

## Associate Professor Amani Bell

As the Innovative Research Universities Vice Chancellors' Fellow, Amani leads a collaborative approach to research, design, innovate and disseminate scalable practices to improve student outcomes across all demographics.

Prior to joining the Innovative Research Universities in April 2018, Amani worked at the University of Sydney for 14 years. She started in the (then) Office of Learning and Teaching in Economics and Business, before moving across to the central academic development unit.

There she designed and delivered subjects in the Graduate Certificate in Educational Studies (Higher Education), the Principles & Practice of University Teaching & Learning program and the First Year Coordinators' Program.

Amani also developed Inclusive Teaching Curriculum resources, and an online program for sessional staff professional learning. She led the University of Sydney's successful program accreditation submission to the Higher Education Academy. Amani is a Co-Editor of the Higher Education and Research Development Journal, and accreditor for the Higher Education Academy.

### Academic qualifications

2002: PhD, University of Technology Sydney (Science)

2001: Graduate Certificate in Higher Education, University of Technology Sydney

1995: Honours in Horticultural Science (1<sup>st</sup> class), University of Western Sydney

1994: BSc, Macquarie University

### Research focus

Amani's research takes a participatory approach to exploring the challenges and opportunities of higher education. Her earlier research focused on building the teaching capacity of academics, via peer observation, critical reflection and mentoring.

Currently her research focuses on students and staff working in partnership to enhance university education – an area of growing momentum in Australia and internationally.

## Selected publications

### Edited book

**Bell, A.**, & Santamaria, L. (2018). *Understanding Experiences of First Generation University Students: Culturally Responsive and Sustaining Methodologies*. Bloomsbury, London UK.

### Refereed journal articles

Hamshire, C., Forsyth, R., **Bell, A.**, Benton, M., Kelly-Laubscher, R., Paxton, M., & Wolfgram-Foliaki, E. (2017). The potential of student narratives to enhance quality in higher education. *Quality in Higher Education*, 23(1): 50-64.

**Bell, A.** (2016). Students as Co-Inquirers in Australian Higher Education: Opportunities and Challenges. *Teaching & Learning Inquiry*, 4(2), 1-10.

Peseta, T., **Bell, A.**, Clifford, A., English, A., Janarthana, J., Jones, C., Teal, M. & Zhang, J. (2016). Students as ambassadors and researchers of assessment renewal: puzzling over the practices of university and academic life. *International Journal for Academic Development*, 21(1), 54-66.

### Book Chapters

**Bell A.**, Wolfgram-Foliaki E, Airini, Kelly- Laubscher R, Paxton M, Pukepuke T & Santamaría L (2016). Together to the table: How to apply critical leadership in cross-cultural, international research, In Santamaría LJ & Santamaría AP (Eds). *Applied Critical Leadership in Higher Education: Promoting Access, Equity, and Improvement*. Routledge, 106-119.

**Bell, A.**, Carson, L. and Piggott, L. (2013) Deliberative democracy for curriculum renewal, in Dunne, E and Owen, D (Eds) *The student engagement handbook: Practice in higher education*. Bingley: Emerald (pp.499-508).

## Recent grants

- Worldwide Universities Network: *'First in the family' students succeeding in universities*, with the Universities of Auckland, Cape Town & Thompson Rivers, Canada.
- Partnership Collaboration Award: *Multimodal assessment in digital spaces*, with the University of Edinburgh

## Awards and honours

- Senior Fellow of the Higher Education Academy (2017)
- Carrick Institute Citation for Outstanding Contributions to Student Learning (2006) For excellence in the leadership, design and implementation of a faculty-wide tutor development program (with Dr Rosina Mladenovic and Dr Tai Peseta)