Nominations for the ACEN Executive

Under the ACEN Constitution the ACEN Executive positions of National Director, Secretary, Treasurer and one General Member position become vacant at the 2011 Annual General Meeting.

The following nominations have been received.

Nominations for ACEN National Director

1. Judie Kay, Victoria University
   (Deborah Peach QUT/Paul Kidd JCU)

Nominations for ACEN National Secretary

1. David Jorgensen, Central Queensland University
   (Ian Devenish CQU/Fons Nouwen CQU)

Nominations for ACEN National Treasurer

1. Matthew Campbell, Australian Catholic University
   (David Jorgenson CQU/Freny Tayebjee UWS)

Nominations for General Member (in alphabetical order)

Six nominations have been received for the position of general member. These are

1. Helen Gardner, UNSW Careers and Employment
   (Sumita Das, UNSW/Taye Morris, UNSW)

2. Kara Mariann Gilbert, Monash University
   (Joanne Tyler, Monash/Dr Glen Croy, Monash)

3. Jeremy Grace, The Australian School of Business – University of New South Wales
   (Keri Moore, UNSW/Mita Das, UNSW)

4. Dr Calvin Smith, Griffith University
   (Carol-Joy Patrick Griffith/Erin Baker, Griffith)

5. Theresa Winchester-Seeto, Macquarie University
   (Matthew Campbell, ACU/Freny Tayebjee, UWS)

6. Geoff White, Monash University
   (Claire Palermo, Monash/Dee Slater, Monash)

An election will be held at the AGM on June 15, 2011

Details provided by the candidates follow.

National Director

Judie Kay
Victoria University

I have been involved with ACEN from its inception as a co founder with Carol Joy Patrick, a National executive member and more recently as National Director for the past two years. During that time I have been actively involved in a range of ACEN achievements including ACEN's incorporation, development of strong institutional membership currently at 32 universities, establishing strong state chapters, holding successful biannual conferences, establishing the ACEN WIL scholarship and a range of advocacy activities promoting WIL to peak education and industry bodies in Australia and internationally through the World Association of Cooperative Education (WACE). I have a strong background and experience in
WIL at an Institutional level having worked in senior roles at both Swinburne and now Victoria University and am Project Director of the National WIL Portal, launched in May 2011, a project auspiced by ACEN. I am re nominating for the role of National Director and if elected will continue to work with the ACEN National Executive to further advocate for WIL in Australia, enhance opportunities for exchange between WIL academics and practitioners nationally and internationally, support increased research in the area and continue to develop ACEN's organisational effectiveness to ensure maximum benefits to members.

National Secretary

David Jorgensen
Central Queensland University

In 2004, David started his association with ACEN becoming a founding member and, on formulation of the initial National Executive in 2006, a founding Director of the nascent Australian Collaborative Education Network (ACEN). He took on the role of Secretary on the National Executive from December 2009. David has published or presented over 55 papers in 14 years pertaining to WIL and related scholarship areas. In 2008 he was a member of the WACE/ACEN Asia-Pacific WIL Conference Committee, the Chair of the Program Committee and Chief Editor of the refereed published Conference Proceedings. In 2009 David was appointed to the International Advisory Board, World Association for Co-operative Education (WACE). David was the Guest Chief Editor of the WIL, Special Editions of the 2009 Asia-pacific Journal of Co-operative Education and Internships (B ranked) and the 2010 Higher Education Research and Development Journal (A* ranked). David is an Editorial Board member of the Journal of Co-operative Education and Internships (JCEI - US Based) and an Associate Editor of the Asia-Pacific Journal of Co-operative Education (APICE - NZ based) and the Journal of Teaching and Learning for Graduate Employability (JTLGE - Australian based).

At CQU, from 1998 to 2006 David was Director, Engineering Undergraduate Programs, and from 2007 to 2010, Associate Dean Learning and Teaching (Sciences, Engineering & Health) responsible for these disciplines' learning and teaching management and quality systems. WIL is all integral element of many of these disciplines' program areas. 111 2011 David returned to the School of Engineering and Built Environment at CQU as an Associate Professor in Electrical Engineering.

National Treasurer

Matthew Campbell
Australian Catholic University

Matthew is currently, employed at the Australian Catholic University within the School of Education (NSW) where he lectures in the area of professional ethics and decision-making, educational leadership, and learning and development. In this role he also undertakes coordination of the Year 3 and Year 4 Professional Experience program for students in the secondary education program, which places approximately 250 students each year, and also is the school representative on the Faculty Board Professional Learning Standing Committee. In addition to this he is the School of Education (NSW) Student Appeals Officer and nominated representative on the Faculty of Education Student Appeals Committee and University Appeals Committee.

Concurrently Matthew is part of the national executive of the New Zealand Association of Cooperative Education (NZACE) and has been the National Treasurer of the Australian Collaborative Education Network (ACEN) since 2009. Through these roles he is actively promoting cooperative education and work-integrated learning across Australia and New Zealand. Matthew was the Program Committee Chair for the 2010 ACEN National Conference, with a program made up of over 120 presentations and 65 refereed papers capturing research from across the world in this area, and was guest editor for the conference special issue of the APICE. He is a referee for the Journal of Workplace Learning, HERD and is on the editorial board of the APICE.
Nominations for General Member (in alphabetical order)

Helen Gardner
UNSW Careers and Employment

2 years as a Careers Consultant with UNSW Careers and Employment

• Developed and delivered the Internships@UNSW program placing 26 students in a paid 100 hour practical project within different workplaces within UNSW. The program effectively increased the participant’s employability skills and furthered their employment outcomes within and outside the university. My role involved developing a structure and guidelines for the program, collaborating with supervisors to develop projects with a focus on the learning outcomes and value to the unit, project recruitment and matching, running workplace preparation training and developing reflective tools for use during placement. I also gained experience in evaluating a program of this type through surveying students and staff participants.

• Supplied and delivered 20 international students of all discipines through a 50 hour administration and customer service internship and several practical projects within the Careers and Employment Unit. This involved developing training and guidelines for the 12 week placement that would assist students on adapting to the Australian workplace whilst also furthering work skills. I directly mentored them throughout the program, facilitated group meetings for projects they undertook, conducted performance reviews with each student and interviewed them at the end of the program to evaluate its success. I also developed an online reflective journal based around employability skills to assist them in the reflection process.

• Engage in continual professional development in relation to work integrated learning including attendance of the 2010 ACEN Conference in Perth and being an active member of the UNSW NPDE Network

• Currently collaborating with the UNSW Centre for Innovation and Entrepreneurship to develop a training program to help diploma students source and undertake a practical industry based project.

• Univative partner - currently working with MQ USyd UTS and to conduct a collaborative work skills development program where multidisciplinary teams of students work together to provide solutions to address the business issues of an industry partner. My role is as the UNSW representative involves promoting the program, selecting and preparing student participants, project matching and allocation, supporting student teams, and liaising with industry partners.

• Run a student volunteer program twice a year for over 100 UNSW students to gain work skills through assisting our unit with Careers Expos and other professional events. Involves the recruitment, training and supervision of teams of volunteers.

• Maintain up to date knowledge of the issues around WI and relevancy of the Fair Work Act. Managed the Careers and Employment job board, screening jobs in accordance with the FWA and advising industry partners of the unit’s policy and guidelines around engaging students in different kinds of work arrangements.

Other experience

• Worked for over 3 years in a company overseeing entire placement process of students from overseas universities in practical commercial and community sector internships ranging in length from 1 week to 12 months. Gained excellent knowledge of industry needs and challenges for students and industry partners through the internship process.

• 3 years experience as a recruitment consultant. Excellent knowledge of Equal Employment Opportunities and ethical recruitment practices.

Kara Mariann Gilbert
Course Development Manager, Office of the PVC Berwick & Peninsula, Monash University

Education
Bachelor of Arts (1st Class Hons) Monash University 2002
Doctor of Philosophy (Japanese Studies/Linguistics) Monash University (due 2011)

Profile

• Kara has a mixed background in academia, project management, external consultancy (former OET test materials writer) and small business (former restaurateur) with over 7 years of cross-disciplinary research/teaching experience in the higher education sector.
• Kara has worked as a Lecturer in the Faculty of Medicine, Nursing and Health Sciences and at The Victorian College of Pharmacy where she was responsible for the design and delivery of language and academic skills support programs to undergraduate and postgraduate students (including those on clinical and work-based placements) and implementing strategies for "at risk" student diagnosis and support. She has also worked as a Lecturer in the Centre for the Advancement of Learning and Teaching, focusing on quality assurance in higher, education by supporting improvement in key areas of learning and teaching identified through university monitoring and review processes. Kara spent two years (2008-2010) as a Project Manager in the Office of the Deputy Vice-Chancellor (Education), supporting a number of projects, including the Oxfam-Monash initiative, the Monash Passport (the university's educational blueprint) and sessional academic development and support. Kara is currently Course Development Manager, Office of the Pro Vice Chancellor (Berwick and Peninsula), where she oversees strategic and course development by faculties at the Berwick/Peninsula campuses. Kara has been a member of a number of university committees since 2003, including the Monash University Human Research Ethics Committee (2010-current).

• In her current position, Kara Gilbert has responsibility for coordinating and leading the development of strategic planning processes for undergraduate, postgraduate and continuing education programs at Monash Berwick. Kara is also responsible for developing a framework for innovation in course delivery at Monash Berwick, including work-integrated learning, peer assisted learning, problem based learning, inter-professional education, and online learning.

• Kara's current role includes liaising with Chisholm Institute of TAFE and other VET sector providers on articulation pathways, credit transfer and dual award programs. Kara also laises with local government and industry on establishing partnerships for enhancing curriculum development and is currently on the project team of a Department of Health Workforce Innovation Grant Program 2011-12 that will see a new course developed for Allied Health Assistant-supported Tele-Health. Kara is contributing to a paper being prepared by Monash University's ESOS Advisory Group on work-based training, exploring current practice and policy and impacts on international student participation in work-based training.

Publications (since 2005)
• As an early career researcher, Kara has published more than 20 articles/chapters/reports and presented more than 50 papers at international conferences (across the field of Language, Communication & Culture; Philosophy; Education; and Medicine and Health Sciences).

Research Outputs
• Chief Investigator/Co-investigator/Team Member on projects between 2005-2011 with research grant funding totalling $588,000, with most of these projects having a strong work-based training component
• Member of Editorial Board of the international Journal of Argumentation in Context (John Benjamins Academic Publishing House)
• Reviewer for 6 reputable international journals across the disciplines of Linguistics, Argumentation, Higher Education, and Health Professional/Medical Education

Contribution as a Member of the ACEN Executive
Kara has a breadth of higher education experience in both professional and academic appointments which has equipped her with a range of skills for engaging effectively with colleagues across a number of disciplines and faculties. This, combined with Kara's background in small business, allows her to bring a number of perspectives to the work-integrated learning agenda, which she anticipates would help her to contribute to ACEN’s peer support and networking opportunities for developing good practice. Given Kara's work experience, she is sensitive to policy developed by Senior Management in university contexts and is interested in designing strategy for operationalising institutional/government policy at the course/curriculum level and for supporting good practice in the sector.

Jeremy Grace
The Australian School of Business – University of New South Wales

Candidate's brief CV
May 2010 – Present Associate Director, Learning and Teaching Portfolio Australian School of Business-UNSW
August 2009 – Present Adjunct Online Lecturer: Speech Communications Lone Star College (Kingwood, TX)
January 2006 – May 2010 Lecturer of Leadership and the Humanities Rice University (Houston, TX)
January 2008 – May 2010 Associate Director, Office of Academic Advising Rice University (Houston, TX)
May 2001 – May 2010 Lecturer of Continuing Studies Rice University (Houston, TX)
June 2001 – July 2008 James P. Boone Lecturer of the Humanities Rice University (Houston, TX)
June 2001 – July 2008 Assistant Director, George R. Brown Forensics Society Rice University (Houston, TX)
2008 Financial Communications Analyst and Executive Mentor HCC Insurance Holdings, INC (Houston, TX)
2006 Private Executive Tutor and Mentor Cooper Cameron Valve, INC (Houston, TX)
2001 Instructor, Students in Free Enterprise Northern Arizona University School of Business (Flagstaff, AZ)
2000 Leadership Mentor and Instructor Long Acre Leadership (Newport, PA)
1999 – 2001 Instructor of Communication, School of Communication Northern Arizona University (Flagstaff, AZ)
1998 – 2001 Asst. Director of Forensics/Head Coach: Speech and Debate Northern Arizona University (Flagstaff, AZ)

Brief Biography
The Australian School of Business, Learning and Teaching Portfolio welcomed its new Associate Director Mr. Jeremy Grace in May of 2010. Jeremy comes to UNSW most recently from Rice University in Houston, Texas where he has served as a Lecturer in the disciplines of Communications, Humanities, and Leadership Studies, the Associate Director of the Office of Academic Advising, and numerous other capacities as a member of the academic and professional staff since 2001.

Jeremy carries a diverse variety of academic interests and pursuits ranging from his active participation as the most recent President of the International Jean Gebser Society, to his ongoing research in the areas of leadership education, phenomenology, and the Cruzob Maya. As a national award winning speech coach and the former Director of the George R. Brown Forensics Society at Rice University, and Director of Forensics at Northern Arizona University, Jeremy is an often cited expert of political communication in numerous local and national news broadcasts and print media outlets in the United States. He arrived in Australia with his wife Morgan (Dean, Basser College), and daughter Harper.

What they would contribute as a member of the ACEN Executive
As Associate Director of the Learning and Teaching Portfolio at the Australian School of Business, Jeremy is tasked with overseeing multiple aspects of the student experience (undergraduate and graduate) focusing on work integrated learning, peer mentoring, professional and leadership skills. A recent presenter at the Work Integrated Learning Forum, Jeremy brings unique international perspective and a passion for student-centric endeavour to all of his work. Additionally, Jeremy will bring unique perspective having served as an academic and professional staff member in Faculties and Schools ranging from Business to the Humanities. Jeremy will bring commitment, a depth of knowledge and perspective as well as innovation as a member of the ACEN Executive.

Dr Calvin Smith
Griffith Institute of Higher Education, Griffith University

Calvin Smith, PhD is Associate Director of Griffith University’s academic development unit, the Griffith Institute for Higher Education. His research focuses on evaluation and quality of higher education curricula, and the relative impacts of different aspects of curricula on various student learning outcomes including generic skills and professional identity formation. He has specialised in work-integrated learning curricula since 2006 developing a quality framework and evaluation instrument for WIL curricula and developing and delivering a range of WIL staff professional development activities. He has been a team member on two ALTC projects including the ongoing Measuring and Reporting Teaching Quality. He is the Chair of Griffith’s WIL working party which was awarded an ALTC citation in 2010 for its work in impacting WIL at Griffith and nationally. His most recent work addresses the assessment of learning outcomes and the assurance of standards and WIL curricula. He is a speaker nationally and internationally on WIL.

Theresa Winchester-Seeto
Macquarie University

Theresa Winchester-Seeto is currently the Academic Director for Participation in the Faculty of Human Sciences at Macquarie University. She has previous experience in running Professional Experience units for Masters of Museum Studies and thus has firsthand experience of the joys, frustrations, satisfaction and problems that comes with designing, teaching and administering these valuable experiences for students.
Theresa has published papers tackling important aspects of WIL pedagogy such as assessment and reflection and is currently researching the role of host supervisors. She is also working on the Participation and Community Engagement (PACE) program at MQ, which aims to provide participation experiences to all students in the university.

As one of the original members of the NSW Chapter of ACEN and the Secretary in 2010-11, she has been integral to several successful and well attended state forums on different aspects of WIL.

**Geoff White**  
Faculty of Medicine, Nursing & Health Sciences, Monash University

Geoff worked in secondary teacher education from the mid-80s to 2005 and in health professional education from 2005 to the present. He currently coordinates two postgraduate courses in education and training for health professionals with workplace education and training responsibilities. Geoff has over 20 years of experience in Work Integrated Learning in teacher education including the provision of support and guidance to preservice teachers, and their supervisors and has conducted industry-satisfaction evaluation in the field of preservice health professional education. He would bring a multi-professions perspective to the Executive Committee that draws upon experience with a variety of field placement models in teacher education and clinical placements in the health professions.