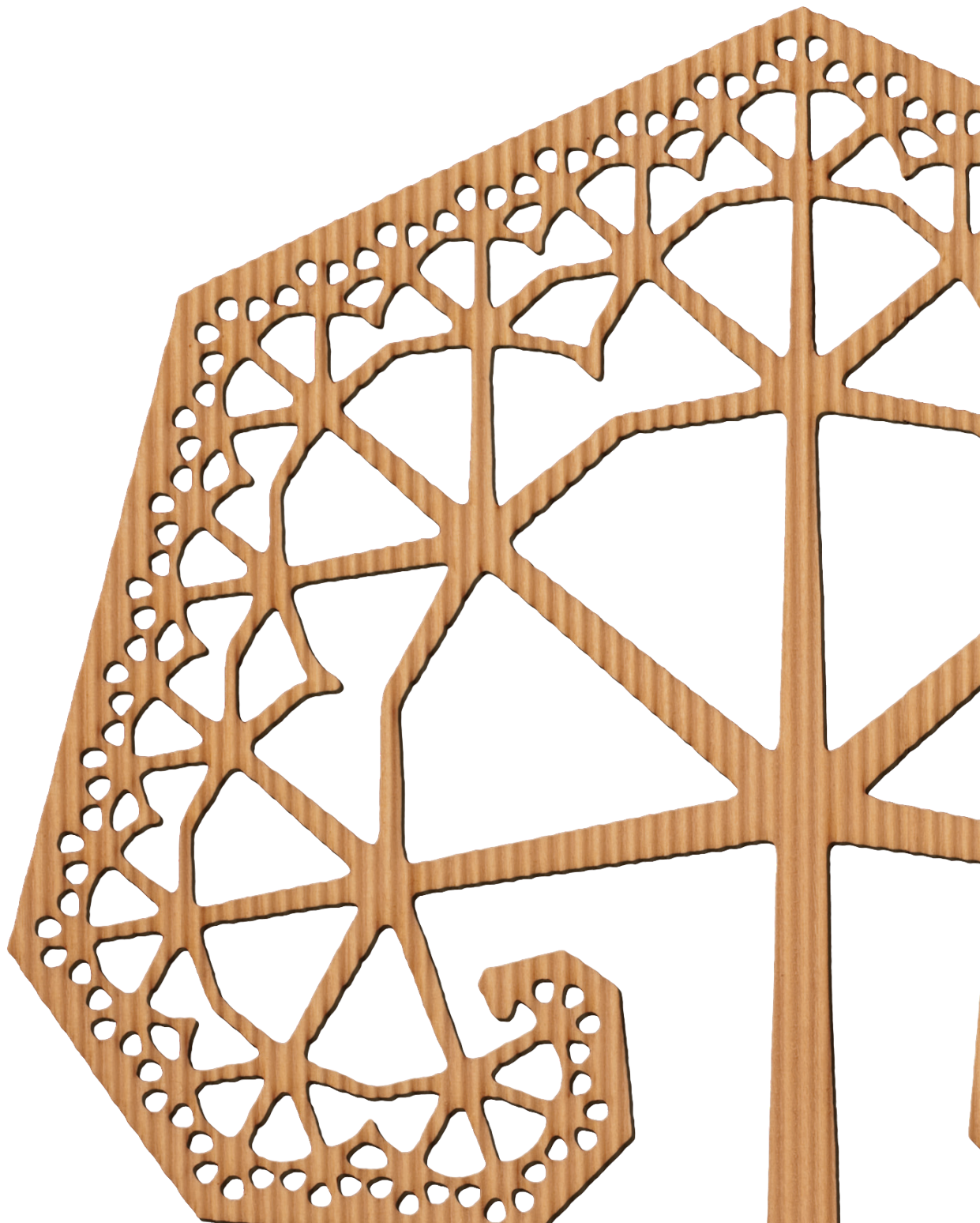
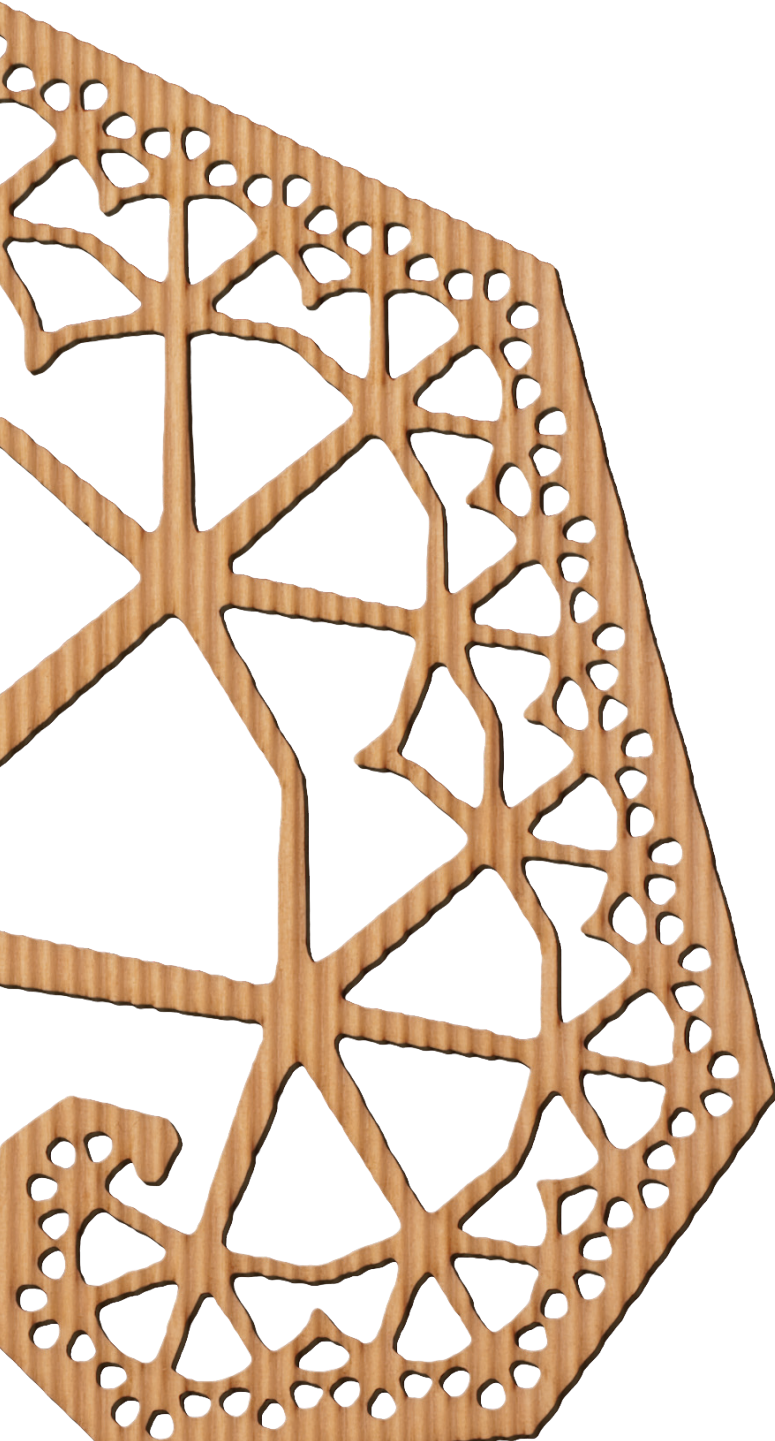


THE VICE CHANCELLOR'S
ACADEMIC EXCELLENCE AWARDS 2013

AT THE SIR PAUL REEVES BUILDING, AUT UNIVERSITY.
ON THURSDAY, 31 OCTOBER 2013







INTRODUCTION
BY THE
VICE CHANCELLOR



Tonight we celebrate academic excellence at AUT with this opportunity to recognise and acknowledge our outstanding teachers and researchers. In essence, a university is its teaching and research, and everything and everyone in the university contributes to these core activities in many and various ways.

It is our teaching and research that inspires our students, promotes curiosity and new discovery and ultimately delivers knowledge, expertise, and creativity to the wider communities we serve in business, industry, society and beyond.

AUT's reputation for its teaching and research, both in New Zealand and internationally, continues to grow. One indication of this is the consistent increase in domestic enrolments in our degree and postgraduate programmes over the last decade – increases that have far outstripped those of any other New Zealand university.

In the international arena, AUT is also very attractive to students, right up to PhD level and we now have the second largest international enrolment of any New Zealand university.

This success is reflected in our international ranking. This year, barely into our second decade as a university, we have consolidated our position in the top 500 (or top 5 percent) of universities worldwide as determined by QS World University Rankings.

Universities are measured, whether formally or informally, on the quality of teaching, their students' experience, the quality of their graduates and the extent and impact of their research on issues of significance. We can be justly proud of the quality of AUT's performance and of the talented academics who are doing so much to advance it.

This year, to further emphasise and acknowledge academic endeavour at

our university, we are introducing a new 'supreme' award for academic excellence in the form of the *University Medal*. This medal will be awarded to a member of the AUT community in recognition of sustained and outstanding contributions to AUT that reflect and enhance the academic development and reputation of our university.

All staff at AUT contribute to our success and reputation and tonight we celebrate, acknowledge, and thank those staff who have excelled.

This evening belongs to them.

Derek McCormack
Vice Chancellor

PROGRAMME

Thursday 31 October 2013
from 6.00pm to 9.00pm in the
Sir Paul Reeves Building

6.00pm: Refreshments

6.30pm: Finalists and guests seated

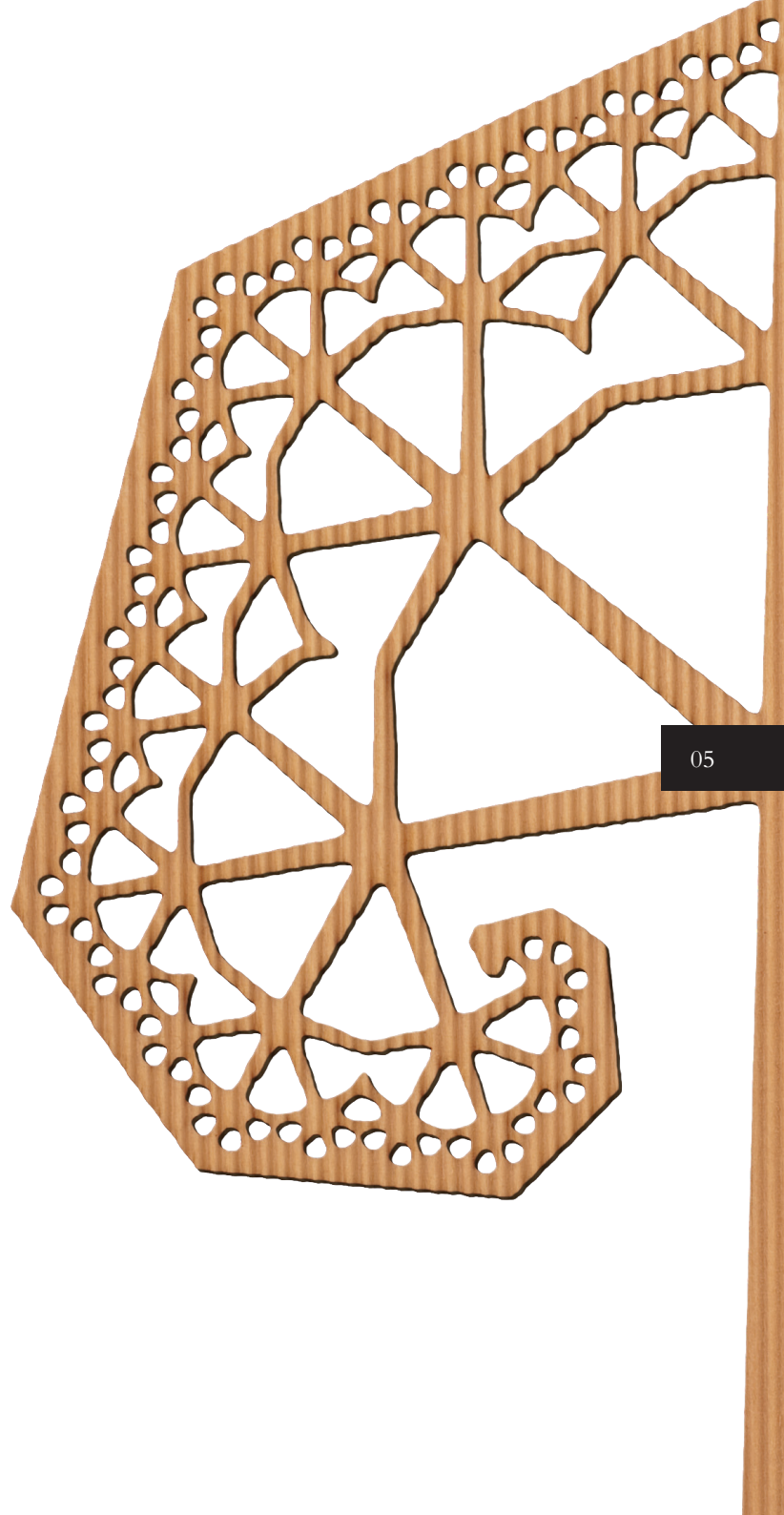
6.40pm: Vice Chancellor's welcome

6.50pm: Academic Excellence in
Teaching

7.10pm: Academic Excellence in
Research

7.45pm: Hon Steven Joyce, Minister
for Tertiary Education, Skills
and Employment to present
inaugural AUT University
Medal

8.00pm: Refreshments





ACADEMIC EXCELLENCE IN TEACHING

Excellent teachers are inspiring, knowledgeable, enthusiastic and innovative, with a commitment to their subject and an ability to stimulate learners' thoughts and interests.

These are qualities in AUT staff that are celebrated by the Vice Chancellor's Academic Excellence in Teaching Awards.

The teachers who receive the awards have shown leadership in their teaching, established clear aims, outcomes and assessment criteria in their courses, and are organised and well prepared.

With passion for instilling deep understanding of the subjects they teach, they are extremely focused on their students.

Each nominee has submitted a detailed teaching profile that addresses five specific areas of excellent teaching, together with a summary of their teaching philosophy, reflection on practice, and a summary of the supporting evidence.

Awards may be made to individuals or teams who are currently employed as permanent full-time or proportional lecturers, or employed in a teaching role, with at least three years' of full-time-equivalent teaching experience at AUT.

A screening process at faculty level has selected eight eligible staff members (from a total of 13 across the faculties) for consideration by the Vice Chancellor's awards panel.

FINALISTS

BUSINESS AND LAW

Andy Ballard

CULTURE AND SOCIETY

Stephen Cox

Alan Brown

James George

DESIGN AND CREATIVE TECHNOLOGIES

Helen Sissons

Lesley Kaiser

HEALTH AND ENVIRONMENTAL SCIENCES

Dr Gwyn Lewis

Dr Colleen Higgins

ANDY BALLARD
DEPARTMENT OF
MANAGEMENT, FACULTY
OF BUSINESS AND LAW

Management senior lecturer Andy Ballard says his evolution as a successful teacher is motivated by a belief that true learning is built upon mutual trust established between a learner and teacher. And to nurture that trust, he invites students to question him about anything that could affect their trust in him.

Beyond the power of the exchange of trust, Andy recognises that a crucial component for his students choosing to participate in creating shared knowledge is to inspire them to actively and socially contribute.

“The classroom is a shared, collaborative space for learning,” he says. “I strive to reduce the focus on me in the classroom and create a learning environment where all students see themselves as co-creators of knowledge. My students are encouraged to see both the space and the class as ‘theirs’.”

He adds that students have embraced this model of learning, with one saying Andy “gets the whole class involved and makes coming to class enjoyable,” with another adding “there is never a time I walk out of this class and I did not understand anything.”

Andy’s professional connection with his topics enables him to exhibit knowledge and expertise alongside his passion for students to understand.

STEPHEN COX
SCHOOL OF
HOSPITALITY AND
TOURISM, FACULTY OF
CULTURE AND SOCIETY

When lecturer Stephen Cox talks about student learning he uses words like integrity, authenticity, congruence and utopia. These words are less about ways of doing than ways of *being*, a concept Stephen lives, breathes and infuses into his teaching.

“It’s hard to say this without cliché but my approach to teaching is based on the humanistic education ideal that the learning process should involve the ‘whole’ person of the learner,” says Stephen. “What I do in the classroom is linked to my ‘being’ and is therefore a continual process of discovery about myself and my role.”

He says, in teaching, ‘being’ requires that both he and his students know who they are.

“At the start of each semester, I invite the students to answer the question: ‘Who am I?’. For them to find their answer, it requires me to know and be true to myself. This then helps the students on their journey of discovery,” says Stephen, “which is about being as open as possible.”

Stephen says relationships built on mutuality and respect form a foundation not just for teaching but also for hospitality, a subject close to his heart.

Stephen feels privileged to teach and recognises that to provoke his students’ own self-discovery he himself must continually explore, experiment and evolve.

ALAN BROWN
SCHOOL OF
HOSPITALITY AND
TOURISM, FACULTY OF
CULTURE AND SOCIETY

In showcasing his career of teaching excellence in the form of an elegantly-presented 10-course degustation dinner menu, Alan Brown whets the appetite to know him. Through courses *amuse bouche*, the *chef's choice* and *petit fours*, the Michelin Star-rated culinary arts chef and AUT University senior lecturer takes the hungry reader through a sophisticated banquet of discovery. At its heart is teacher Brown, who “vehemently” believes that “you cannot inspire students unless you have passion yourself”.

“Fate”, says Alan, led him to teaching at AUT, where this year he celebrated 20 years and was coincidentally awarded the prestigious London City and Guilds International Medal for Excellence in recognition of outstanding performance as a lecturer in the culinary arts, for which he was nominated by colleagues.

“My approach to teaching is an emphasis on creating a solid foundation in conjunction with flexibility and

nurturing of, rather than quashing, creative flair and innovation,” says Alan. “Rather than teach from the head, I teach from the heart. For me, teaching and learning for myself and my students does not start and stop at the door to the classroom or teaching kitchen.”

He adds that his having dyslexia has not only ensured an empathy with student learning modes, but has elevated him so that he is “not restricted or bound by an adherence to specific theory or teaching strategies”.

Alan’s desire to create master chefs through demonstrating his boundless love of great cooking seamlessly spills into his teaching. At the start of each intake he sets an informal contract with his students, saying “I can’t spell, so here’s how it’ll go: you don’t laugh at my spelling and I won’t laugh at your cooking... and I probably have the slight advantage”.

JAMES GEORGE
 CREATIVE WRITING,
 SCHOOL OF LANGUAGE
 AND CULTURE, FACULTY
 OF CULTURE AND
 SOCIETY

Senior lecturer James George believes that writing “is a gift,” not merely a skill to be taught, and his role is to enable the gifted to express their whole self through writing. He says the lure to “dive headfirst” into the role of teacher was driven by his curiosity to interrogate the narrative as both a creative and someone “who could play a role illuminating this to others”.

The three-time novelist and creative writing academic sees his role as a “bridge between content and craft, and the students’ innate sensibilities, drives, needs, and intuitive exploration”.

According to James, creative writing is a solitary affair and the writer’s challenges are “faced alone” in those “long hours at the desk we all hear about”. For students to therefore grasp the full implication of being the lone centre of their creation, by definition, James believes, his teaching must be learner-centred.

“In my field, to be learner-centred is to realise the centrality of theory, process and humanity in the creation of text,” he says. “To raise the learner’s awareness of their potential and the limitless range of textual examples and approaches, and to do so while recognising their individuality and dignity, is to truly empower them, beyond affirmation or judgment or validation.”

James says he requires his students to be honest and courageous in analysing their work, adding he creates “an atmosphere where it is OK and safe to ‘feel’” and deal in what can be “fraught territory”.

“I recently worked with a Masters candidate from a war-torn area of Africa, on a fictionalised autobiography. He had suffered the loss of many members of his village and family, and his stand-in narrator suffers the same loss,” says James. “This is profound territory, both in terms of crafting the text, and working with someone for whom discussing story craft cannot be divorced from real pain, anger and grief. Respect and dignity is critical here, between candidate and mentor, and the resulting text is testimony, not ‘just’ storytelling.”

James stresses, with an air of finality, that in teaching, humility and humour can be a teacher’s most empowering tools, saying “recalling mistakes with humour goes a long way to relaxing the atmosphere in the class”.

HELEN SISSONS
SCHOOL OF
COMMUNICATION
STUDIES, FACULTY OF
DESIGN AND CREATIVE
TECHNOLOGIES

Journalist Helen Sissons lists San Francisco's *Mother Jones*, the *Philadelphia Inquirer*, London exemplars *The Daily Telegraph* and the BBC in her 16-year journalism career. Today the senior lecturer, herself a doctoral scholar, shares her professional knowledge with AUT's communication students.

Helen's teaching passion stems from a desire that journalism is future-proof in a world where the Internet, social media and the industry itself continue to evolve.

"I am mindful that I'm helping students prepare themselves for a future as journalists. As such, they need to be trained in the relevant skills. Newsrooms are contracting and journalists are now expected to be multi-skilled," she says.

To co-develop and adapt AUT's journalism curriculum, Helen applied her extensive journalism experience, active research in newsrooms including

the *LA Times* and the BBC, and a desire to bring the edge of journalism into the classroom.

She says that teaching success comes through creating an environment where students feel safe sharing, exchanging and questioning "taken-for-granted" concepts.

"Students learn by engaging with the material and, because learning is a social process, through interacting with others. In this way they can begin to form their professional self and develop independence of thought."

Helen believes that at the heart of teaching sits the learner, the major agent in their own learning, in a constantly evolving process of their own experiences.

LESLEY KAISER
SCHOOL OF ART AND
DESIGN, FACULTY OF
DESIGN AND CREATIVE
TECHNOLOGIES

Lesley Kaiser credits her source of inspiration as the students themselves.

“If we can get students captivated by the satisfactions of research, they quickly become self-sufficient self-motivated designers with rigour and professionalism, curiosity and engagement, and life-long seekers after the interesting,” she says.

Lesley’s own experience, as someone learning with dyslexia, was transformed when she met a teacher who helped her discover her own visual ways to interpret the world. This is something she brought into her 18-year teaching and mentoring career where she implemented a variety of learning approaches and stringent visual research requirements.

“This experience helped me empathise with my students, many of whom communicate most effectively using both text and image.”

She adds that AUT attracts the very highest quality graphic design students, providing her the impetus to strive for teaching excellence. But Lesley stresses that it is not enough for students to be creatively brilliant, adding that they must employ the highest professional standards.

“They know I am tough but in the end these values are important. Professional finish is an expectation.”

Feedback from Lesley’s students features the words “passionate” and “enthusiastic”, best summarised by this quote: “She is very passionate about what she teaches; her enthusiasm is infectious”.

DR GWYN LEWIS
SCHOOL OF
REHABILITATION AND
OCCUPATION STUDIES
AND PHYSIOTHERAPY,
FACULTY OF HEALTH
AND ENVIRONMENTAL
SCIENCES

Adventure traveller Dr Gwyn Lewis has strong goals for her students to be competent and confident in their abilities, and sees herself as “the interface between new information and eager minds”.

Gwyn likens teaching to her personal exploration of mountains, ancient ruins and villages in developing countries.

“Adventure travel, like teaching, requires a degree of planning and knowledge,” says Dr Lewis. “But the more you plan in advance the more fun, flexible and adventurous you can be while travelling. I believe that the same principles apply to teaching.”

When describing her interaction, she says that, in every class she aims to be as inspiring, informative and engaging as possible by adding her “personal touch”.

“Through becoming more confident in my content knowledge and skills, I have transformed from a fairly one-dimensional teacher who delivered information, to one who poses questions rather than giving answers. One who lets students dictate conversations and discussion. And one who readily uses new techniques and technology where it can facilitate student engagement and involvement.”

Meaningful interaction with students is paramount for Gwyn, with the scholar adding that it is an enormous privilege “watching their understanding grow”. Feedback from students indicates they value her dedication with one student saying that Gwyn is “one of my favourite teachers at AUT.”

DR COLLEEN
HIGGINS
SCHOOL OF APPLIED
SCIENCES, FACULTY
OF HEALTH AND
ENVIRONMENTAL
SCIENCES

In developing AUT's postgraduate paper entitled *Ethics of Emerging Health and Biological Technologies*, senior lecturer Dr Colleen Higgins "crystallised" her view of herself as a scientist, which then motivated the efforts of her teaching.

"I don't see myself as a lab rat with my head buried in an experiment," she says, "but rather as an educated person with expertise in areas of science, about which I have opinions supported by an understanding of ethical theory."

This reinvigorated view affirmed Colleen's understanding of her purpose as a teacher, which was to develop her students' sense of stewardship for their learning so they become empowered to advance society.

"I want all my students to leave university with a real sense of where their studies fit into everyday life," she says. "For them to realise that they have a responsibility as citizens to use their

knowledge to improve society."

Colleen desires four learning outcomes for her students where society is the ultimate benefactor. The first is for them to have capabilities to seek out and critique new information and make informed decisions about it. The second is for them to be proactive by taking personal responsibility for their learning and therefore spark lifelong curiosity. The third, in her words, is that students "appreciate that molecular genetics does not occur in a vacuum, that it is interconnected with other sciences, such as politics, economics, and society". And the fourth aim is for students to become society's educators and leaders.

"I give my students these responsibilities because without these, society will be ill-equipped to deal with scientific advances. A scientifically literate public is essential if citizens are to engage effectively with policymakers on issues of scientific importance," she says.

ACADEMIC EXCELLENCE IN RESEARCH

RESEARCH TEAM AWARDS

The emerging research team award recognises a research team that is establishing a respected profile outside the university, and is gaining recognition of its work through external funding.

The other award is for a well-established research team, with an excellent track-record of published research and both national and international recognition for their work.

RESEARCH TEAM (EMERGING)

Finalists

HEALTH AND
ENVIRONMENTAL SCIENCES

Pain Research Team

DESIGN AND CREATIVE
TECHNOLOGIES

UFO Bureau

RESEARCH TEAM (ESTABLISHED)

Finalists

BUSINESS AND LAW

Centre for Occupational
Health and Safety Research

HEALTH AND
ENVIRONMENTAL SCIENCES

Gambling and Addictions
Research Centre

RESEARCH TEAM (EMERGING)

Pain Research Team, Dr Gwyn Lewis, Dr David Rice and Professor Peter McNair, School of Rehabilitation and Occupation Studies, Faculty of Health and Environmental Sciences

The Pain Research Team consists of Dr Gwyn Lewis, a movement scientist specialising in neurological conditions and rehabilitation, Dr David Rice, a physiotherapist who recently completed his PhD and Professor Peter McNair, a highly experienced biomechanics and physiotherapy researcher. The team has been actively researching pain since 2010 and, through collaboration with postgraduate students, local clinical services and stakeholders and international researchers, has published six jointly authored articles in peer-reviewed journals, 13 conference papers and posters (five invited keynote

addresses) and one commissioned report. The team initiated inclusion of a pain symposium at the 2012 NZ Applied Neuroscience Conference, and Dr Lewis was invited to deliver a lecture on chronic pain at Brain Day 2013 in Dunedin – the first time someone from AUT has delivered a national Brain Day presentation.

The team has developed particularly strong working relationships with the Waitemata District Health Board and has been involved in several recently funded projects and outputs with Dr Michal Kluger, director of the Waitemata Pain Service. Collaboration with Health Board researchers and practitioners in the Anaesthesiology, Surgical and Radiology Departments has opened up opportunities for new areas of research at AUT. The team have also developed active collaborations with leading international scientists at the University of Adelaide (pain genetics and pharmacology), Aalborg University

(Denmark, neurophysiology and musculoskeletal pain) and the University of Copenhagen (postsurgical pain and brain imaging research). Professor McNair has obtained funding to bring University of Copenhagen researchers to AUT as part of an on-going knowledge exchange programme.

RESEARCH TEAM (EMERGING)

UFO Bureau, Associate Professor Andy Thomson and Associate Professor Paul Cullen, Visual Arts Department, Faculty of Design and Creative Technologies

The UFO Bureau is a proposed visual arts research centre at AUT that would bring together artists, academics, musicians, scientists, architects and landscape architects from Australia, Canada, South Korea and New Zealand to examine the ways in which art practices could facilitate new models of creative inquiry and methods that are transferable across diverse disciplines. Led by Associate Professors Paul Cullen and Andy Thomson, an international network of academics will work co-operatively on a number of trans-disciplinary projects to achieve shared goals and diverse creative outcomes for their respective disciplines, including public art works,

documentaries/films, publications and conferences and seminars. The UFO Bureau will be officially launched as a research centre on 20 November 2013 with the international collaborative exhibition and event *WeakForce4* at the St Paul Street Gallery.

Since 2011, Andy and Paul have worked collaboratively on a series of exhibitions held in 2011 at the Anna Leonowens Gallery in Halifax (Nova Scotia), in 2012 at the Conical Gallery, Melbourne, and in 2013 in the Lewis Elton Gallery, University of Surrey. The exhibition being organised brings together 14 artists from New Zealand, Canada, Australia and South Korea and includes, as collaborators, selected AUT Visual Arts postgraduate students. The research focus of the UFO Bureau will act as an organisational structure to bring together two research clusters addressing Unified Field Theory (Andy Thomson) and Orange Theory (Paul Cullen). The UFO Bureau research centre proposal

has been approved by the Art and Design Research Committee and has been forwarded to the faculty for final consideration.

RESEARCH TEAM (ESTABLISHED)

Centre for Occupational Health and Safety Research, Associate Professor Felicity Lamm, Associate Professor Mark Boocock and Dr David Moore, Faculty of Business and Law

The Centre for Occupational Health and Safety Research was established within the Faculty of Business and Law in 2010 and it is now a national hub for research that encourages and supports inclusive, industry-led coalitions representing multiple stakeholders, including regulators, researchers, educators/trainers and the media. The recent tragedy at Pike River Coal Mine and the subsequent Independent Taskforce on Workplace Health and Safety has put occupational health and safety (OHS) concerns at the forefront of political and public discourse. The multidisciplinary research team in the Centre includes

specialists in rehabilitation, ergonomics, emergency management, economics, law and engineering and is leading research on work-related illnesses, injuries and fatalities.

The centre is unusual in AUT in that it draws its strength from collaborative research involving 33 AUT staff members in three faculties: Business and Law, Health and Environmental Sciences, and Design and Creative Technologies. There are also strong collaborative relationships with researchers in other New Zealand universities and overseas. A major area of research, which is being carried out in collaboration with staff at the National University of Samoa and researchers in Pacific communities in New Zealand, concerns the health and safety of Pasifika workers. Since 2010 members of the centre have written six books, 16 book chapters, over 50 journal articles, 100 conference papers and at least eight technical reports. The centre also contributes to an Executive Certificate

Programme in OHS that will be accredited to the UK Chartered Institute of Occupational Safety and Health and the Australian Occupational Health and Safety Education Accreditation Board.

RESEARCH TEAM (ESTABLISHED)

Gambling and Addictions Research Centre. Professor Max Abbott, Dr Maria Bellringer, Dr Jason Landon, Dr Stuart Mundy-McPherson, Dr Helen Warren, Katie Palmer du Preez, Grace Wang, Dr Rachel Volberg (USA, Adjunct Professor), National Institute for Public Health and Mental Health Research, Faculty of Health and Environmental Sciences

The Gambling and Addictions Research Centre was formally established in 2003 and has been conducting multi-disciplinary research on the impact of gambling and addictions on society with a view to informing policy and professional practice. In addition to an extensive research publication programme, supported by over \$5 million in external research grants from the Ministry of Health, the Centre co-organises and co-hosts with the Problem

Gambling Foundation of New Zealand and Hapai Te Hauora Maori Public Health a biennial international gambling conference. The centre also organises an annual International Think Tank on gambling research, policy and practice which meets in Auckland every second year and in a regional centre during the intervening years. The last three regional meetings have been held in Melbourne, co-hosted by the Victorian Department of Justice and the Victorian Responsible Gambling Foundation. The next regional meeting is likely to be in Ontario, Canada, co-hosted by the Ontario Problem Gambling Research Centre.

The centre's advocacy for evidence-based research to inform gambling and addiction policy and interventions has generated considerable international interest. The centre has strong collaborations with researchers in Australia, Canada and Sweden. Currently the team is undertaking a national gambling prevalence and 12-month

incidence study funded by grants totalling over \$2.6 million from the Ministry of Health. The purpose of this study (conducted in association with the National Research Bureau) is to increase understanding of the place of problem gambling in people's lives and its relationship to health and well-being.

POSTGRADUATE RESEARCH

SUPERVISION (INDIVIDUAL AWARD)

Winners of this award have fostered success amongst research degree students, contributing over a number of years to the students' development of research skills, scholarship and more. This is the University's premier award for excellence in postgraduate research supervision.

Finalists

BUSINESS AND LAW

Professor Judith Pringle

DESIGN AND CREATIVE TECHNOLOGIES

Associate Professor Mark Jackson

HEALTH AND ENVIRONMENTAL SCIENCES

Professor John Cronin



PROFESSOR
JUDITH PRINGLE
PROFESSOR OF
ORGANISATION STUDIES
AND CONVENOR OF
THE GENDER AND
DIVERSITY RESEARCH
GROUP, FACULTY OF
BUSINESS AND LAW

For Professor Judith Pringle, supervision is not only about assisting postgraduate students to carry out quality research for a thesis that is completed in a timely fashion – it also embodies personal and professional development through teaching, professional presentations and, where appropriate, research consultancy. Professor Pringle came to AUT from the University of Auckland in 2005 where she had already supervised five doctoral students to completion. She has played a major role in the Faculty of Business and Law mentoring staff in doctoral supervision and in assisting members of the Gender and Diversity Research Group to get higher degrees. She has a personal philosophy of supervising no more than six doctoral thesis students at any one time thus ensuring she can provide them with individual quality research experiences.

Recently Professor Pringle has received international recognition for her postgraduate supervision skills and

experience through invitations to convene a pre-conference doctoral symposium for the 5th International Equality, Diversity and Inclusion Conference in Toulouse (2012), and to run postgraduate research methodology workshops in Australia at Griffith University (October 2012) and Monash University (August 2013). Her contributions to these workshops have been informed by her publications on “researching with respect” in the contexts of the practice of supervisory relationships and the development of cross-ethnic research partnerships.

ASSOCIATE PROFESSOR MARK JACKSON

HEAD OF RESEARCH,
SCHOOL OF ART AND
DESIGN, FACULTY OF
DESIGN AND CREATIVE
TECHNOLOGIES

When Associate Professor Mark Jackson arrived at AUT in 2000 he was the only staff member in the School of Art and Design with a PhD qualification (in architecture from the University of Sydney) and one of only a handful of staff with this qualification who had supervised doctoral students to completion. With colleagues in the School of Art and Design he developed a “Pathway Three” option for undertaking practice-led research for a PhD in creative works. Professor Jackson’s roles on the University Postgraduate Board (previously the Doctoral Studies Board), coupled with his supervision of postgraduate research students (he has supervised nine PhD students to completion) and his role as Associate Dean Research and Postgraduate Studies for his faculty, afforded him with opportunities to have a major impact on policy directions with respect to the implementation of practice-led approaches to doctoral study.

Associate Professor Jackson’s research practice is broadly defined by concerns with the ethics of the built environment explored through approaches to design theories and design cultures. He is a specialist in post-structuralist continental philosophy and his students engage with some of the most challenging debates in the contemporary literature on design cultures, design theory and approaches to design research. Associate Professor Jackson is also one of the University’s most experienced convenors of the oral examinations AUT PhD students have to complete before they can take out their degrees.

PROFESSOR
JOHN CRONIN
PROFESSOR IN
STRENGTH AND
CONDITIONING IN
THE SCHOOL OF SPORT
AND RECREATION,
FACULTY OF HEALTH
AND ENVIRONMENTAL
SCIENCES

Professor John Cronin currently supervises 19 postgraduate students – 14 at PhD level and five taking master’s degrees. Students who have recently completed degrees under his supervision include strength and conditioning coaches for the Canadian Sports Institute, the Singapore Sports Council, New Zealand Rowing and High Performance Sport New Zealand. His general philosophy around postgraduate supervision can be summed up in one word: care. One of his Canadian students observed: “John always puts his students first; his caring, approachable and supportive manner are what make him the ideal supervisor. He worked diligently to secure a number of research scholarships and a placement in the field to conduct my research where I also received invaluable practical experience. John is an unbelievable mentor, motivator and friend.”

While he was Director of AUT’s Sports Performance Research Institute of New Zealand (SPRINZ), Professor Cronin took several initiatives to grow postgraduate research student numbers and degree completions. These included the conversion of postgraduate master’s papers to online and flexible delivery, introducing a postgraduate physical conditioning speciality, establishing a master’s degree in sport and exercise, securing substantial scholarship funding for postgraduate students and developing links with staff in other tertiary institutions. The latter was to support supervision of the very rapid growth in postgraduate student numbers that accompanied the development of SPRINZ as a premier sports performance and conditioning research institute in New Zealand.

POSTGRADUATE RESEARCH

EMERGING RESEARCHER (INDIVIDUAL AWARD)

This is the University's highest award for an early-career researcher who has shown the potential to achieve great things in their field.

Finalists

DESIGN AND CREATIVE TECHNOLOGIES

Dr Quan Bai

CULTURE AND SOCIETY

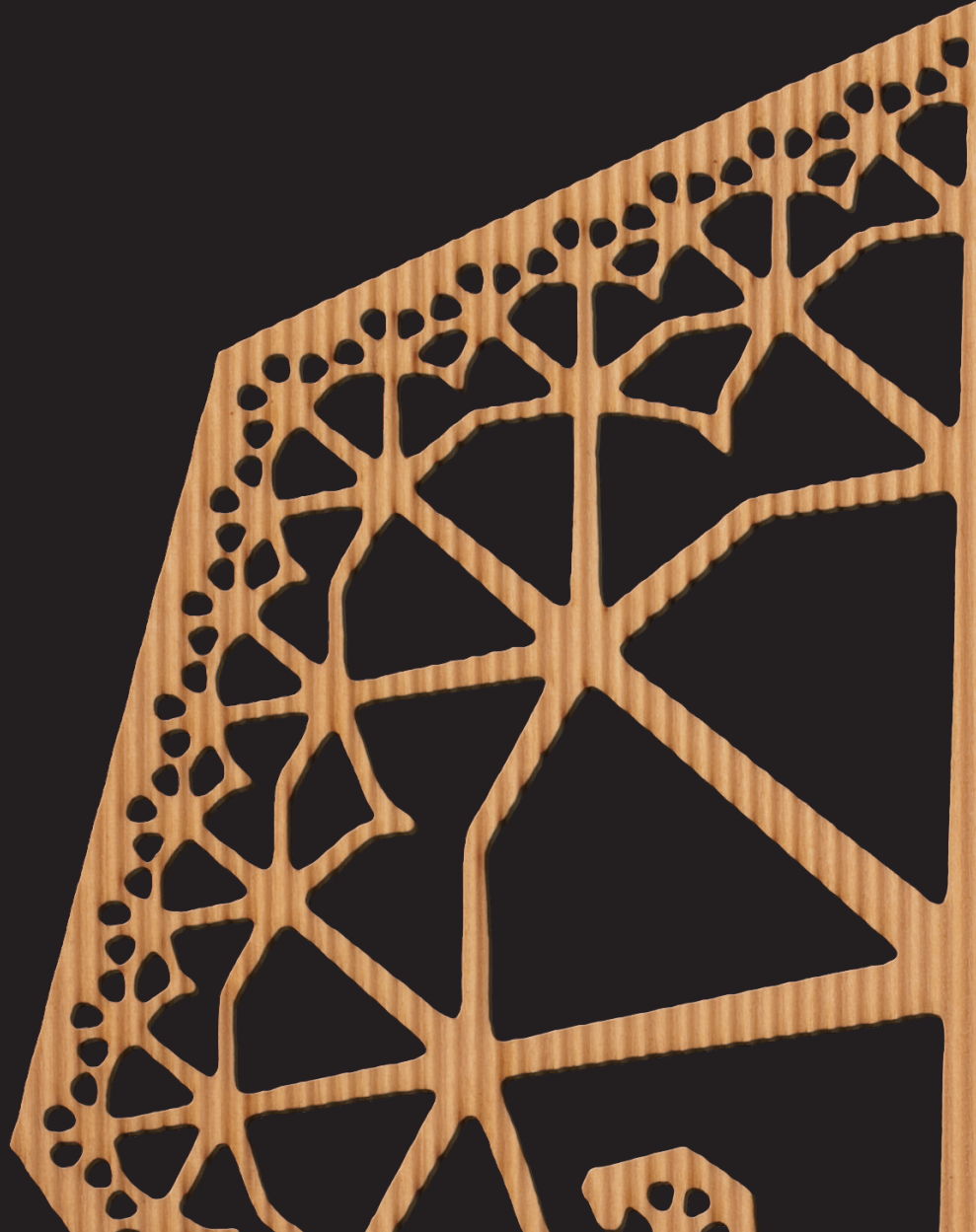
Dr Ineke Crezee

BUSINESS AND LAW

Dr Saten Kumar

HEALTH AND ENVIRONMENTAL SCIENCES

Dr Alice Theadom



DR QUAN BAI
SENIOR LECTURER,
SCHOOL OF
COMPUTING AND
MATHEMATICAL
SCIENCES, FACULTY OF
DESIGN AND CREATIVE
TECHNOLOGIES

Dr Quan Bai's research is in the area of distributed artificial intelligence where he specialises in multi-agent decision support systems. He completed his PhD in computer science at the University of Wollongong in 2007 and joined the staff at AUT in 2011 after spending three years as a postdoctoral research fellow at CSIRO in Canberra. He has published just under 50 research papers, including 13 peer-reviewed articles and conference abstracts since taking up his position at AUT. He is an active research supervisor and is the co-ordinator of the PhD/MPhil programme in the School of Computing and Mathematical Sciences.

In 2011 Dr Quan Bai received a grant from the New Zealand-China Scientist Exchange Programme, which is administered by the Royal Society of New Zealand, to work with Professor Xijin Tang in the Chinese Academy of Sciences. They worked on the use of advanced information and communication techniques to

assist government agencies to respond rapidly to relieve social problems caused by natural disasters. His research into complex adaptive systems which enable easy resource sharing, concurrent processing and flexible organisation, is attracting international attention. He is currently working on a project to design and develop a novel and robust trust management mechanism for ensuring successful interactions within complex adaptive systems.

DR INEKE CREZEE
SENIOR LECTURER,
SCHOOL OF LANGUAGE
AND CULTURE, FACULTY
OF CULTURE AND
SOCIETY

Dr Ineke Crezee's research addresses language attrition and reversion amongst older immigrants for whom English is a second language, communication in the context of provision of health care and services for bilingual migrants, and teaching translation in multilingual classrooms. Her doctoral thesis, completed in 2009, explored language use amongst older Dutch migrants in New Zealand with particular reference to reversion to their first language and the consequential need for bilingual healthcare interpreters. She has recently had a book entitled *Introduction to Healthcare for Interpreters and Translators* published by John Benjamins, a renowned linguistics, translation and interpreting publisher. This book has been reviewed as a "must-have for all those legions of healthcare interpreters out there".

In 2009 Dr Crezee initiated a collaborative research group, including participants from Massey University,

to address issues relating to refugee interpreting. There have been four published research outputs to date from the group into the impact on the voice of refugees by unprofessional interpreting practices. She is mentoring several new and emerging researchers in the School of Language and Culture and has been a member of the School's Research Committee since February 2012. In 2012 Dr Crezee received a Vice Chancellor's Award for Academic Excellence in Teaching.

DR SATEN KUMAR
SENIOR LECTURER,
DEPARTMENT OF
ECONOMICS, FACULTY
OF BUSINESS AND LAW

Dr Saten Kumar completed his PhD at AUT in 2011 on the impact of financial reforms/crises on the demand for money in developing and advanced economies. Since 2007 he has had 39 articles published or accepted for publication, addressing two broad themes: (1) demand for money and monetary policy and (2) the application of time-series econometric techniques and panel data methods to research on a range of topics in macroeconomics including economic growth, consumption, investment, and international finance and investment. His research has attracted the attention of the Reserve Bank and researchers in the private sector.

Dr Kumar has been developing a range of international research collaborations with eminent economists in Australia, the United States, Italy, Spain and Papua New Guinea. He is currently working with colleagues in the University of Texas at Austin and the University of California Berkeley on an analysis of

price setting behaviour in New Zealand. He also collaborates with colleagues in the Department of Economics and values working in teams as a way of encouraging the development of critical thinking in his research. Dr Kumar uses the experiences gained in his research, and the key findings, extensively in his teaching and in assisting postgraduate students with their research projects.

DR ALICE
THEADOM
SENIOR RESEARCH
FELLOW, NATIONAL
INSTITUTE FOR
STROKE AND APPLIED
NEUROSCIENCES,
FACULTY OF HEALTH
AND ENVIRONMENTAL
SCIENCES

Dr Alice Theadom is a UK-trained psychologist with a particular interest in exploring the role of psychosocial factors and the effectiveness of psychological interventions to support people experiencing acute and chronic illness/injury. In 2009 she moved to New Zealand to lead a programme of research into traumatic brain injury (TBI) and fibromyalgia syndrome in AUT's National Institute for Stroke and Applied Neurosciences. Since arriving she has completed a PhD thesis (2011) and published over 70 peer-reviewed research outputs in journals (31) and conference proceedings (over 40). All of her research is collaborative and co-authored and her philosophy is to publish in the best place to reach the audience that would most benefit from the research findings.

Dr Theadom's recent research includes a world-first population-based study of TBI incidence and outcomes, the largest known longitudinal study of post-TBI and stroke experiences by participants.

The findings from this research have been published in leading international journals including *The Lancet Neurology* (ranked 1/191 in clinical neurology) and the *European Journal of Neurology* (ranked 4/191). In recognition of her specialist skills in the psychology of living with a neurological condition she has been invited to be a named investigator in a prestigious international collaboration (CENTER-TBI), funded by the European Union, to explore the long-term impact of traumatic brain injury.

RESEARCH
EXCELLENCE
(INDIVIDUAL AWARD)

This is the University's highest award to an academic staff member for excellent research achievement over a number of years.

Finalists

CULTURE AND SOCIETY

Professor John Bitchener

HEALTH AND

ENVIRONMENTAL SCIENCES

Dr Gwyn Lewis

DESIGN AND CREATIVE

TECHNOLOGIES

Associate Professor Sigrid Norris

BUSINESS AND LAW

Professor Stephen Teo

PROFESSOR JOHN
BITCHENER
SCHOOL OF LANGUAGE
AND CULTURE, FACULTY
OF CULTURE AND
SOCIETY

Professor John Bitchener has an international reputation in the field of second language (L2) acquisition, especially with regard to the theoretical justification for and empirical verification of claims that written corrective feedback can facilitate the acquisition of another language. There has been significant controversy surrounding the role of written corrective feedback in L2 acquisition and his robust theoretical and empirical defence of the value of such feedback has attracted considerable international attention. His co-authored book entitled *Written Corrective Feedback in Second Language Acquisition and Writing* (Routledge, 2012) sold over 1000 copies within the first 12 months and has stimulated numerous speaking invitations from universities in North America, Europe and Australasia.

Professor Bitchener also has a strong research interest in the discourse requirements of disciplinary communities which has been stimulated by a desire

to help thesis students overcome difficulties they were experiencing when writing theses. In recognition of a very substantial contribution to facilitating supervision of postgraduate research, Professor Bitchener received the Vice Chancellor's Academic Excellence Award for Postgraduate Supervision in 2011. His research on 'best practice' in supervisory feedback to thesis students has attracted funding support from Te Ako Aotearoa and he is currently leading a global project on supervisory practice and student response in 11 countries.

DR GWYN LEWIS
HEAD OF RESEARCH,
SCHOOL OF
REHABILITATION AND
OCCUPATION STUDIES,
FACULTY OF HEALTH
AND ENVIRONMENTAL
SCIENCES

Dr Gwyn Lewis has researched several areas relating to rehabilitation, initially from stroke, since completing her PhD on human motor control at the University of Auckland in 2003. These include: neuropsychology, neural plasticity, movement disorders, pain and rehabilitation. While her early research centred on cortical and spinal level neural pathways implicated in stroke and rehabilitation, more recently the focus has shifted to pain research, supported by a relationship with the Pain Clinic at North Shore Hospital. A co-funded research position in the Waitemata Pain Services clinic has arisen from the latter relationship.

Dr Lewis has played a major role in the development of AUT's neuropsychology laboratory which has a wide range of high-tech equipment including magnetic and electrical brain stimulators, a thermal stimulator, and virtual reality hardware and interfaces. Her proficiency in software programming has meant she has

been able to facilitate data acquisition and analysis processes in the lab and train many of her postgraduate students in a wide range of research techniques. Since 2010 Dr Lewis has had 15 papers accepted for publication in international journals, has delivered 31 conference presentations and is first author on more than 60 per cent of her research outputs. As principal- or co-investigator, she has secured, with her collaborators, more than \$1.1 million in research funding.

ASSOCIATE
PROFESSOR
SIGRID NORRIS
DIRECTOR OF
THE MULTIMODAL
RESEARCH CENTRE,
SCHOOL OF
COMMUNICATION
STUDIES, FACULTY OF
DESIGN AND CREATIVE
TECHNOLOGIES

Associate Professor Sigrid Norris has developed a new methodology to study human communication which allows the theoretical and methodological integration of verbal and non-verbal actions, together with the utilised physical environment and objects. Known as the Multimodal Interaction Analytical Approach, she has written four books and over 50 journal articles and chapters detailing the methodology and exploring aspects of its theoretical and empirical validity. To date she has had 18 invitations to present lectures and workshops on multimodal interaction analysis in New Zealand, Australia, Austria, China, Denmark, Norway, Sweden and the USA. She has several international research collaborations which are promoting use of the methodology in different contexts and settings.

One of her current research interests, which is the subject of an application to the Marsden Fund, is how family

interaction is changing when family members living in different locations use video conferencing to communicate amongst themselves. Questions about family relationships, togetherness and well-being in societies that have extensive global diaspora (like New Zealand) have not attracted much attention despite the utility of emerging technological tools which facilitate real-time face-to-face connectivity. Her research on multimodal interaction is contributing new knowledge about computer-mediated processes which increasingly dominate teaching, learning and social interaction.

PROFESSOR
STEPHEN TEO
PROFESSOR OF
HUMAN RESOURCE
MANAGEMENT AND
DEPUTY DIRECTOR
OF THE NEW ZEALAND
WORK RESEARCH
INSTITUTE, FACULTY OF
BUSINESS AND LAW

Professor Stephen Teo is recognised internationally for his contributions to the field of strategic human resource management. He has more than 100 research outputs and the majority of his articles are published in high-impact, top-tier journals graded A* and A in the Australian ranking systems for journals. His recent research focuses on the impact of organisational change (such as public management reform) on the employment outcomes for employees and managers in the public service. His micro-level research has explored stress related to change in a number of occupations including police, nursing, food service, call centre and public sector industries in Australia, the USA, India and, more recently New Zealand.

Recognition of Professor Teo's expertise is reflected in his collaboration with leading scholars in strategic human resource management in Hong Kong, Australia, the United Kingdom and North America. He has had major

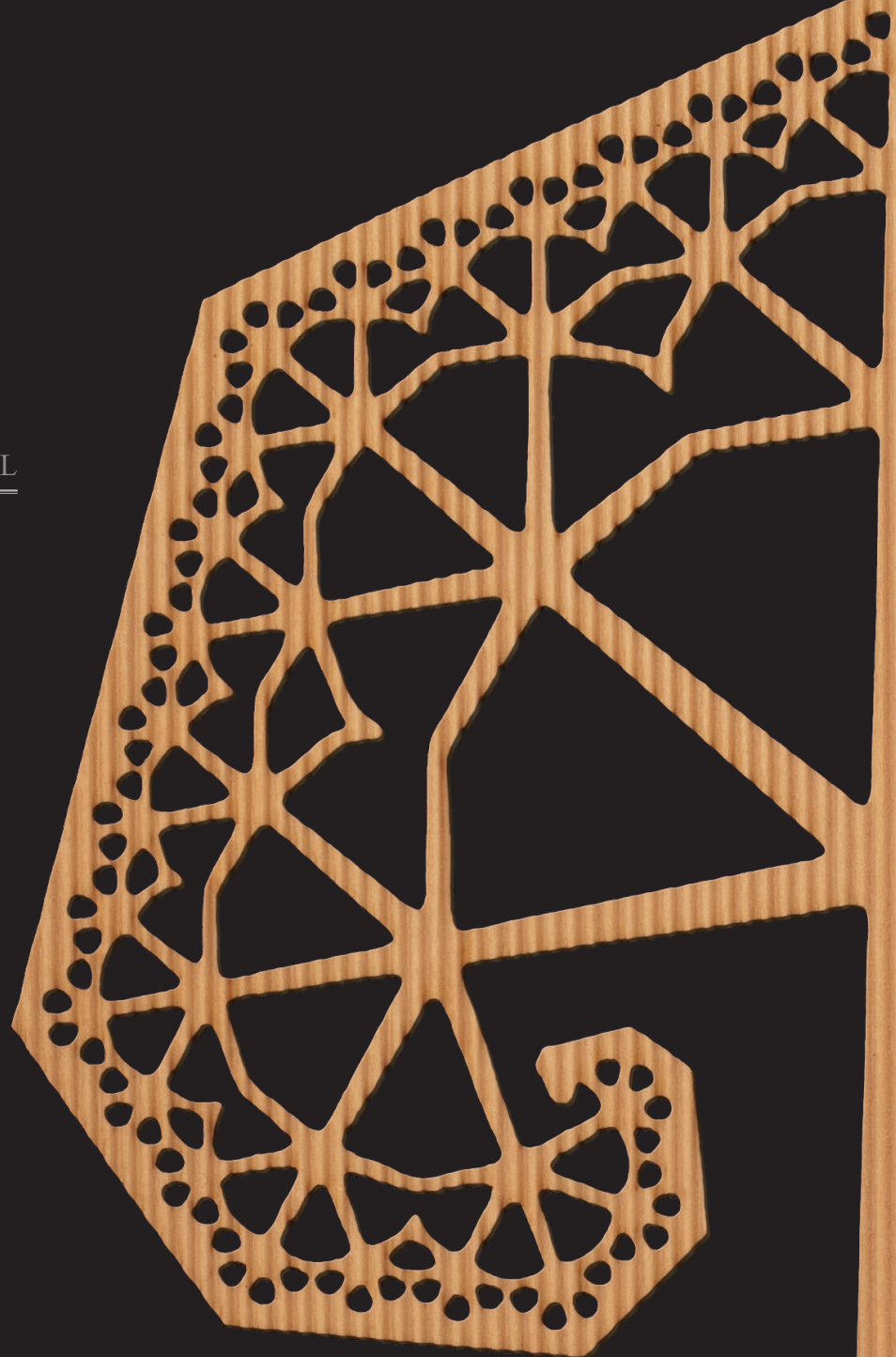
research grants from Canada's Social Sciences and Humanities Research Council and Australia's Institute of Public Administration. He and the Australian members of his research group submitted an application for research funding to the Australian Research Council in 2013. Professor Teo was appointed as "an expert of international standing" to the Australian Research Council College of Experts in 2004, and was made a Fellow of the Australian Human Resource Institute in 2008.

AUT UNIVERSITY MEDAL

This year marks the first occasion on which AUT will award the *University Medal*.

The *University Medal* is the pre-eminent academic award of AUT. It is presented to a member of the University community in recognition of sustained and outstanding contribution to AUT that reflects and enhances the academic development and reputation of the University.

In this inaugural year, the *University Medal* will be presented by the Minister for Tertiary Education, Skills and Employment, the Hon Steven Joyce.



LIST OF PREVIOUS
EXCELLENCE IN TEACHING
AWARDS RECIPIENTS

| YEAR | RECIPIENT | CATEGORY |
|------|-------------------------------------|--|
| 2006 | Paul Mountfort | Vice Chancellor's Award for Excellence in Teaching – Award for Distinguished Teaching |
| 2006 | Sue Yong | Highly Commended |
| 2006 | Jane Morgan | Highly Commended |
| 2006 | Andy Ballard | Highly Commended |
| 2007 | Gaye Greenwood | Vice Chancellor's Award for Excellence in Teaching – Award for Distinguished Teaching |
| 2008 | Peter McGhee | Vice Chancellor's Award for Excellence in Teaching |
| 2008 | Ben Nemeschansky | Vice Chancellor's Award for Excellence in Teaching |
| 2008 | Jennifer Nikolai | Joint Award for Excellence in Teaching (Dance Education) |
| 2008 | Linda Ashley | Joint Award for Excellence in Teaching (Dance Education) |
| 2009 | Sue Raleigh | Vice Chancellor's Award for Excellence in Teaching |
| 2009 | Greg Treadwell | Vice Chancellor's Award for Excellence in Teaching |
| 2009 | Jane Berney, Dave Brown, Paul White | Vice Chancellor's Award for Excellence in Teaching (Team award) |

| YEAR | RECIPIENT | CATEGORY |
|------|--|--|
| 2009 | Te Ara Poutama faculty | Special Vice Chancellor's Award |
| 2010 | Andy Connor | Highly Commended |
| 2010 | Roy Nates | Vice Chancellor's Award for Excellence in Teaching |
| 2010 | David Robie | Vice Chancellor's Award for Excellence in Teaching |
| 2010 | Lexie Matheson | Vice Chancellor's Award for Excellence in Teaching |
| 2010 | Rouxelle de Villiers | Vice Chancellor's Award for Excellence in Teaching |
| 2010 | Sharyn Graham Davies and Jeanie Benson | Highly Commended |
| 2010 | Monique Redmond | Special Recognition Award |
| 2012 | Ineke Crezee | Vice Chancellor's Award for Excellence in Teaching |
| 2012 | Sheree O'Neill | Vice Chancellor's Award for Excellence in Teaching |
| 2012 | Camille Nakhid | Special Vice Chancellor's Award |
| 2012 | Sergiy Klymchuk | Vice Chancellor's Award for Excellence in Teaching |
| 2012 | Helene Wilkinson | Special Vice Chancellor's Award for Excellence in Teaching |

LIST OF PREVIOUS EXCELLENCE IN RESEARCH AWARDS RECIPIENTS

2007 VICE CHANCELLOR'S RESEARCH AWARDS

Research Excellence:

Professor Grant Schofield

Emerging Researcher:

Dr Hannah Badland

Excellence in Postgraduate Supervision:

Professor Nikola Kasabov

Team Research Excellence:

Person Centred Rehabilitation Team led
by Professor Kathryn McPherson

2008 VICE CHANCELLOR'S RESEARCH AWARDS

Research Excellence:

Professor Ahmed Al-Jumaily

Special Award for Research Excellence:

Pacific Island Family Study led by
Professor Janis Patterson

Emerging Researcher Excellence:

Dr Scott Duncan

Excellence in Postgraduate Supervision:

Professor Kate Kearins

Team Research Excellence:

Centre for Advanced Manufacturing
Technology led by Darius Singh

2009 VICE CHANCELLOR'S RESEARCH AWARDS

Research Excellence:

Professor Kathryn McPherson (Laura
Fergusson Chair in Rehabilitation, Faculty
of Health and Environmental Sciences)

Excellence Awards for New and

Emerging Researchers:

- i. Dr Helen Tregidga, Senior Lecturer in
Accounting, Faculty of Business and Law
- ii. Dr Yun Sing Koh, Lecturer in Computing
and Mathematical Sciences, Faculty of
Design and Creative Technologies.

Excellence in Research Supervision:

Professor Simon Milne (Director of the
New Zealand Tourism Institute, Faculty of
Applied Humanities)

Research Team Excellence:

Professor Sergei Gulyaev and the research
team at the Radio Astronomy and Space
Research Institute, Faculty of Design and
Creative Technologies

2010 VICE CHANCELLOR'S
RESEARCH AWARDS

Research Excellence:

Professor Nikola Kasabov

Emerging Researcher:

Dr Melody Oliver

Postgraduate Research Supervision:

Professor Marilyn Waring

Research Team (Established):

Language Teacher Education
Research Group

Research team (Emerging):

National Institute for Stroke and
Applied Neurosciences

2011 VICE CHANCELLOR'S
RESEARCH AWARDS

Research Excellence:

Professor Elaine Rush (Health and
Environmental Sciences)

Emerging Researcher:

Nicola Kayes (Health and
Environmental Sciences)

Dr Jiamou Liu (Design and Creative
Technologies)

Dr Peter Kim (Applied Humanities)

Excellence in Postgraduate Supervision:

Professor John Bitchener (Applied
Humanities)

Research Team (established):

Institute of Biomedical Technologies
(IBTec) (Design and Creative
Technologies)

Centre for Physical Activity and
Nutrition (CPAN) (Health and
Environmental Sciences)

Research Team (Emerging):

The Gender and Diversity Group
(Business and Law)

2012 VICE CHANCELLOR'S
RESEARCH AWARDS

Research Excellence:

Professor Alvis Fong

Emerging Researcher:

Dr Jun Lu

Postgraduate Research Supervision:

Professor Ahmed Al-Jumaily
Tania Ka'ai

Research Team (Established):

Person Centred Research Centre
(Professor Kathryn McPherson)

Research Team (Emerging):

Auckland Centre for Financial Research
(Professor Bart Frijns)

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