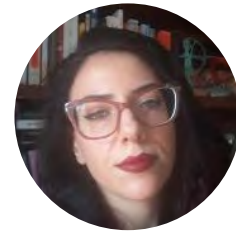
e. sophie.cameron@uqconnect.edu.au



Danielle Cave
Associate Lecturer in Nutrition & Dietetics
School of Human Movement & Nutrition
Sciences
Faculty of Health & Behavioural Sciences
2019

e. d.cave@uq.edu.au

I am involved in teaching into the Master of Dietetics Studies program. My areas of interest are in teaching and supporting student placements in foodservice management, as well as clinical education with a focus on interprofessional education.



Dr Federica Caso
School of Political Science &
International Studies
Faculty of Humanities & Social Sciences
2021

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Sabrina Chakori
PhD Candidate
School of Agriculture & Food Sciences
Faculty of Science
2021
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Silke Chalmers
PhD Candidate
School of Pharmacy
Faculty of Health & Behavioural Sciences
2019
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Dr Amy Chan
Sessional Academic
Institute for Molecular Biosciences
2019
e. amy.chan@imb.uq.edu.au



Wilkin Chan
Anatomy Head Demonstrator
School of Biomedical Sciences
Medicine
2021
e. wilkin.chan@uq.edu.au

My areas of interest are gross anatomy & histology education for medical & allied health students. I aim to encourage the use of higher cognitive and critical thinking domains to facilitate learning, integrating pre-existing anatomical structural knowledge, physiological functional knowledge, and pathological disease scenarios to reinforce key concepts and encourage higher order thinking.



Dr Clement Chan
Postdoctoral Research Fellow
School of Chemical Engineering
Faculty of Engineering, Architecture
and Information Technology
2019
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Salma Charania
Sessional Academic
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2019
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Tieu Thuy Chung
PhD Candidate
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2021
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I am a third-year PhD student in Applied Linguistics at UQ School of Languages and Cultures, tutoring SLAT7827, *Second Language Writing: Teaching and Researching*, to postgraduate students. My HEA interest is scaffolding in teaching students from different backgrounds.



Dr Silvia Ciocchetta
Postdoctoral Research Fellow
School of Veterinary Science
Faculty of Science
2019
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Dr Javier Cortes Ramirez
Honorary Fellow
School of Public Health
Faculty of Medicine
2019
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Associate Fellows



Brent Cunningham

Research Assistant - Exercise Physiology
School of Human Movement & Nutrition
Sciences
Faculty of Health & Behavioural Sciences
2021

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Hossein Dashti

PhD Candidate
School of Chemical Engineering
Faculty of Engineering, Architecture, &
Information Technology
2021

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Dr Sophia David Amirtharajan

Lecturer in Clinical Medicine
& Case Based Learning Tutor Coordinator
St Lucia Clinical Unit
Faculty of Medicine
2020

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I teach within the Faculty of Medicine, and I believe that every academician endeavours a path of lifelong learning. HEA has paved the way for me to learn from my teaching and to strive to provide the best for my students. I would like to continue my HEA fellowship pathway to keep learning.



Dr Fabiane de Oliveira Wendhausen Ramos

Sessional Academic Applied Linguistics
School of Languages & Cultures
Faculty of Humanities & Social Sciences
2019

e. f.ramos@uq.edu.au



Lisa Deacon

Coordinator First Year Student
Experience
Faculty of Engineering, Architecture &
Information Technology
2020

e. l.deacon@uq.edu.au

As a dedicated forward-thinking professional, I'm proud to receive recognition from the HEA community for enhancing and supporting the student experience. HEA provided an incredible opportunity to reflect on my current practices, and to develop innovative solutions to engage our future communities.



Cathy Delzoppo

Sessional ITAR Tutor
Aboriginal and Torres Strait Islander
Studies Unit
PVC(IE)
2019

e. c.delzoppo1@uq.edu.au



Csilla Demeter

Sessional Research Assistant and
Sessional Academic - Tourism
UQ Business School
Faculty of Business, Economics & Law
2019

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Nathan Di Vaira

UQ Research Training Scholar
School of Mechanical and Mining
Engineering
Faculty of Engineering, Architecture &
Information Technology
2021

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Dr Qiao Ding

Postdoctoral Fellow
School of Biomedical Sciences
Faculty of Medicine
2018

e. q.ding@uq.edu.au



Dr Lien Do
Clinical Academic
St Lucia Clinical Unit
School of Clinical Medicine
Faculty of Medicine
2020
e. h.do1@uq.edu.au

To me knowledge is power, and I enjoy sharing this capacity by teaching healthcare education. On the journey to becoming a doctor, I believe every student who works with me will find CBL an exciting adventure to conquer and once they do, they will flourish from the first day in the field.



Melody Dobrinin
Sessional Academic
Lecturer
School of Biomedical Sciences
Faculty of Medicine
2020
e. melody.dobrinin@gmail.com

Melody teaches head and neck anatomy in the school of biomedical sciences



Eloise Doherty
Sessional Academic
School of Health & Rehabilitation
Sciences
Faculty of Health & Behavioural Sciences
2020
e. eloise.doherty@uq.edu.au



Ella Donald
Sessional Academic and MPhil
Candidate
School of Communication & Arts
Faculty of Humanities & Social Sciences
2019
e. eleanor.donald@uq.edu.au

Since the start of 2018 I have taught and designed curriculum for a range of courses in the School of Communication and Arts, specialising in journalism, multimedia, communications, and writing in line with my professional experience. Additionally, I have worked as a Learning Design Officer for UQ's Institute of Teaching and Learning Innovation.

Ella is an aspiring Fellow



Dr Felix Egger
Post-doctoral Research Fellow
School of Chemical Engineering
Faculty of Engineering, Architecture &
Information Technology
2019
e. f.egger@awmc.uq.edu.au

My areas of interest are engineering education with a particular focus on programming literacy and data capabilities. I'm interested in teaching concepts that increase students' self-efficacy, increasing confidence, and eventually preparing them for career scenarios.



Sarah Evans
Project Manager
UQ Library
DVC(A)
2018

e. s.evans1@uq.edu.au
In my previous role as a Liaison Librarian, I helped students improve their information literacy skills. Now, as a Project Manager, my role involves managing a variety of strategic projects, many of which impact teaching & learning activities.

Associate Fellows



Oluwamayokun (Mayo) Fadeyi
PhD Candidate
School of Agriculture & Food Sciences
Faculty of Science
2021

e. o.fadeyi@uqconnect.edu.au



Kazi N Fattah
Postdoctoral Research Fellow
School of Social Science
Faculty of Humanities & Social Sciences
2019

e. k.fattah@uq.edu.au

My teaching and learning interest is in the fields of urban sociology and qualitative research methodologies. Through my teaching I seek to generate interest among students on studying various sociological aspects of cities and megacities and enable them to critically examine and question underlying assumptions and preconceived notions about those.



Grace Fitzallen
PhD Candidate, Academic Tutor
School of Psychology
Faculty of Health & Behavioural Sciences
Mater Research Institute
2019

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I am passionate about adopting universal designs to learning, ensuring that all students have fair and equitable opportunities to engage in the learning experience and achieve the learning outcomes.



Caitlin Ford
PhD Candidate
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Daniel Fryer
Casual Research Assistant
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Shalini Gautam
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Cecilia Liliana Gomez Inclan
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Aswathi Gopalakrishnan
HDR Candidate
Australian Institute of Bioengineering
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2021

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My areas of interest are Biomedical and Bioengineering. Tutoring several courses at School of Chemical Engineering over the past 3 years for final year undergraduate and master students. I am involved in tutorial design, running practical sessions and in assessment evaluation.



Naomi Hansar
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Sessional Academic
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Work
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Amanda Hansson

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Al Healy

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Karina Honey

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Reuben Horne

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School of Economics
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Previous studies included the Underground and grey economy in Australia. Presently works teaching in econometrics, statistics, and quantitative fields.



Dr Sepanta Hosseinpour

Associate Lecturer
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2021
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I am coordinating Dental Science I and Head & Neck Anatomy course at UQ. I am designing and teaching the course contents, developing some online contents to facilitate learning procedure for all students, as well as organising workshops to improve their research skills and provide insight about the postgraduate programs.
Sepanta is an aspiring Fellow



Dr Tim Huelsen

Research Fellow
School of Chemical Engineering
Faculty of Engineering, Architecture &
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Mosaruf (Razib) Hussan

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Muhammad Sarmad Iftikhar

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Associate Fellows



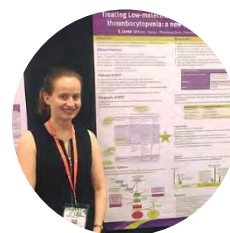
Sergio Erdal Irac
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Taskeen Janjua
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Hannah Jensen-Fielding
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Dr Emily Jones
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Wendy Katterns
Simulation Centre Manager
Francis Baron Burnett Simulation Centre
School of Clinical Medicine
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2020

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Wendy has been involved in providing education enhanced by the simulation environment for the past 6 years. She also has extensive experience in various areas of nursing including neurosurgery, surgical, orthopaedics, gastrointestinal, midwifery, neonatal intensive care, emergency medicine, research, retrieval services and simulation education. Wendy has expertise in simulation scenario development and maintains a current registration in nursing and endorsement in midwifery.



Dr Lisa Kelly
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Kaamini Kesavan
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Dr Taraneh Khoo
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Senior Lecturer – Mental Health
Royal Brisbane Clinical Unit
Faculty of Medicine
2019

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Medical school teaching in psychiatry, adult psychiatry, emergency psychiatric care.



Amie Khosla
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Genevieve Kiesecker
Casual Senior Research Technician
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Dr Harriett King
Emergency Physician & Senior Lecturer
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Greenslopes Clinical Unit
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I am passionate about the education of medical students. Along with my colleagues at the Francis Baron Burnett Centre, we strive to provide relevant and practical education through simulation and small group learning. I aim to help the students make the successful transition from student to doctor.



Lara Klestov
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Kathy Lai
PhD Scholar
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2019
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Dr James Lancaster
Lecturer – Studies in Western Religion
School of Historical & Philosophical
Inquiry
Faculty of Humanities & Social Sciences
2016
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I am Lecturer in Studies in Western Religious Traditions and teach into the Advanced Humanities and Western Civilisations programs in the Faculty of Humanities and Social Sciences, as well as contribute to Studies in Religion courses in the School of Historical and Philosophical Inquiry. For this reason, I have developed and taught courses in the history of religion, science and religion and, most recently, the great books of the Jewish and Christian religious traditions. I have been an Associate Fellow of the HEA since 2016 and aim to become a Fellow of the HEA in the near future

Associate Fellows



Debra Laws
Senior Veterinary Nurse
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2019

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Terence Le
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Graham Lee
Course Coordinator & PhD Candidate
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Sciences
Faculty of Health & Behavioural Sciences
2021

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HEA is the cornerstone of my reflective pedagogical practices. Facilitating students to build the skills, knowledge and attributes their future requires, I use collaborative technologies, self-paced learning and real-world scenario-based learning activities to maximise student interaction and critical thinking as individuals and groups while practising skills required for assessment components.



Suet Li (Shirley) Lee
Faculty of Health & Behavioural Sciences
2021



Dr Joseph Lelliott
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Dr Amy Leung
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Alan Levett
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May Liu
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I am a NAATI certified Interpreter and Translator in English & Chinese. I am also a former graduate of the MACTI (Master of Arts in Chinese Translation & Interpreting) program at UQ. I have been working as a casual academic in the School of Languages & Cultures at UQ since 2010. I teach various courses in the MACTI program, including the first-year general interpreting course & the second-year specialized medical interpreting course. As an interpreter & translator, I believe that learning is a life-long process. As a teacher, I believe in creating a supportive environment to facilitate student learning & working with students collaboratively to achieve the best possible outcomes for each individual.



Donna Marchiori
Casual Animal Behaviour Technician &
Casual Academic
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Romany Martin

Casual Research Assistant
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My areas of interest are teaching and learning in the school of physiotherapy, and prioritising curriculum that is evidence based and evidence gathering.



Sonya Mattiazzi

PhD Candidate & Sessional Academic
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2021
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Areas of Teaching & Learning and Higher Education Academia include interprofessional education, public health, health promotion and nutrition.



Dr Tomomi McAuliffe

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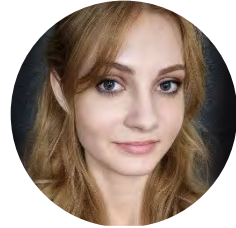
Marie-Pier McSween

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Katelyn Melvin

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Anastasia Mikhalyak

Casual Academic
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I have been a tutor for the School of Mathematics and Physics for four years, with particular focus on subjects in statistics, mathematics, and data analysis. The GTA program allowed me to evaluate and reflect upon my past teaching practices and has given me additional skills to apply to enhance students' learning experience. I am grateful to be recognised as an Associate Fellow of the HEA.



Dr Charlotte Rose Millar

Honorary Research Fellow
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Biswa Prasanna Mishra

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Tavis Mitchell

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My areas of interest in teaching and learning focus around STEM outreach and training the next generation of mechanical engineers seeking to have a career in the fluid mechanics' space. At The University of Queensland, I currently teach into the final year/masters course on computational fluid dynamics.

Associate Fellows



Dr Beadaa Mohammed

UQ Fellow
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Electrical Engineering
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Dr Alison Moorcroft

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My area of interest is supporting the communication of people with complex disabilities. In my teaching, I endeavor to prepare students for the workforce by sharing my passion and enthusiasm, incorporating real case examples, and encouraging small-group clinical discussions



Janine Narbutas

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Kate Nash

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Dr Huong Nguyen

eLearning Advisor and Trainer
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I joined ITaLI in 2021 to provide training workshops and consultations on eLearning systems and tools across the University. The T&L area that I focus on is the pedagogical impacts of eLearning tools to support the academics in their teaching to enhance student engagement and experience in their academic journey.



Dr Kevin Nguyen

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Thao Nguyen

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Ekaterina Ovsyanikova

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Karan is an aspiring Fellow



Dr Freyr Patterson
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Andrew Penton
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Wendy Pham
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2019

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Nhan Phan
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2021

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Dr Megan Pitcher
Sessional Academic
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Faculty of Medicine
2019

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Dr Melanie Plinsinga
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Hamid Pourasiabi Lighvan
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Engineering
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2019

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Navin Prakash
Veterinary Technology Educator
School of Veterinary Science
Faculty of Science
2019

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My background in Materials and Metallurgical Engineering, previous educational work experience and passion for teaching have enabled me to involve in various teaching roles in engineering courses. These include curriculum review/re-design, course and lessons planning and directorship of educational groups in undergraduate studies. The lesson I have learned and attempted to implement is that student engagement is the key to improve their learning experience.

Hamid is an aspiring Fellow

Associate Fellows



Dr Werdi Pratiwi
Casual Academic (Anatomy)
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Dr Sabeeta Rahman
Sessional Academic
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2021

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Dr Debi Ray
Lecturer and Tutor
Case Based Learning Tutor and Clinical
Coach in Phase 1 (year 1 & 2) of the MD
program
OSCE case writer and examiner for year
4. Currently tutoring (Phase 1) offshore
cohort consisting of students from the US
and Canada online
School of Clinical Medicine
Faculty of Medicine
2020
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Graduate Teaching Associate Course of the
HEA at UQ in 2019. Contribution of
educational resource video, on Non-Verbal
Communication in Clinical Consultations.
Invited to become Associate Fellow of the
Higher Education Academy of the UK, in
2021. Areas of special interests are Clinical
Communication and Assessments in Medical
Education



Anna Richards
Senior Manager – Learning
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Student Employability Centre
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Dr Megan Ross
Research Fellow
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Jennifer Rowe
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Michael Russell
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Iqira Saeed
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Sajeeb Saha
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Muhammad Moid Sandhu

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Mr. Sandhu is working on the design and implementation of autonomous batteryless wearable devices for human activity, fitness, and health monitoring applications, in collaboration with Data61 CSIRO. Furthermore, he has an experience of more than three years of teaching various courses to the undergraduate students of Electrical Engineering. Currently, he is also tutoring a course on communication systems at the School of Information Technology and Electrical Engineering. He is very excited to be part of HEA community at UQ believing that HEA fellowship is the best way to demonstrate commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection, and development.



Emma Schimke

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Dr Lujain Ismail Shafeeq

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Surekha Sharma

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I am a Tutor in the School of Economics and endeavour to create students' genuine interest in the subject by contextualising the theoretical concepts. My teaching philosophy involves creating a positive learning environment and inspiring students for life-long learning, as Christa McAuliffe once said, "I touch the future I teach."



Patricia Sheehan

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Associate Fellows



Amir Sheikhan

Teaching Academic and Researcher
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2021

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Amir's teaching and research expertise lies in the field of linguistics and communication, with a focus on intercultural communication and the role language plays in social and interpersonal interactions. His T&L interests primarily concern course and curriculum design as well as content delivery



Joyce Shek

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Belal Shohayeb

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Muath Shraim

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Interested in teaching musculoskeletal anatomy, neuroanatomy, and neuroscience via creating visual online and/or virtual resources and content for students to assist their learning process. Also interested in pedagogy.



Dr Emma Simpson

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Laura Simpson Reeves

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Daniel Singh

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2021

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My role as a laboratory demonstrator in the School of Biomedical Sciences is to guide a group of students through the practical and ensure the students understand the underlying principle of the experiments while gaining hands on experience. The HEA program has allowed me to be conscious about the techniques that I apply to teaching.



Francine Smith

Sessional Academic
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2018

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Dr Centaine Snoswell

Research Fellow - Health Economics
Centre for Online Health
Centre for Health Services Research
Faculty of Medicine
2018

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Dr Snoswell currently working with the NHMRC Partnership Centre for Health System Sustainability to explore the economic efficiency of implementing telehealth initiatives in Australia. While her role is currently research focused, she supports telehealth and health economics education at UQ and is involved in undergraduate and postgraduate research training.



Choon Leng So
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Fahmida Yasmin Sonya
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Nicolas Soro
Sessional Academic
School of Mechanical and Mining
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Faculty of Engineering, Architecture &
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2017

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My areas of interest are mechanical design and advanced manufacturing. As a teacher, I prioritise active learning and hands-on activities, as I believe these are a key component in engineering education.



Jessica Spence
RTP Scholarship
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2020

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Jennifer Stables
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2021

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Annita Stell
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Dr Nicole Stormon
Lecturer
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2019

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My areas of interest are in innovative digital and blended learning strategies in Dentistry. I utilise student engagement analytics for personalised feedback mechanisms to students to increase interest and course performance. I enjoy creating digital content on dental procedures and patients to introduce students to dentistry before entering the clinic.



Weiyng (Amelia) Tan
Sessional Academic
Mater Clinical Unit
School of Health & Rehabilitation
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2021

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My teaching in occupational therapy focuses on developing students' readiness for professional employment. I achieve this through an experiential learning approach that prioritises students' learning needs and outcomes. I enjoy teaching and mentoring students in a variety of settings such as practical workshops, clinical fieldwork, and applied action learning tutorials.



Porntida (Mai) Tanjitpiyanond
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Associate Fellows



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Natalie Vear
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Harry Veivers
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Jessica von Pein
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Dr Jenny Wang
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Dr Sarah Warner
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2019

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Dr Sarah Warner is a HEA Associate Fellow and has been lecturing at the University since 2018. Sarah's teaches in the areas of public policy, Australian politics, and sociology. The HEA program was great for developing my teaching philosophy and learning to put students at the centre of my teaching.



Nicole Wheatley
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David Wijaya
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2021

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My academic interests revolve around teaching Indonesian to speakers of other languages, Cognitive Linguistics and its applications to second language learning and teaching, second language acquisition, foreign language teaching methodology. I have been teaching and tutoring courses related to these academic interests at UQ. The research I conduct is also on these fields, and I use the findings to inform my teaching practices.



Ananth Wuppukondur
Postdoctoral Research Fellow
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2021

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Ananth is a Research focused academic within the School of Civil Engineering at UQ with teaching and tutoring interest broadly in water-related courses such as Fluid Mechanics and Open Channel Flow for second to final year undergraduate students



Dr Charlotte Young
Learning Designer (Faculty of
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Institute for Teaching & Learning
Innovation
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2018

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Dr Samira Zare
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I am interested in research and teaching areas of consumer/tourist behaviour, sustainable tourism, and destination marketing. HEA training made me challenge myself and learn new and essential teaching skills required in today's dynamic and diverse educational settings.



Zara Zarezadeh
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My research interests include Tourism Information Technology and Tourism behaviour.



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Christina Zhang AFHEA (2019)

Case Studies

A significant component of the application for Senior Fellowship are the two case studies, which are required to supplement the submission. These provide reflective accounts of the applicant's contributions or experiences which:

- have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching;
- demonstrate your sustained effectiveness in relation to learning and teaching and that you meet the criteria for Senior Fellowship.

Below we include sample case studies from two of the HEA@UQ Community's Senior Fellows: Dr Norman Ng (Faculty of Health and Behavioural Sciences) and Dr Angie Knaggs (Faculty of Business, Economics and Law).

Mentoring and impacting the practice of the HLTH1000 teaching team

Dr Norman Ng

Faculty of Health and Behavioural Sciences
SFHEA
2018

HLTH1000 is a first year 'common' course with a large cohort of 800+ students and an expected 1400+ students in 2018. I have the 'lucky' job of being the Coordinator of the inaugural roll-out. This course employs a blended learning model where students engage independently with online content and attend weekly 2-hour workshops. Students are deliberately allocated to multidisciplinary workshops such that they learn from, with and about each other (World Health Organisation, 2010). This promotes sharing of different perspectives on the course content and raises awareness of other professions.

Students enrolled in HLTH1000 are from diverse backgrounds (courses, contexts) and have varying expectations from the course (A1, A3, A4, A5, V1). My role as sole Course Coordinator is to bring students together and to ensure learning matches their diversity.

Early in my new role, I was keen to learn how other academics approach the coordination of large first year courses. I consulted the experts and investigated strategies for managing not only a large student cohort, but also a large teaching team. I discovered that other faculties such as Engineering, Architecture and Information Technology had utilised peer tutors in their large undergraduate course. Unlike other courses with large student numbers, HLTH1000 was a behavioural and social science perspective on health; juxtaposed with other science-based course in first year, it was a difficult learning paradigm for students to adopt. I needed to ensure that the tutors were more than facilitators, that they were able to provide authentic learning experiences for first year students who will graduate to be future leaders in health.

Ensuring consistency in the student learning experience across 38 weekly workshops over 11 weeks was an ambitious task. I knew it would be vital that the teaching team consisted of experienced educators able to facilitate these heuristic workshops. I formalised the recruitment of my teaching team (V4). I drafted a job description outlining the roles and responsibilities of the HLTH1000 tutor. This recruitment drive resulted in 33 applicants. With the faculty's teaching and learning manager, I formed an interview panel and interviewed the short-listed candidates. The final teaching team consisted of 15 experienced tutors with a breadth of diverse teaching backgrounds and experience working within the Australian health system. In ensuring that students receive authentic examples within their workshops, it was important to ensure that the tutors have firsthand experience working in the health system. Preliminary results from my evaluation revealed that students found it helpful for their learning when tutors could provide real-world authentic examples to

reinforce the course content. One of the key features of HLTH1000 is the multidisciplinary nature of workshops to provide students with the opportunity to learn about, from and with other students. This aims to foster interprofessional practice, an important competency working as a contemporary allied health professional.

To support my team of tutors, I developed teaching resources and implemented a series of quality assurance measures (K6). These included a tutors' handbook and detailed lesson plans for facilitating the HLTH1000 workshops (A2, K1, K2). In addition, I scheduled weekly tutor preparation and assessment moderation meetings throughout the semester. I conducted an orientation and post-course evaluation workshops for tutors. I created and promoted a community of practice called the Tutors' Collective via Padlet which was very well received and utilised by my tutors (K4). I conducted workshop observations where I carried out teaching space audits and peer observation of teaching (A4, K5, K6). Tutors were provided with this feedback to improve their teaching practice (A3, A5).

There is evidence to suggest that the massification of higher education has led to Sessionalisation of teaching in academia (Courtney 2012). Job dissatisfaction and poor access to training and support are often reported by Sessional academic staff (May, 2013, Kimber, 2003) and I can relate to this having been in multiple causal and piecemeal academic contracts. In addition, teaching first year students presents many challenges as students have to cope with the stressors associated with the transition to university. Learning to be autonomous learners, managing time, living away from home for some, and to navigate a new institution and its policies are new experience for most first year students. All these tensions can undermine the learning experience of students (Coates, 2009). To overcome this complex challenge, I wanted to ensure that my teaching team received the necessary professional development and training to do their job well (V2, V3, V4). Tutors who were new to teaching at the university were required to attend the university's Tutors@UQ program to prepare new tutors. I developed and provided the teaching team with course specific administration support and teaching resources to do their jobs well (A2). I have received positive feedback from my tutors at the post-course review meeting expressing that teaching in HLTH1000 has taught them a great deal for their own practice and that they felt that the HLTH1000 team went above and beyond in supporting them. The next iteration of the course will be scaled up, catering to even more students. An estimated 1400 students from 14 allied health programs will be enrolled in the course next year. Majority of the tutors have expressed their involvement in the next reiteration of the course. With this growth, I intend to recruit more tutors, implement a new management structure of the teaching team involving lead tutors, and provide more structured tutor training.

I was recently nominated for a Faculty Leadership Award in Teaching and Learning (outcome pending) that "recognises the exemplary leadership of academic staff who from the Faculty of Health and Behavioural Science who help to create a positive, performance-based culture, and contribute to the achievements of the Faculty" (<http://www.habs.uq.edu.au/staff-awards/teaching-and-learning>).

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Employability Curriculum Design in Partnership

Dr Angie Knaggs

Faculty of Business, Economics and Law
2020

The focus of this case study will be development-and-use case of *Partnered Curriculum Design*, a design thinking-based co-creation curriculum design model used at the BEL Faculty **CreateAthon**. Held on June 22nd 2019, a Student Staff Partnership team (a group of four Student Partners and two BEL Faculty Learning Designers) welcomed 80 members of the BEL employability community (32 students, 27 staff (professional and academic) and 15 Industry Partners (Angie this adds up to 74) to our City Campus for a 12-hour ideation event. The employability community came together to co-create the BEL faculties new transdisciplinary Employability Capstone, PBEL3000 Learning by Doing in a Disruptive World.

To learn more about the CreateAthon event, click [here](#).

Background and Context

A core focus of my role is the embedding of employability into the learning and teaching policies, processes and practices in the BEL Faculty. The aim of this is to provide our students opportunities to develop the knowledge, skills, experiences, behaviors, attributes and attitudes that will enable them to identify and transfer value across their careers (A1, A4, K2 and V1). I acknowledged early on, in line with Tibby and Norton (2020), that this process requires all stakeholders (academic and professional staff, students, alumni and industry) to “have a role to play in embedding employability and should be encouraged to engage in and be involved in doing so” (5) (V1 K2). I began to explore how I could fold our stakeholders more deeply into the curriculum development conversation at a faculty, degree, program, course and module level in order to achieve deeper engagement and actively encourage a Faculty culture of Employability. However, as Bovill (2013) argues, although we are aware of the value students and external stakeholders bring to curriculum, the work of developing university curriculum is often left to the allocated academic staff working in small teams (or solo) in isolation. This certainly aligns with my practice, where historically, the courses I have designed and supported (see for example, Case Study 1) have followed a relatively traditional, linear course design process: benchmarking, stakeholder consultation and course creation through a process of constructive alignment (Biggs 1999) (K2, K3, V2, V3, V4).

In order to shift away from curriculum design through *consultation*, I focused on curriculum design that positions stakeholder *partnership*, stemming from the body of work on ‘students as partners’ and co-created teaching and learning (Cook-Sather et al. 2014; Dunne 2016; Mercer-Mapstone et al. 2017) (V1, V2, V3, V4). This work understands partnership to be:

A collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision-making, implementation, investigation, or analysis (Cook-Sather et al. 2014: 6-7).

While the terms “students as partners, partnership and co-creation” are often used interchangeably (Bovill 2019), I use *partnership* to describe the nature of the relationship between stakeholders and *co-creation* to describe a participatory design process through which *partnership* is brought to life. While this particular body of work is focused primarily on the student-staff relationship, I wanted to fold in alumni and industry partners as well as students, academic and professional staff – the learning and teaching community as a whole (V4). Partnership and co-creation recognise that higher education occurs within the wider context of world of work. Co-creating a course in partnership extends the practice of course design beyond the boundaries of the University outwards and folds the collective employability community.

The CreateAthon: partnered curriculum design in action

As the student-staff team began thinking through the execution of the CreateAthon, the team looked for a set of Design Thinking tools to guide the ideation process with a user-centered focus. The Kaospilot

Vision Backcasting method was introduced to me by the facilitation team at UQ’s Ideas Hub, the inhouse on-campus extra-curricular entrepreneurship space. The user centric curriculum design methodology offered a coherent and consistent set of tools encapsulated in printable posters, enabling the whole of concept design

Kaospilot is a non-accredited hybrid business-design school that provides leadership and entrepreneurial education across a number of sites in Europe. They “provide a space and a place where creatives and potential change-makers can develop the knowledge, skills, attitudes and competencies they need to fulfil their values and visions” (Kaospilot Website – ref). Their practice has been to develop Design Thinking based frameworks within which creative minds can develop new curricular thinking.

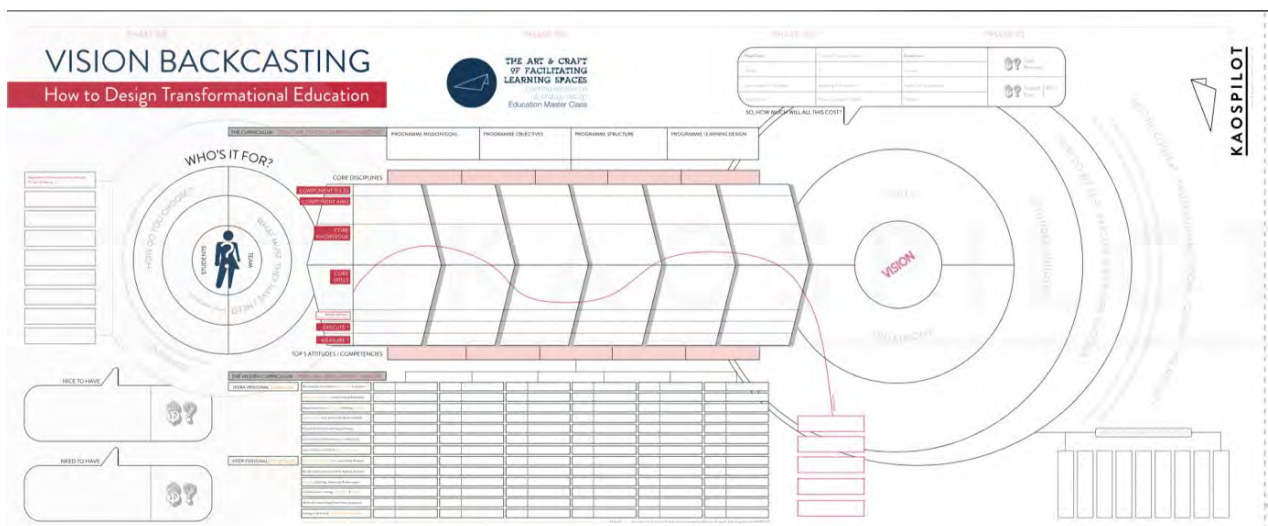


Figure 1 Kaospilot Vision Backcasting template

to be captured in one place (see figure 1).

When I proposed the use of this model to our Student-Staff Partnership team, I digitally circulated the model, including the worksheet template used to guide and record the ideation process, (see figure 1 above). The unanimous response was that the model was too dense, the worksheet unreadable and unknowable, and the language was “very European centric” and not suitable for the Australian Higher Education context (K1, K2, K4, K5). When I consulted with my

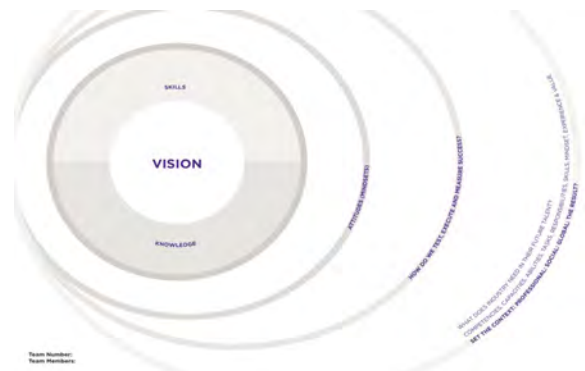


Figure 2: Vision Circles

academic colleagues in the innovation space in our faculty, they had concerns that the methodology has too complex, hard to follow and lacked rigor. I responded to this feedback by adapting the model to the specific institutional context (see below in figures 2; 3; 4 and 5).

Some of language used in the original model, as noted by the Student-Staff Partnership team, was not relevant in the Australian Higher education context within which both the CreateAthon and the resulting Capstone course would need to exist.



Figure 3: User Circles

Therefore, translation work was required of the Kaospilot language into that used in the Australian Higher Education context (A1, K1, V3). After obtaining permission from Kaospilot to adapt the model, I used the electronic course profile template from UQ to modify the Kaospilot language (V1). Primarily this was done so that the process of course ideation and design was then easily mappable into our university structures. Secondly, this is course language that most students, alumni, UQ staff (both academic and professional) can make sense of, and is aligned with similar teaching and learning language used in other Australian Higher Education institutions, meaning that industry partners who had not originally attended the University of Queensland, would still be able to make sense of and navigate through (V2, K5, A2).

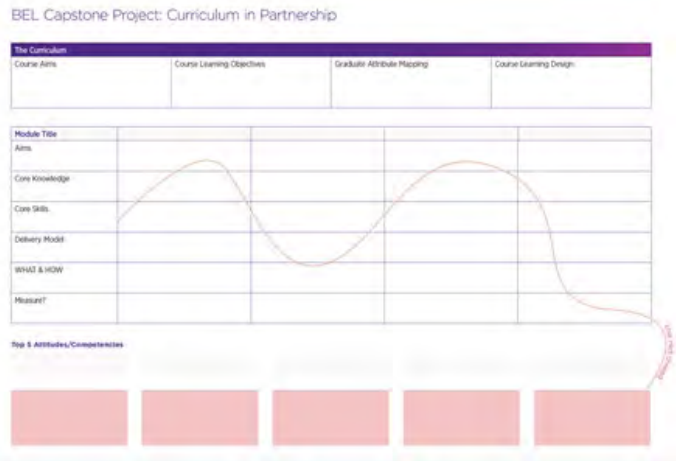


Figure 4: The Core Curriculum

The Hidden Curriculum - Growth Mindset

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|---------------|--|--|--|--|--|--|
| Intrapersonal | | | | | | |
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| Interpersonal | | | | | | |
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Figure 5: The Hidden Curriculum

Outcomes

The method was successful in efficiently and effectively folding in a large disparate group of partners into the course design process. Testimonials from attendees:

“I realised that this kind of co-creation experience helps you think bigger and out-of-the-box, as well as gives you the much-needed sense of belonging to the community of like-minded people.”

“During the learning process from today, I feel like the roles of the students and staff have been switched around. Instead of staff teaching the students (like the normal traditional lectures), the students have the opportunity to raise their voice about issues

that they think it needs to be fixed in the current curriculum of their programs. Staff were really respectful and guided us through all the activities of the program today. I have learnt to work better in a team and be more confident in speaking out my opinions to other people.”

“The format of the sessions was very inclusive, enabling contribution from a diversity of talent, catering to both extravert and introvert personality types. Loved working with the activity box in the morning. The fast pace was a great idea as it helped the focus to remain on the bigger picture, rather than getting too bogged down in detail.” (Feedback from CreateAthon attendees).

The Partnered Curriculum Method provides a concrete set of tools and processes to rapidly and efficiently move employability curriculum design forward in partnership with a wide range of stakeholders through the process of design-thinking based co-creation (V4, V5, A2, A4). The Student Staff Partnership team has co-written a reflective essay that looks at the nature of this partnership and how it functioned, and this has been accepted for publication by the International Journal of Student Staff Partnership (forthcoming) (A3, A4).

The success of the CreateAthon and the resulting BEL Faculty Capstone course garnered interest across the University of Queensland. I have trained a team of 12 learning designers in the method and lead them through two completed Course Ideations. The Partnered Curriculum methodology has been adopted as the curriculum ideation method and design process for a brand-new suit of employability focused

interdisciplinary courses that will be released for all University of Queensland courses in 2022. Professor Joanne Wright, the Deputy Vice-Chancellor (Academic) has recently summarised the emerging success of this project as follows:

“The way these courses have been conceptualised is something very new for UQ as they are truly interdisciplinary, cross-Faculty, and fold industry partners, students and learning designers into their creation, right from the very early concept development phase. For this first phase, we used a methodology developed by BEL learning strategist Dr Angie Knaggs to facilitate an ideation workshop (and Angie is currently helping us work out how to do another of these online!)...I am really just writing to say what a wonderful job your staff are doing on this course, and how grateful we are that they have agreed to be a part of this important whole of University initiative.”

What this case study has offered here, is a different way of thinking and doing teaching and learning design in partnership and demonstrated the use of a partnered, design-thinking-based model. Partnered curriculum design engaged the voices of a wide section of the community, at the same time using a common language. Folding the wider community into the design process is not only efficient, but it is also future focused, provided a framework that is light on its feet and able to respond to the adaptive challenge of the changing nature of work (V1, V2, V3, V4). The model brings together partnership and design thinking to answer the pressing questions of curriculum design today: how do we put the student and their future employers at the centre of our process in a way that listens to their current and emerging needs?

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Reflections



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Challenging self-doubt through Fellowship

As a professional staff member, I didn't think that the Fellowship scheme was for me. As a director of a service delivery area, I didn't think that I had time to write an application. As a non-binary queer person, with all the self-doubt that such an identity brings, I didn't think that I would be good enough to achieve Fellowship status. Thankfully, my colleagues at The University of Queensland had more faith in me, my abilities, and my achievements than I did. I was also able to trust in the inclusive nature of Fellowship and was able to bring my whole self to the application process.

Imposter syndrome has a lot to answer for, and the first thing that I needed to do was challenge four decades of self-doubt and really look at what I had achieved in my career.

Once I realised that I had a genuine story to tell (we all do), I needed to make the time. Time to articulate my journey, the impact that this has had on my approach to education, and the influence that this had not only on myself, but also all the people, organisations, and communities within which, and through whom, I work.

Storytelling as an epistemological practice is powerful: something that I have only truly realised recently through engagement with and appreciation of Aboriginal and Torres Strait islander histories, cultures, and identities. Once I had committed to making time to tell my story, I found that there was more to tell than I realised.

Often we don't realise what we have done, how much we have learnt, or what kind of impact we have had until we start telling the story to ourselves. And once we tell the story to ourselves, it is surprising how empowering and affirming it can be sharing that story with others.

This is not to say that this is somehow easy to do, or that all that is required is time. Self-reflection is a challenging process in itself: being able to articulate the value of your experience takes effort, time, and contemplation.

I should know; this is the basis of the UQ Employability Framework that was the basis for my Principal Fellowship. This process of storytelling required me to enact that which I encouraged students to do: a performative act that brought me full circle back to my PhD research on the power of lived experience and politically contingent identity claims.

The realisations that I had through this storytelling process were profound, hilarious, and challenging in equal measure, and I encourage anyone who is thinking of applying for a Fellowship to undertake the journey. Regardless of whether you achieve the status to which you apply, the journey and your story is worth it.

February 2020



Dr Allison Mandrusiak

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What does being part of the Fellowship community at UQ mean to me?

It means connections to people and professions, to other practices and philosophies, and it means a common language across corners of our campus. To me it is a passport to connect with the Fellowship community, and I've found so many opportunities for connection: as a mentor, peer reviewer, referee, supporting those in the Associate Fellowship through to Principal Fellowship, being part of the HEA@UQ Management Board and the invitation to speak at the HEA Awards Ceremony at The University of Queensland.

Through these connections and common language, I've learned so much about higher education beyond my own profession of Physiotherapy. I've visited classrooms and welcomed others into mine, reviewed resources, helped others to navigate the acronyms of the Professional Standards Framework (PSF): the Ks, As and Vs, and the Dimensions and Descriptors. I've been a cheerleader. And I have learnt a lot along the way.

This "passport" has allowed me to explore global perspectives. I've mentored academics in China through the Fellowship process and I've had conversations about Fellowship with colleagues in the UK, over a cuppa at a conference, and was grateful for the common language of the PSF.

To me, Fellowship is a passport to connections that support sharing of conundrums – and I realise that we indeed share many of the same challenges across campus and across countries. It is the conversations to discover creative solutions that others have to these challenges, and to help others recognise that their *"It's just what I do, it's not special"* is indeed special!

It means celebrating good teachers and professional staff doing good things.

It means conversations to raise awareness about Fellowship with colleagues at the water cooler... *"So what is this Fellowship thing about..?"* To educate our colleagues about our community...or, to educate one's partner that Fellowship is not quite the same as the Fellowship of the Rings from Lord of the Rings...

I thought that receiving my Fellowship meant the destination. But as a passport, it is the *beginning* of opportunities – many of which I could not anticipate, and for all of which I've had my passport ready and open.

You have your passport:

- to **connect**: as a mentor, peer reviewer, referee, cheerleader
- to use this **common language** to learn about others and about higher education beyond your profession
- to start the **conversation** to raise awareness of Fellowship and encourage others to engage
- to **celebrate** good people doing good things.

November 2019



Dr Maria Itati Dolhare

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FHEA
2021

Being part of the Fellowship community

I was asked to give a short speech about my Graduate Teaching Associates (GTA) experience at the Fellowship celebrations, the impact that it had on my teaching and why I decided to re-engage with the Institute for Teaching and Learning Innovation and the Fellowship program. As we celebrated the achievements of some members of our teaching community, I thought that it was befitting to talk about the role the teaching community has played for me.

My GTA journey commenced in 2017 when a dear colleague and friend of mine suggested that I investigate the courses offered by the Institute for Teaching and Learning Innovation at UQ. By the time I enrolled in the GTA program, I had been teaching for a few years after transitioning from legal practice. It was going well and I was enjoying it, but if I was to refer to my teaching as a Facebook page I would say I like it, but I did not love it anymore. The passion was gone, the romance was gone and I knew that I needed to do something about it. The GTA program was a fantastic experience, reinvigorating my passion for teaching. Most importantly, the program played a key role in securing a teaching focused position following successful completion of my PhD.

The supportive role of the teaching community that coalesces around Fellowship is the thing that stands out the most for me. Teaching at university is very rewarding and very challenging work. Members of the Fellowship community do not just talk the talk - they walk the walk. Consequently, I continue to be involved with the GTA program as a mentor. Once I had collected enough evidence of my teaching practices, following the advice of some members of our community, I enrolled in the HEA@UQ program to become a Fellow. My journey continues!

Having a whole teaching community out there encouraging us, helping us and supporting us makes a big difference and goes a long way into making our job much more rewarding and less challenging. To have the opportunity to share experiences and practices from such a diverse community in terms of disciplines and people is priceless. So, let's make sure we continue to participate, to give and to contribute to our teaching community. Let's continue to support those who support us.

November 2019



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Institute for Teaching & Learning Innovation

A reflection

The GTA program and HEA community continues to be a staple in my life as an academic, an educator, a practitioner and personally. Prior to participating in the GTA/HEA program I felt like a machine learning everything from my predecessors. I gained great insight on teaching, assessing and offering support to students, however, I was unclear on the WHY and HOW their teaching approach fit with my teaching philosophy. Following my engagement with the GTA/HEA program, I walked away with **lifelong lessons** on teaching and learning excellence, a toolkit of **effective and innovative teaching resources**, a **professional and social network** of highly-experienced colleagues, a **sense of identity** as an educator and a **sense of belonging and purpose** on multiple levels of the University- **the HEA effect**.

Like the musician Jimmy Cliff sings “ I can see clearly now...”, and indeed, this experience made clearer my vision on how I wanted to contribute to my academic career. I reflected and continue to reflect on my personal and professional goals and identifying gaps in my practice and knowledge. These reflections and goal setting practices prompted by the GTA/HEA program have proved valuable. Personally, the experience was life-changing and this prompted my desire to be an active member of the HEA community to contribute in a purposeful and impactful manner.

Three years ago, my goal became a reality when I was invited to serve as GTA co-ordinator, facilitator and assessor. I have offered support to over four cohorts, 150 educators from over 8 disciplines across the University of Queensland, most who have attained their HEA fellowship. However, every semester, every cohort, I feel privileged to learn more from the highly skilled educators employed at UQ. I see professional and research partnerships forming. I see past applicants enhance their teaching practice, improve their student-teacher relations and some even win teaching awards.

Besides my role in GTA/HEA program, I am also able to speak on topical Teaching and Learning areas I am passionate about. Most recently, I spoke at the HEA Forum on the topic Inclusivity and a Sense of Belonging. True to the topic and a great illustration of the HEA community is the extensive interdisciplinary networking opportunities. During preparation of the 2021 HEA Forum on the topic Inclusivity and a Sense of Belonging, I had a coffee with the other panellist and we instantly bonded and shared interest in developing future plans for collaborative research on the topic from our research contexts, tourist behaviour and community development research.

To date, three years later, I continue to engage in mutual knowledge transfer, peer assessment and mentorship within the HEA community. I continue to develop professionally and enhance my skills and practice, starting as an Associate Fellow to meeting the criteria to apply for Senior Fellow. I envision the HEA community will develop into a community hub beyond best practices on teaching and learning practice and innovation. But a community that offers collegial support and networking opportunities to further enhance the quality and competitiveness of UQ as an international institution.

Mentors

Mentors in the HEA accredited schemes at UQ (HEA@UQ and the Graduate Teaching Associates (GTA) Program) work with aspiring fellows, helping them to critically review and evaluate their learning and teaching practice. They support aspiring fellows to select relevant examples of evidence to include in their fellowship application to evidence their effectiveness in teaching and supporting learning. They offer a safe space for reflection. They share their insights into their own experiences in learning and teaching and in working with the UKPSF, the requirements of each Descriptor, and on their own learning about their practice.

The mentors who so generously offer their time and dedication, commit to spending between five and eight (sometimes more) hours with an applicant in 1:1 conversations and discussion, and in reading and providing feedback on draft applications. But beyond this, they encourage the development of networks to the benefit of teaching and learning at UQ.

We extend our thanks to the many, many Mentors—*past* and present—who so generously offer their time and support to those aspiring to be HEA Fellows. Your contribution to your colleagues is valued beyond measure.

| | | | |
|----------------------|-------------------------|------------------------|------------------------|
| <i>Adam Piggott</i> | Elaine Wightman | Leanne Coombe | Poh Hillock |
| Allison Mandrusiak | <i>Emma Bartle</i> | <i>Linda Ng</i> | Polly Parker |
| Allyson Mutch | Esmaeil Sarabian | Lisa Fitzgerald | Preetha Thomas |
| Ammar Abdul Aziz | Evan Matthews | Lisa Ruhanen | Rachel Allavena |
| Amy Leung | Fran Shapter | Liz Springfield | Raymond Rastegar |
| <i>Amy Wong</i> | <i>Geoff Greenfield</i> | Louise Ainscough | Rebekah Scotney |
| <i>Andrej Atrens</i> | Gerhard Hoffstaedter | Louise Kuchel | Rhonda Faragher |
| Andrew Allsebrook | Graham Leggatt | <i>Louise Phillips</i> | <i>Robyn Choi</i> |
| Ann Wallin | Greg Hainge | Lydia Kavanagh | Roma Forbes |
| Anna Rumbach | Greg Simmons | Lynda Shevellar | Russell Hinchy |
| Anne Hill | Gwen Lawrie | Maria Itati Dolhare | Saeed Akhlaghpour |
| Beadaa Mohammad | Harveen Kaur | <i>Marisol Alonso</i> | Saiied Aminossadati |
| Begona Dominguez | Sudarshan Singh | <i>Vazquez</i> | <i>Sandra Beach</i> |
| Belinda Swyny* | Hassan Khosravi | Mary Rafter | Sara Herke |
| Ben Barry* | Henri Burgers | <i>Matthew Henry</i> | Sarah Wallace |
| Beth Beckmann | Iulia Oancea* | Mehmet Kizil | Sharon Darlington |
| Blake McKimmie | Jack Wang | Melissa Curley | Shino Takayama |
| Carl Sherwood | Jasmina Fejzic | Melissa Day | Simon Reid* |
| Cassandra France | Jodie Copley | Michael Jennings | Sobia Zafar |
| Charlotte Young | John Drayton | Muhammad Sarmad | Stan Karanasios |
| Chris Hay | Judit Kibedi | Iftikhar | <i>Susan Gollagher</i> |
| Christian Gray | Justine Gibson | Nasim Amiralian | Susan Rowland |
| Christine Slade | Karan Pandey | Noriko Iwashita | <i>Tammy Smith</i> |
| Christopher Frost | Karen Benson* | Norman Ng | Temesgen Kifle |
| Claire Aland | Karen Shelley | Partha Narayan Mishra | Tim McIntyre |
| Cynthia Riginos | Kate McLay | Paul Mills | Timothy Thomas |
| Dan Schull | Kate Power | <i>Pedro Isaias</i> | Tracey Langfield |
| Danielle Cave | Kay Colthorpe | Peter Billings | Veronique Chachay* |
| Deanne Gannaway | <i>Kelly Phelan</i> | Peter Crosthwaite | |
| Debbie Jeffrey | KK Tang | Philip Sharpe | |
| | | Pierre Benckendorff | |

*Aspiring Fellows

Reviewers

An accredited scheme has many, many moving parts. To award fellowships, through both accredited pathways—the Graduate Teaching Associates Program and the HEA@UQ Program—we rely on the generosity of members of the community to review each application submitted. HEA Reviewers are Fellows and Senior Fellows, themselves, and they play an incredibly important role in the growth of the community here at UQ.

HEA Reviewers:

- support their colleagues to achieve international recognition of their teaching expertise
- peer review teaching practices supporting the progression of academic careers, and
- assure our program quality meets the requirements of our international accreditation.

Reviewers in the HEA@UQ Program perform an integral function. Without their contribution to the program, there can be no award of Fellowships. They participate in the peer review of applications that must meet the requirements of an international framework and they review up to ten (10) applications in any one submission round; many do this twice a year. In each review period, HEA@UQ Reviewers engage in observations of teaching and supporting learning as they assess each application to a set of internationally defined standards. They encourage and support collegiality at the University and play a key role in developing the teaching identity of staff.

Since 2018—when our very first round of accredited applications was reviewed—Reviewers in the HEA@UQ and GTA Programs have read and assessed more than 450 applications.

We offer our thanks to our Reviewers for their commitment to supporting Teaching and Learning and Teachers at UQ.

Current

| | |
|---|-------------------------------|
| Associate Professor Pierre Benckendorff | Professor Tim McIntyre |
| Associate Professor Sally Butler | Dr Norman Ng |
| Dr Leanne Coombe | Adriana Penman |
| Dr Cle-Anne Gabriel | Professor Lisa Ruhanen |
| Dr Deanne Gannaway | Peter Rutherford |
| Ms Afiya Holder | Dr Karin Sellberg |
| Professor Greg Hainge | Dr Christine Slade |
| Associate Professor Noriko Iwashita | Eimear Vallely |
| Dr Hassan Khosravi | Associate Professor Jack Wang |
| Dominic McGrath | |

Past

| | |
|--|---|
| Associate Professor Saeed Aminossadati (2019) | Professor Di Eley (2019) |
| Dr Peter Crosthwaite (2019 – 2020) | Associate Professor Karyn Johnson (2019 – 2020) |
| Associate Professor Gianluca Demartini (2019 – 2020) | Dr Adam Piggott (2019 - 2020) |
| | Associate Professor Helen Wozniak (2019) |

HEA@UQ Management Board

The HEA@UQ Management Board provides advice and oversight for the HEA@UQ Program. It is the role of the Board to provide oversight of the selection process for prospective applicants and the review of participant application portfolios that have been recommended for international recognition of HEA Fellowship. The Management Board reports to the Pro-Vice-Chancellor (Teaching and Learning) and to the University Teaching and Learning Committee.

The Board:

- provides advice and recommendations to the Pro-Vice-Chancellor (Teaching and Learning) and/or authorised officers on:
 - Nominations from prospective candidates shortlisted by the Institute for Teaching and Learning Innovation;
 - Recommendations made by HEA@UQ Review Panels applications for international recognition of HEA Fellowship, for the approval of the Deputy Vice-Chancellor (Academic); and
 - Appointment of the External Moderator.
- monitors and provide assurance that the recommendations made by the HEA@UQ Review Panels are congruent and adhere to the Professional Standards Framework and the goals of the University's strategic plan.
- considers grievances, complaints and appeals in accordance with UQ policy and procedures.
- reviews participant feedback and evaluation reports and recommended changes to the subsequent application round.
- makes recommendations to the University Teaching and Learning Committee on matters related to the membership of the HEA@UQ Management Board for endorsement; participant feedback and evaluation; and substantial changes to the program for submission to Advance HE.

While the Board's main role is to perform a quality assurance function, the Board also provides support and guidance to the everyday activity of the programs. They provide the Program with connection to Schools and Faculties, identifying barriers and advocate for the importance of HEA Fellowship in the UQ Community. They are well positioned to offer their support to growing the community, to support aspiring Fellows to complete, and to ensure the longevity of the community at UQ.

We thank Karyn, Di and Peter for their service completed at the end of 2020 and welcome, Tim, Greg, and Leanne to the Management Board in 2021.

| Role | Name |
|-------------------------------------|---|
| Director, ITaLI (Chairperson) | Professor Karen Benson |
| External Assessor | Associate Professor Beth Beckman PFHEA |
| HEA@UQ Program Coordinator | Dr Deanne Gannaway SFHEA |
| HEA Principal Fellow representative | Professor Lydia Kavanagh PFHEA |
| HEA Senior Fellow representative | Dr Allison Mandrusiak SFHEA |
| HEA@UQ Chief Reviewer | Associate Professor Pierre Benckendorff SFHEA |
| HEA@UQ Chief Reviewer | Associate Professor Jack Wang SFHEA |
| HEA@UQ Chief Reviewer | Dr Leanne Coombe SFHEA (2021 -) |
| HEA@UQ Chief Reviewer | Professor Greg Hainge SFHEA (2021 -) |
| HEA@UQ Chief Reviewer | Professor Tim McIntyre SFHEA (2021 -) |
| HEA@UQ Chief Reviewer | Associate Professor Karyn Johnson SFHEA (2018 – 2020) |
| HEA@UQ Chief Reviewer | Professor Diann Eley FHEA (2018 – 2020) |
| HEA@UQ Chief Reviewer | Dr Peter Crosthwaite FHEA (2018 – 2020) |

A final word from the Chair of the Management Board

After a small initial pilot in 2016, that saw UQs first cohort of 24 HEA Fellows recognised, UQ worked towards accrediting to pathways to Fellowship with Advance HE, allowing us to recognise and develop the teaching expertise of our staff via the HEA@UQ and the Graduate Teaching Associates (GTA) programs. This community of 24 has since increased significantly over the last few years, with more than 350 of UQs HEA Fellows assessed through our accredited pathways since 2018.

Many of these people have engaged with HEA@UQ through a hugely challenging few years, particularly the latter two. Despite the pressures of having to rapidly pivot to online and the ongoing challenges of teaching in a global pandemic, UQ colleagues have continued to engage with the HEA@UQ, and we're excited to demonstrate their (your) successes in this yearbook.

I would like to acknowledge the dedication, engagement, and commitment to the process of application and review, through these exceptionally busy years.

These successes are also testament to the ongoing work of all of those who support aspiring fellows in their HEA journey. Your work has contributed to making UQ's HEA community one of the largest in Australia – an achievement that would not be possible without the larger HEA Community there to continue to nurture its growth. I would like to acknowledge and thank all of those in the HEA community at UQ who have given back, helping us to establish and maintain this community through their (in)formal mentorship, their work in drafting peer review and statements of support reports. My thanks also go to all HEA Fellows who have contributed to workshops, discussion fora and showcases. Your willingness to share your innovative teaching practices and expertise across UQ is what has made HEA@UQ such a success. I would like to thank all our committed review panel and Board members for the time and support they give to HEA@UQ and the GTA programs. A huge vote of thanks to our fantastic HEA@UQ administrator – Michelle Quinn – who, as anyone who engages with HEA@UQ will attest, provides exceptional support to the scheme – and everyone in it. Finally, thank you to Dr Deanne Gannaway for her vision and leadership ensuring excellent outcomes from the program.

We are looking forward to new initiatives in 2022, including an online self-directed learning resource that supports aspiring HEA Fellows at UQ in becoming an HEA Fellow; new pathways to HEA Fellowship being presented; and HEA Fellowship becoming increasingly embedded into the annual development and appraisal processes.

Best wishes

Karen



Professor Karen Benson
Chair, HEA@UQ Management Board
Director, Institute for Teaching and Learning Innovation
Aspiring Principal Fellow