

Sean Sturm

Curriculum Vitae

PART 1

1a. Personal details				
Full name	<i>Title</i>	<i>First name</i>	<i>Second name(s)</i>	<i>Family name</i>
	Dr	Sean	Kohingarara	Sturm
Present position	Associate Professor, Faculty of Education and Social Work			
Organisation/Employer	University of Auckland			
Contact Address	74 Epsom Avenue			
	Epsom			
	Auckland		Post code	1023
Work telephone	09 3737 599	Mobile	0212936921	
Email	s.sturm@auckland.ac.nz			
Personal website (if applicable)	https://profiles.auckland.ac.nz/s-sturm			

1b. Academic qualifications

2012 PGCert in Academic Practice, University of Auckland
 2008 PhD (English), University of Auckland
 2003 MA (First Class Hons), University of Auckland
 2001 BA, University of Auckland

1c. Professional positions held

2023 Associate Professor, School of Critical Studies in Education (CRSTiE), University of Auckland
 2020 Senior Lecturer, CRSTiE
 2018 Acting Director, Centre for Learning and Research in Higher Education (CLeaR), University of Auckland
 2015 Senior Lecturer and Deputy Director, CLeaR
 2013 Lecturer, CLeaR
 2010 Senior Tutor, Centre for Academic Development (CAD), University of Auckland
 2009 Senior Tutor, CAD, University of Auckland; Lecturer, Faculty of Creative Arts, Manukau Institute of Technology

1d. Present research/professional speciality

Higher Education Teaching and Learning, Philosophy of Higher Education, Indigenous Studies

1e. Total years research experience

12 years

1f. Professional distinctions and memberships (including honours, prizes, scholarships, boards or governance roles, etc)

2020 Editor, *Knowledge Cultures* (Addleton); Editor, *PESA Agora*
 2019 Reviews Editor, *Educational Philosophy & Theory* (Taylor & Francis)
 2019 Executive member and Treasurer, Association for Visual Pedagogies
 2019 Editorial Board, *Policy Futures in Education* (SAGE)
 2017 Executive member, Philosophy of Education Society of Australasia

2015 Editorial Board, *Teaching in Higher Education* (Taylor & Francis)
 2013 College of Reviewers, *Higher Education Research & Development* (Taylor & Francis)
 2008 Te Amorangi National Māori Academic Excellence Award
 2007 University of Auckland Doctoral Scholarship
 2003 Foundation for Research, Science and Technology Bright Futures Top Achievers' Scholarship

1g. Total number of peer reviewed publications and patents	Journal articles	Books, book chapters, books edited	Conference proceedings	Patents
	60	13	6	0

PART 2

2a. Research publications

Peer-reviewed journal articles

- Locke, K., Matapo, J., & Sturm, S. (2022). Critical theory in the glocal south: Introduction. *Knowledge Cultures*, 10(3), 7-11. doi:10.22381/kc10320221
- Arndt, S., Buchanan, R., Gibbons, A., Hung, R., Madjar, A., Novak, R., ... & Hood, N. (2022). Collective writing: Introspective reflections on current experience. *Educational Philosophy & Theory*, 54(9), 1296-1306. doi:10.1080/00131857.2020.1824782
- Sturm, S. (2022). What hope for academic academic development? *International Journal for Academic Development*. Advance online publication. doi:10.1080/1360144X.2022.2140343
- Jandrić, P., Hayes, D., Levinson, P., Christensen, L. L., Lukoko, H. O., Kihwele, J. E., ... & Hayes, S. (2022). Teaching in the age of Covid-19: The new normal. *Postdigital Science & Education*, 4(3), 877-1015. doi:10.1007/s42438-022-00332-1
- Jandrić, P., Luke, T. W., Sturm, S., McLaren, P., Jackson, L., MacKenzie, A., ... Gibbons, A. (2022). Collective writing: The continuous struggle for meaning-making. *Postdigital Science & Education*. Advance online publication. doi:10.1007/s42438-022-00320-5
- Stringer, L. R., Lee, K. M., Sturm, S., & Giacaman, N. (2022). A systematic review of primary school teachers' experiences with digital technologies curricula. *Education & Information Technologies*, 27(9), 12585-12607. doi:10.1007/s10639-022-11127-z
- Peters, M. A., Means, A., Neilson, D., Stewart, G. T., Jandrić, P., Sturm, S., ... Xue, E. (2022). 'After Brexit and AUKUS': Twitter-inspired collective writing on geopolitics of an emerging multipolar world. *Educational Philosophy & Theory*. Advance online publication. doi:10.1080/00131857.2022.2072289
- Stewart, G. T., Hogarth, M., Sturm, S., & Martin, B. (2022). Colonisation of all forms. *Educational Philosophy & Theory*. Advance online publication. doi:10.1080/00131857.2022.2040482
- Besley, T., Jackson, L., Peters, M. A., Devine, N., Mayo, C., Stewart, G. T., ... Arndt, S. (2022). Philosophers and professors behaving badly: Responses to 'named or nameless' by Besley, Jackson & Peters. An EPAT collective writing project. *Educational Philosophy & Theory*. Advance online publication. doi:10.1080/00131857.2021.2015322
- Peters, M. A., Devine, N., Roberts, P., Sturm, S., Rider, S., Gibbons, A., ... Dunagan, J. (2022). On the public pedagogy of conspiracy: An EPAT collective project. *Educational Philosophy & Theory*, 54(14), 2409-2421.

doi:10.1080/00131857.2021.2009342

Stewart, G. T., MacDonald, L., Matapo, J., Fa'avae, D. T. M., Watson, B. K., Akiu, R. K., ... Sturm, S. (2021). Surviving academic Whiteness: Perspectives from the Pacific. *Educational Philosophy & Theory*, 55(2), 141-152.

doi:10.1080/00131857.2021.2010542

Longley, A., Sturm, S., & Yoon, C. (2021). Kindness as water in the university. *Knowledge Cultures*, 9(3), 184-205. doi:10.22381/kc93202111

Yoon, C., Sturm, S., Mullen, M., Lythberg, B., Longley, A., & Harré, N. (2021). Editorial conclusion: Kindness in the review process. (2021). *Knowledge Cultures*, 9(3), 206-219. doi:10.22381/kc93202112

MacKenzie, A., Bacalja, A., Annamali, D., Panaretou, A., Girme, P., Cutajar, M., ... Gourlay, L. (2021). Dissolving the dichotomies between online and campus-based teaching: A collective response to *The Manifesto for Teaching Online* (Bayne et al., 2020). *Postdigital Science & Education*, 4(2), 271-329. doi:10.1007/s42438-021-00259-z

Jandrić, P., Hayes, D., Levinson, P., Christensen, L. L., Lukoko, H. O., Kihwele, J. E., ... & Hayes, S. (2021). Teaching in the age of Covid-19: 1 year later. *Postdigital Science & Education*, 3(3), 1073-1223. doi:10.1007/s42438-021-00243-7

Crain, D. E., Hollings, S., Kayode, H. M., Ogunniran, M. O., Worapot, Y., Guañuna, P., ... Sturm, S. (2021). Knowledge socialism in the COVID-19 era: A collective exploration of needs, forms and possibilities. *Educational Philosophy & Theory*, 54(6), 761-782. doi:10.1080/00131857.2021.1952864

Marin, L., Sturm, S., & Vlieghe, J. (2021). Notes on note-making: Introduction. *Educational Philosophy & Theory*, 53(13), 1316-1320.

doi:10.1080/00131857.2021.1939008

Crain, D. E., Hollings, S., Kayode, H. M., Ogunniran, M. O., Worapot, Y., Guañuna, P., ... Sturm, S. (2021). Knowledge socialism in the COVID-19 era: A collective exploration of needs, forms and possibilities. *Educational Philosophy & Theory*, 54(6), 761-782. doi:10.1080/00131857.2021.1952864

Tsai, A., Burrell, M. H., Sturm, S., & Garbett, D. (2021). Rethinking the carrot and the stick: A case study of non-grade-bearing learning activities to enhance students' engagement and achievement. *New Zealand Journal of Educational Studies*, 56(Suppl 1), 143-165. doi:10.1007/s40841-021-00197-1

Peters, M. A., Jackson, L., Hung, R., Mika, C., Buchanan, R. A., Tesar, M., ... Webb, T. (2021). The case for academic plagiarism education: A PESA Executive collective writing project. *Educational Philosophy & Theory*, 54(9), 1307-1323.

doi:10.1080/00131857.2021.1897574

Gibbons, A., Peters, M. A., Stewart, G. T., Tesar, M., Boland, N., Johansson, V., ... Sturm, S. (2021). Infantologies II: Songs of the cradle. *Educational Philosophy & Theory*. Advance online publication. doi:10.1080/00131857.2021.1906646

Peters, M. A., Tesar, M., Jackson, L., Besley, T., Jandrić, P., Arndt, S., & Sturm, S. (2021). Exploring the philosophy and practice of collective writing. *Educational Philosophy & Theory*, 54(7), 1-9. doi:10.1080/00131857.2020.1854731

Tesar, M., Peters, M. A., White, E. J., Arndt, S., Charteris, J., Fricker, A., ... Madjar, A. (2021). Infanticides: The unspoken side of infantologies. *Educational Philosophy & Theory*. Advance online publication. doi:10.1080/00131857.2020.1854730

Sturm, S. R., & Turner, S. F. (2021). To see or be seen? The grounds of a place-

based university. *Interstices: Journal of Architecture and Related Arts*, 20, 49-63.
doi:10.24135/ijara.vi.673

Peters, M. A., White, E. J., Besley, T., Locke, K., Redder, B., Novak, R., . . . Sturm, S. R. (2021). Video ethics in educational research involving children: Literature review and critical discussion. *Educational Philosophy & Theory*, 53(9), 863-880.
doi:10.1080/00131857.2020.1717920

November, N., Sturm, S., & Wolfgramm-Foliaki, E. (2021). Performing history: Culturally sustaining pedagogies for indigenous students in the historical disciplines. *Higher Education Research & Development*, 40(1), 104-116.
doi:10.1080/07294360.2020.1852183

Peters, M. A., Brighouse, S., Tesar, M., Sturm, S., & Jackson, L. (2020). The open peer review experiment in *Educational Philosophy & Theory* (EPAT). *Educational Philosophy & Theory*, 55(2), 133-140. doi:10.1080/00131857.2020.1846519

Sturm, S., Gibbons, A., & Peters, M. A. (2020). Pandemic education. *Knowledge Cultures*, 8(3), 7-12. doi:10.22381/kc8320201

Sturm, S. R. (2020). To compose with Gaia: Living sympoetically. *Postdigital Science & Education*, 2(3), 601-605. doi:10.1007/s42438-020-00151-2

Carter, S., Sturm, S. R., & Manolo, E. (2020). Helping academics to feel at home with failure: Coaxing success from failure in academic development. *International Journal for Academic Development*, 26(2), 190-200. doi:10.1080/1360144X.2020.1818244

Jandrić, P., Hayes, D., Truelove, I., Levinson, P., Mayo, P., Ryberg, T., ... & Hayes, S. (2020). Teaching in the age of Covid-19. *Postdigital Science & Education*, 2(3), 1069-1230. doi:10.1007/s42438-020-00169-6

Peters, M. A., Arndt, S., Tesar, M., Jackson, L., Hung, R., Mika, C., ... Gibbons, A. (2020). Philosophy of education in a new key: A collective project of the PESA executive. *Educational Philosophy & Theory*, 54(8), 1061-1082.
doi:10.1080/00131857.2020.1759194

Peters, M. A., Oladele, O. M., Green, B., Samilo, A., Lv, H., Amina, L., ... Tesar, M. (2020). Education in and for the Belt and Road Initiative: The pedagogy of collective writing. *Educational Philosophy & Theory*, 52(10), 1040-1063.
doi:10.1080/00131857.2020.1718828

Sturm, S. R., & Turner, S. F. (2020). Life and death and the university. *Critical Education*, 11(13), 1-13.
<http://ojs.library.ubc.ca/index.php/criticaled/article/view/186543>

Marin, L., & Sturm, S. R. (2020). 'Why aren't you taking any notes?' On note-taking as a collective gesture. *Educational Philosophy & Theory*, 53(13), 1399-1406.
doi:10.1080/00131857.2020.1744131

Sturm, S. (2020). The critical gift: Revaluating book reviews in *Educational Philosophy & Theory*. *Educational Philosophy & Theory*, 54(5), 450-456.
doi:10.1080/00131857.2020.1741335

Adiningrum, T., Sturm, S. R., & Kensington-Miller, B. (2019). Part-time academics' perception of their role and academic development: A case study from Indonesia. *International Journal for Academic Development*, 24(2), 109-121.
doi:10.1080/1360144X.2019.1593176

Sturm, S. R., & Turner, S. F. (2018). In the wake of the quake: Teaching the emergency. *Educational Philosophy & Theory*, 50(5), 519-527.
doi:10.1080/00131857.2017.1384724

- Harré, N., Grant, B. M., Locke, K., & Sturm, S. R. (2017). The university as an infinite game: Revitalising activism in the academy. *Australian Universities Review*, 59(2), 5-13. https://issuu.com/n-teu/docs/aur_59-02
- Sturm, S. R. (2017). From Aristotle to crime scene: A forensics of the academic essay. *TEXT: Journal of Writing and Writing Courses*, 39. <http://www.textjournal.com.au/speciss/issue39/Sturm.pdf>
- Turner, S., Boswell, A., Harré, N., Sturm, S. R., Locke, K., & da Souza Correa, D. (2017). The playable university. *Ephemera: Theory and Politics in Organization*, 17(3), 673-690. http://ephemerajournal.org/sites/default/files/pdfs/contribution/17-3turneretal_0.pdf
- Shekhawat, G. S., Sturm, S. R., & Dunham, A. (2017). "I do and I understand": The importance of reflective placements for the self-perceived work readiness of health sciences students. *Journal of Teaching and Learning for Graduate Employability*, 8(1), 188-201. doi:10.21153/jtlge2017vol8no1art655
- Sturm, S. R., & Turner, S. F. (2016). Going off script: The role of critical expert studies in the techno-capitalist university. *Continental Thought & Theory: A Journal of Intellectual Freedom*, 1(1), 62-63. <https://ir.canterbury.ac.nz/handle/10092/12074>
- Sturm, S. R., & Turner, S. F. (2016). The tyre-child in the early world. *Educational Philosophy & Theory*, 48(7), 674-683. doi:10.1080/00131857.2015.1101366
- Sturm, S. R., & Carter, S. (2015). From Eden to Agora: The e-learning trading zone. *CriSTaL: Critical Studies in Teaching and Learning*, 3(2), 40-59. doi:10.14426/cristal.v3i2.48
- Fagan, J. B., & Sturm, S. R. (2015). "Drawing in the sand" as a tool for teaching coastal geography. *Journal of Geography in Higher Education*, 39(3), 478-484. doi:10.1080/03098265.2015.1038700
- Sturm, S. R., & Turner, S. F. F. (2014). Erratology and the ill-logic of the seismotic university. *Educational Philosophy & Theory*, 46(7), 808-818. doi:10.1080/00131857.2013.817941
- Carter, S., Sturm, S. R., & Geraldo, J. L. G. (2014). Situating e-learning: Accelerating precepts from the past. *International Journal of Pedagogies and Learning*, 9(1), 1-9. doi:10.1080/18334105.2014.11082015
- Sturm, S. R., & Turner, S. F. (2014). What could the university be? *Argos Aotearoa*, 1, 136-140. <http://hdl.handle.net/2292/24813>
- Sturm, S. R., & Turner, S. F. (2014). Digital caricature. *DHQ: Digital Humanities Quarterly*, 8(3). <http://www.digitalhumanities.org/dhq/vol/8/3/000182/000182.html>
- Sturm, S. R. (2013). Sophistry and philosophy: Two approaches to teaching learning. *Teoría de la Educación. Educación y Cultura en la Sociedad de la Información*, 14(3), 25-36. <http://revistas.usal.es/index.php/revistatesi/article/view/11349>
- Sturm, S. R. (2012). Terra (in)cognita: Mapping academic writing. *TEXT: Journal of Writing and Writing Courses*, 16(2). <http://www.textjournal.com.au/oct12/sturm.htm>
- Sturm, S. R., & Turner, S. F. (2012). Cardinal Newman and the Crystal Palace: The idea of the university today. *Workplace: A Journal for Academic Labour*, 20, 58-68. <https://ices.library.ubc.ca/index.php/workplace/article/view/182423/0>
- Sturm, S. R., & Turner, S. F. (2012). Excellent universities, here, there and everywhere. *Inquire: Journal of Comparative Literature*, 2(2). <http://inquire.streetmag.org/articles/77>
- Sturm, S. R., & Turner, S. F. (2011). 'Built pedagogy': The University of Auckland

Business School as Crystal Palace. *Interstices: A Journal of Architecture and Related Arts*, 12, 23-34. <https://ojs.aut.ac.nz/interstices/article/view/409/401>

Sturm, S. R., & Turner, S. F. (2011). Knowledge waves: New Zealand as educational enterprise. *Australian Journal of Communication*, 38(3), 153-177. <https://search.informit.com.au/documentSummary;dn=776742281608674;res=IELAPA>

Sturm, S. R., & Turner, S. F. (2011). The idea of the university. *Arena*, 111, 16-19. <https://search.informit.com.au/documentSummary;dn=344954752917932;res=IELAPA>

Sturm, S. R. (2010). George Chamier's *Philosopher Dick*, the story of a settler unsettled. *Journal of New Zealand Literature*, 28, 11-34. <https://www.jstor.org/stable/41245570>

Sturm, S. R. (2009). The Mammon of Melbourne: George Chamier's *The story of a successful man* (1895). *Journal of New Zealand Literature*, 27, 25-47. <https://www.jstor.org/stable/25663045>

Sturm, S. R. (2006). Chamier and the "Native Question." *Journal of the Association for the Study of Australian Literature*, 5, 100-120. <https://openjournals.library.sydney.edu.au/index.php/JASAL/article/view/10171>

Peer reviewed books, book chapters, books edited

Peters, M. A., Besley, T., Tesar, M., Jackson, L., Jandrić, P., Arndt, S., & Sturm, S. (2022). *The methodology and philosophy of collective writing*. London: Routledge. doi:10.4324/9781003171959

Peters, M. A., White, E. J., Besley, T., Locke, K., Redder, B., Novak, R., . . . Sturm, S. (2021). Video ethics in educational research involving children: Literature review and critical discussion. In *The methodology and philosophy of collective writing: An Educational Philosophy & Theory reader* (vol. 10; pp. 292-313). Routledge. doi:10.4324/9781003171959-18

Peters, M. A., Tesar, M., Jackson, L., Besley, T., Jandrić, P., Arndt, S., & Sturm, S. (2021). Endnote: Exploring the philosophy of collective writing. In *The methodology and philosophy of collective writing: An Educational Philosophy & Theory reader* (vol. 10; pp. 314-324). doi:10.4324/9781003171959-19

Peters, M. A., Oladele, O. M., Green, B., Samilo, A., Lv, H., Amina, L., . . . Tesar, M. (2021). Education in and for the belt and road initiative: The pedagogy of collective writing. In *The methodology and philosophy of collective writing: An Educational Philosophy & Theory reader* (vol. 10; pp. 260-291). Routledge. doi:10.4324/9781003171959-17

Hindley, P., November, N., Sturm, S. R., & Wolfgramm-Foliaki, E. (2020). Rolling out the mat: A talanoa on talanoa as a higher education research methodology. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research* (pp. 99-113). Bingley: Emerald. <https://books.emeraldinsight.com/page/detail/Theory-and-Method-in-Higher-Education-Research/?k=9781800433212>

Sarpong, J., Sturm, S. R., & Gunn, C. (2020). A university beyond aid: The challenge to the academic freedom and success of Ghanaian universities of over-reliance on donor funding. In E. Sengupta & P. Blessinger (Eds.), *Teaching and learning practices for academic freedom* (pp. 145-162). Bingley: Emerald. <https://books.emeraldinsight.com/page/detail/Teaching-and-Learning-Practices-for-Academic-Freedom/?k=9781800434813>

Sturm, S. R., & Turner, S. F. (2018). In the wake of the quake: Teaching the emergency. In M. A. Peters & S. M. Weber (Eds.), *Organization and newness:*

Discourses and ecologies of innovation in the creative university (pp. 205-215).
Leiden: Brill/Sense. <https://brill.com/view/title/54489>

Roder, J., & Sturm, S. R. (2018). Flight from flight: Composing a pedagogy of affect. In C. Naughton, G. Biesta, & D. R. Cole (Eds.), *Art, artists and pedagogy: Philosophy and the arts in education* (pp. 127-136). Abingdon: Routledge.
<https://www.taylorfrancis.com/books/e/9781315143880/chapters/10.4324/9781315143880-13>

Sturm, S. R. (2018). An art of orientation: The possibilities of learning spaces. In L. Benade, & M. Jackson (Eds.), *Transforming education: Design & governance in global contexts* (pp. 135-148). Singapore: Springer.
https://link.springer.com/chapter/10.1007/978-981-10-5678-9_9

Sturm, S. R., & Turner, S. F. (2017). The university as a place of possibilities: Scholarship as dissensus. In S. Wright, & C. Shore (Eds.), *Death of the public university? Uncertain futures for higher education in the knowledge economy* (vol. 3, pp. 296-311). New York, NY: Berghahn Books.
<https://www.berghahnbooks.com/title/WrightDeath>

Argos Aotearoa. (2015). Antipodean topologies. In J. Aridi, & J. Glendennan (Eds.), *Taking up space* (pp. 55-69). London: Pavement Books.

Sturm, S. R., & Turner, S. F. (2013). The university beside itself. In T. A. C. Besley, & M. A. Peters (Eds.), *Re-imagining the creative university for the 21st century* (vol. 2, pp. 49-59). Rotterdam: Sense Publishers.
https://link.springer.com/chapter/10.1007/978-94-6209-458-1_3

Buxton, J., Carter, S., & Sturm, S. R. (2011). *Punc Rocks: Foundation stones for precise punctuation* (2nd ed.). Auckland: Pearson.

Refereed conference proceedings

November, N., Sturm, S., & Wolfgramm-Foliaki, E. (2020). Critical thinking and culturally sustaining teaching: Developing the historical literacy of Māori and Pasifika undergraduates in Aotearoa/New Zealand. In J. Domenech, P. Merello, E. de la Poza, & R. Peña-Ortiz (Eds.), *6th international conference on higher education advances (HEAd'20)* (pp. 949-957). Editorial Universitat Politècnica de València, Valencia.
doi:10.4995/HEAd20.2020.11179

Sturm, S. R. (2013). "Physician, heal thyself": What we can learn from our own writing advice. In *Working together: Planting the seed: Proceedings of the 2012 annual conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand* (pp. 71-79). Wintec, Hamilton.

Sturm, S. R. (2012). Invisible ties: Finding learning as it happens. In M. Protheroe (Ed.), *Navigating the river: Proceedings of the 2011 annual conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand* (pp. 129-147). Wintec, Wellington.

Sturm, S. R. (2011). Teaching as letting learn: What Martin Heidegger can tell us about one-to-ones. In J. Batchelor, & L. Roche (Eds.), *Student retention and success: Sharing and evaluating best practice: Proceedings of the 2010 annual conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand* (pp. 47-62). CPIT, Christchurch.

Sturm, S. R. (2004). New worlds for old: George Chamier's 'The Story of a Successful Man: An Australian Romance.' In *Postgraduate open book conference for Language, Literature, Culture, Linguistics, Applied Linguistics, Communication and Media*

Studies. Victoria University, Wellington.

Sturm, S. R. (2003). Pig Island litters. In S. Colhoun (Ed.), *Proceedings from open book, postgraduate studies in English and Linguistics conference, 19-21 October 2003, University of Otago, Dunedin, New Zealand* (pp. 69-86). University of Otago, Dunedin.

2b. Research grants [with hyperlinks to project reports]

2022 Summer Research Scholarship (SRS): Tracing equity (NZD5,000) [PI]

2022 CRSTiE Performance-based research fund (PBRF): The fraught alliance of new materialism and indigeneity in the philosophy of education (NZD2,500) [PI]

2021 CRSTiE PBRF: Dissent in the neoliberal university (NZD2,500) [PI]

2018-2019 Teaching and Learning Research Initiative Type 1 Project: [Pathways to the past: Effective pedagogies for Māori and Pasifika students in the historical disciplines](#) (NZD200,000) [co-PI]

2018 Education Faculty-based research fund (FDRF): Rethinking dissent in the university (NZD8,241) [PI]

2017-2019 Ako Aotearoa National Project Fund: [Enhancing future employability through tertiary education](#) (NZD300,000) [AI]

2016 SRS: Out of the ruins: The university in critical theory (NZD5,000) [PI]

2016 Education FDRF: Historical literacy Aotearoa: The progression and engagement of Māori and Pasifika students in the historical disciplines (NZD10,800) [co-PI]

2015-2017 Ako Aotearoa National Project Fund: [Making the invisible visible: Illuminating undergraduate learning outcomes beyond content and skills](#) (NZD150,000) [AI]

2015 SRS: The built pedagogy of universities (NZD5,000) [PI]

2013 SRS: Mapping institutional resources and processes supporting the development of tertiary learning and teaching grant applications (NZD5,000) [PI]

2013 Office of Learning and Teaching (Australia) Specific Initiative: [Mapping institutional resources and processes supporting the development of tertiary learning and teaching grant applications](#) (NZD280,000) [co-PI]

2013 WUN Urban Research Seeding Fund + Arts FRDF: The liveable university (NZD25,000) [AI]