

2007 Victoria University Awards for Research Excellence, Teaching Excellence, and Early Career Research.

The following citations are for recipients of Research Excellence Awards

Kevin Burns

Kevin Burns's research spans a range of topics in biology, from animal behaviour to plant morphology. Most of his research is conducted outside the laboratory, in nature reserves located close to campus. Over the past five years, he and his students have uncovered several new, unique features of New Zealand's natural history. For example, they discovered that weta form mutualistic partnerships with fleshy-fruited plants as seed dispersers, similar to small mammals elsewhere in the world, that temperate forests in the Southern Hemisphere have higher tree diversity than the Northern Hemisphere, and that New Zealand robins have a numerical competency exceeding that of higher primates, which they use when stealing food items from caches made by other birds.

Rowena Cullen

Rowena Cullen's research focuses on the effectiveness of information systems, primarily from the user's perspective. She has investigated the effectiveness of library services and databases, information services for health professionals, and health consumers, and the effectiveness of government web sites in delivering information and services. Her research seeks to identify the factors that contribute to effective information systems, motivators and barriers to the use of systems, and performance measures for evaluating systems, service quality, and user satisfaction. The fundamental research purpose is to help practitioners design and deliver information services in a variety of contexts, to better understand user needs and to respond to them, in order to maximize information use. Working within the broad applied discipline of information management, Rowena has combined an innovative approach with practical relevance. She has achieved international recognition in the research literature in the three fields, Health informatics, library evaluation, and e-government, as well as contributing to the practitioner environment in New Zealand.

Jonathan Gardner

Jonathan Gardner is Reader in Marine Biology and the Director of the Centre for Marine Environmental and Economic Research. His research background is in shellfish biology, principally bivalve mollusc biology. He has wide ranging interests which include molecular biology, population genetics, aquaculture, community ecology and conservation. An important focus of his work is marine biosecurity, in particular relating to invasive mussels. Jonathan's collaborations with the NZ Department of Conservation and the US Fish and Wildlife Service have supported the protection and enhancement of marine diversity. He consistently publishes influential papers in the top journals in his field, making significant contributions to scholarship and to management practices at local, national and international levels. To date he has been awarded more than \$1.77 million of external funding. Jonathan takes an active role in the training and development of postgraduate students and post-doctoral fellows. He has worked with five post-doctoral fellows, and supervised to completion 9 PhD and 11 Masters students.

Warwick Murray

Warwick Murray researches global development, inequality and poverty. His principle interests lie in economic geography and rural development, and currently he is working on the impacts of natural resource dependence on economic inequality in Latin America. Driving his work is the desire to understand the implications for the periphery of the global expansion of capitalism. This forms the basis of his research-led textbook *Geographies of Globalization* (Routledge, 2005), adopted widely in universities across the world. He has an international reputation in Latin American studies (Chile especially) and the Pacific Islands, having published over 50 articles or chapters on these areas, as well as 5 special collections/books. As editor of *Asia Pacific Viewpoint* (published by Blackwell) he recently secured its ISI listing. Since 2003, Warwick has supervised over 10 postgraduate research theses on Latin American themes and recently he was appointed Director of the Victoria Institute for Links with Latin America (VILLA).

James Noble

James Noble is Professor of Computer Science and Software Engineering. His research centres on software design. This includes the design of the users' interface, the parts of software that users have to deal with every day, and the programmers' interface, the internal structures and organisations of software that programmers see only when they are designing, building, or modifying software. His research in both of these areas is coloured by his longstanding interest in object oriented approaches to design, and topics he has studied range from aliasing and object ownership, design patterns, agile methodology, via usability, visualisation and computer music, to postmodernism and the semiotics of programming. James has received funding from the Marsden Fund, NERF, IBM, and the UK EPSRC; has supervised around 20 graduate students; and published about 180 papers.

Tony Ward

Over the last 4 years Tony Ward has developed the Good Lives Model (GLM) of offender rehabilitation in a series of books and journal articles. These include (2006) Theories of sexual offending, (2007), Rehabilitation: Beyond the risk Paradigm and (2008) Morals, rights, and practice in the human services. The GLM is based around two, core therapeutic goals: to promote offender well being and to reduce risk. Strength-based approaches such as the GLM : (a) focus on the utilization of individual offender's primary goods or values in the design of intervention programs and (b) aim to equip them with the capabilities necessary to implement a better life plan founded on these values. Treatment programmes consistent with the GLM are now being implemented in the USA. The GLM has been internationally acknowledged as a coherent and innovative practice framework capable of integrating risk management and positive approaches to offender rehabilitation.

The following citations are for the recipients of Teaching Excellence Awards

John Downie

John Downie has been described by students, colleagues and those in the theatre profession as an inspirational, motivating teacher, capable of making and bringing ambitious works into being. Those who have worked with him or have been taught by him describe him as 'a scholar, an artist and a provocateur', 'a treasure in his department', a brilliant and dazzling thinker' and 'a sensitive and compassionate teacher'.

John describes himself as 'an artist who teaches: for whom teaching is a central part of the art'. He has developed, over 17 years at Victoria University, very precise principles and models that inform his teaching and has played a considerable role in developing both the teaching ethos and the curriculum in what is the largest Theatre programme in the country. John initially devised, convened and taught many of the courses that now inform the broader framework of the Theatre programme, as well as initiating – in pre-digital days – the first courses in film and video production that are now a substantial part of the Film programme. Each year John teaches each course afresh, from a new perspective and with different study material and provocations, and has been responsible for the introduction of a range of contemporary dramatists to New Zealand audiences.

John has also been instrumental in the creation and teaching of the current two-year Master of Theatre Arts programme co-taught with Toi Whakaari/New Zealand Drama School since 2001. This programme has come to articulate, through its evolving methodologies, a highly effective pathway for creative arts leadership nationally in the field of directing. His head of school describes him as 'an inspiring teacher who has made a lasting impact on the teaching of Theatre Studies at this University'.

John has made a substantial contribution to the growth of Theatre Studies at Victoria University. He has a sustained record of good teaching evaluations, he provides new pedagogical challenges to students, and there is clear evidence, from the testimonials and references he provided as part of his teaching award nomination, that he has had an impact on the theatre scene in New Zealand and beyond. John Downie clearly merits this award for sustained excellence in teaching.

John McDowall

John McDowall has a simple teaching philosophy – to inspire his students and to motivate them to continue with their studies. The feedback he receives from his students is evidence that his philosophy is a highly successful one. Some examples of student feedback include:

'Great lecturer! Definitely kept up my interest in this subject'; 'You made psych very interesting and exciting'; 'Better than outstanding'; 'Awesome, thoroughly enjoyed, even attended every lecture! I want to be this guy when I grow up'.

John has sustained a record of excellence in teaching in both large and small classes. He is considered one of the most effective teachers of large, 100-level classes where he is not only an excellent teacher but also makes a real impact on students at that level. In the large first year psychology classes John stimulates an enthusiasm amongst students for the subject by demonstrating his own passion in a way which encourages a conceptual understanding of material rather than a rote learning approach. Drawing on his own experience as a clinical psychologist, John is able to bring textbook material to life with numerous examples gleaned from his own experience. At 300-level John's focus is more on encouraging students to think conceptually around relevant issues and to develop research skills based around specific problems. He uses his interest in movies to provide a context for his material, particularly that relating to media depictions of mental illness.

In PSYC321 John requires students to design their own research proposal, including a budget, which introduces them to the practical difficulties often encountered when planning research. Students consistently report that, while this proves to be a challenge, it is a very stimulating part of their course work. In 2006 John's section of PSYC321 was voted by students as being the 'most challenging and stimulating' course in the Science Faculty.

In supporting his nomination for a teaching excellence award, John's head of school states that 'he is widely recognised as a distinctive, effective and motivating teacher', with a 'classroom persona and charisma that establishes a very powerful connection with virtually all students'. John's student feedback and his sustained excellent teaching evaluations over many years, along with his popularity and success as a Masters and PhD supervisor, make him clearly worthy of a sustained excellence in teaching award.

Eusebio Scornavacca

Eusebio is a passionate and enthusiastic teacher, committed to finding innovative ways to improve the content of courses as well as to enhance students' learning experiences, particularly in large classes. Interacting effectively with students in classes of more than 100 students can be quite challenging but Eusebio introduced an initiative designed to improve students' learning experience in the classroom through interactive text messages. The initiative, used in the IT module of the core Faculty of Commerce and Administration course FCOM110, introduced students to two new classroom dynamics that incorporate the use of SMS (text messages). Each year, at the end of the IT module, a random selection of students are surveyed on mobile phone usage, user acceptance of the system, and perceived impact on learning experience. The results indicate that students found the 'open channel' initiative, whereby they can send questions or comments to Eusebio's laptop, to be a more efficient method of communication than 'raising hands'. Students also perceive the system makes class more interesting, which in turn enhances their learning experience. The selection committee was particularly impressed with how this innovation assists students who are naturally reticent about talking in class, as well as those for whom English is a second language.

Eusebio's head of school comments that 'what impresses me most is the degree of innovation Eusebio applies to his teaching – which is well liked by his students.' And - 'first year students marvel at the latest and emerging technologies he incorporates in his teaching'. As a result, Eusebio enjoys consistently high student evaluations across the spectrum of teaching that he does.

Eusebio is also enthusiastic about extending the use of mobile phones to promote classroom interaction into other faculties. He gave full support and training to staff in Architecture to implement the system for use in their own teaching. It is this willingness to go beyond his own school and to promote this initiative in the University context that makes it evident that Eusebio is worthy of an award for excellence in teaching innovation.

Kathryn Sutherland

Kathryn Sutherland is a gifted and highly skilled teacher who articulates her teaching philosophy of learning and teaching using a 'weaving' metaphor: weaving together teaching, research, learning, knowledge, teachers, students etc. in the context of life-long and life-wide learning. One of Kathryn's key teaching and learning goals is to be learning-centred and to engage her students in the learning process – whether those students are undergraduates or

academic staff grappling with theories of teaching and learning. To that end Kathryn always endeavours to show enthusiasm for what she is teaching, enthusiasm for her students and an awareness of up-to-date and relevant information and theories. The attainment of these goals is testified to by feedback from students and colleagues and by her excellent teaching evaluations. Although teaching evaluations are not the only, nor necessarily the main, measure of a teacher's performance, Kathryn's evaluations indicate the recognition given to her skills by a range of students and teachers over a long period of time and in a variety of circumstances, as a tutor, a lecturer and a staff developer.

Kathryn has been described as an 'empowering educator', a wonderfully supportive colleague and mentor who is able to bring out the best in her students and her colleagues. Kathryn endeavours not to tell others how to teach but to provide space, time and a fresh set of eyes for them to reflect on and develop their own teaching critique. She does not simply provide the answers for her students or colleagues but assists them to discover the answers within their reach.

Not only is Kathryn a dedicated, passionate and effective teacher but she continues to study, reflect on, critique and seek feedback on her own teaching. She is a scholarly teacher who values, remains current in and applies relevant research from around the world. Kathryn plays a leadership role in training academic developers in New Zealand and Australasia, more generally. Her role in higher education outside the University is considerable and her work with colleagues around the world suggests that the way she is approaching her teaching is commendable.

Kathryn has contributed much to ensuring the quality of teaching at Victoria University and has been credited with being pivotal in the positive transformation of Victoria University academics into higher education researchers and practitioners. Kathryn not only contributes to the development of excellent teachers; she is one and is clearly worthy of this award for sustained excellence in teaching.

The following citations are for the recipients of Early Career Researcher Awards

Ron Fischer

Ron Fischer's research interests are on cultural differences in psychological functioning, particularly in work settings and cross-cultural research methods. His work on response styles in cross-cultural survey research was funded by a Marsden Fast Start grant. He received a number of international awards, including the 2007 Early Career Award from the International Academy for Intercultural Research (for work on the psychology of justice across cultures) and a Best Paper award for collaborative work with Ken Parry. His work on the application and extension of multilevel models for cross-cultural research has been widely cited. He is currently the principal investigator on a 15 country project investigating effects of cultural and organisational practices on helping and innovative work behaviour. He is an Associate Editor of the Journal of Cross-Cultural Psychology, represents Australasia on the Executive Council of the International Association for Cross-Cultural Psychology (IACCP) and serves on the Publications Committee of IACCP.

Chern Li Liew

Chern Li Liew's research interests are motivated by a desire to understand and enhance user-information interaction in an increasingly digital and networked environment. Her ongoing research programme focuses on: user-centred design and usability of digital resources, knowledge organisation and representation, and context-sensitive information seeking. A related interest is in social informatics theory and applications, particularly those related to the dynamics of socio-cultural contexts. She has long been fascinated by the dynamics of social and cultural contexts in cross-cultural communication. Hence, seeking an understanding of this in relation to user-information (systems) interaction in a digital environment is one of her main research interests. Chern Li has studied and worked in Malaysia, the U.K., Singapore, New Zealand and Canada. Her research has been published in international journals and as book chapters. She has presented her work at key international conferences in the field of library and information science and published in conference proceedings.

Joanna Mossop

Joanna Mossop's research interests are in law of the sea and international environmental law. She has published several peer reviewed articles, the most recent being "Protecting Marine Biodiversity on the Continental Shelf Beyond 200 Nautical Miles" in *Ocean Development and International Law*. Joanna is co-leader of an interdisciplinary research project examining maritime security issues in Australia and New Zealand. She has presented her work at a number of international conferences and recently participated in an expert workshop on high seas governance organised by the World Conservation Union and held in New York. From September to November 2007 Joanna was a visiting scholar at George Washington Law School in Washington DC. Her current writing projects include an article on combating illegal, unregulated and unreported fishing on the high seas, a project on maritime security in New Zealand, and she is completing two chapters for a new textbook on international law.