Final Evaluation Report
Associate Professor Rachael Field’s ALTC/OLT Teaching Fellowship

Stimulating strategic change in legal education to address high levels of psychological distress in law students

Rachael Field has accepted the challenge that law schools must accept some responsibility for the declining mental health of law students. She is passionate about supporting curriculum change to promote better professional and personal outcomes for students and ultimately a more healthy profession. Her fellowship in the area of teaching and learning has been dedicated to this goal and she has shown courage and commitment to creating change for the better.

Marie Jepson, Founder and Director, Tristan Jepson Memorial Foundation

1.0 Introduction

It has been my privilege to have been invited to be the external evaluator for Associate Professor Rachael Field’s (originally) Australian Learning and Teaching Council (ALTC) and now Office for Learning and Teaching (OLT) Teaching Fellowship that has promoted law student well-being through the curriculum. I have been involved in Rachael’s Fellowship since its inception in 2010 and had the opportunity to comment, from an early stage, on its design and conceptualisation. Once the Fellowship was awarded, Rachael and I agreed an evaluation strategy for the Fellowship’s program of activities and, over the course of the Fellowship, I have attended a number of Fellowships events and have read and seen many of the Fellowship disseminations.

I should say at the outset that Rachael as performed and achieved as a Teaching Fellow in an exemplary fashion. She has manifestly realised the OLT’s aims for the Fellowships program in that, through her demonstration of learning leadership, she has “advanced learning and teaching in higher education” by undertaking “strategic, high-profile activities in an area of importance to the sector” (OLT, 2014, 1). Quite palpably her Fellowship activities have had “a positive and lasting influence and impact on higher education practice in Australia” (OLT, 2014, 1). As one legal educator commented: “I think your work could be the catalyst for fundamental changes in the way law is taught. Hopefully we won’t have another generation of damaged people in the profession” (Fellowship Report, 63).

Drawing on the (then) ALTC evaluation resource (http://www.olt.gov.au/evaluation), the evaluation criteria agreed included: achievement of the program’s goals, objectives and intended outcomes; satisfaction of the needs of stakeholders such as students, staff and the funding body; establishment of good practice; the relevance, effectiveness, efficiency, appropriateness, and sustainability of outcomes; potential usability for others; and dissemination among stakeholders. These criteria will be addressed in this Report under the following heads:

1. Achievement of Fellowship’s goals, outcomes and deliverables;
2. The Fellowship’s impact on and for stakeholders and on legal education more broadly;
3. Sustainability and transferability of Fellowship outcomes and approaches;
4. Effectiveness of dissemination.

Additional sources of information for the evaluation have included:
- Feedback and commentary from participants in the Fellowship dissemination activities, as well as from members of the Wellness Network for Law, over the life of the Fellowship;
- Feedback from students on the curriculum development element of the Fellowship program;
- Other peer review that has been received on conference papers and journal articles published during the Fellowship; and
- An evaluator’s survey.

1.1 Fellowship’s goals, outcomes and deliverables
As set out in the Fellowship Report in Chapter 1 (at 11), the intention of the Fellowship was to “strategically harness the curriculum, and in particular the teaching of dispute resolution, to address the high levels of psychological distress being experienced by law students, and to promote law student well-being”.

As set out in the original Fellowship application, the Fellowship’s program of activities sought to achieve the Fellowship goals through integrated and coordinated approaches that:
1. Raised awareness in the legal academy of the importance of law student psychological health.
2. Persuaded the legal academy to accept the need for strategic change in legal education, and the efficacy of the proposed approaches for achieving that change.
3. Designed model curriculum and assessment practice that engage, motivate and support law student learning.

As will be evident from both this Evaluation and a reading of the Fellowship Final Report, which is an important resource and outcome in its own right, the Fellow has had a substantial and wide-ranging impact at all levels: in her own institution and on legal education practice and theorising at both the national and international levels. As a respondent to the evaluator’s survey from the University of Newcastle commented:

*It has focussed our minds, brought us together and created a recognised research domain that is likely to increase awareness of risks and inspire strategies for improvement in the future.*

2.0 Fellowship Evaluation
2.1 Achievement of Fellowship’s goals, outcomes and deliverables
The Fellowship sought to address the critical pedagogical and discipline issue of psychological distress in law students by raising awareness of, and persuading the legal academy about, the importance of law student psychological well-being. Concomitantly, the Fellow promoted a range of strategies for curricular and in particular assessment practices that seek to engage, motivate and support law
students' learning and well-being.

Rachael's achievements in this regard are clear and, as mentioned, have had discernible impact. Over the life of the Fellowship, the Fellowship goals have been realised through the following outcomes and deliverables:

- **The development and delivery of a first year subject** – LWB150 *Lawyering and Dispute Resolution* – that has been offered as an elective in the QUT law degree since 2011 (Fellowship Report, Chapter 6). This subject has been so successful and well received that, as from 2015, it will become a core (compulsory) first year subject in the QUT degree. This is a substantial Fellowship outcome that has had an obvious impact in the Fellow's own institution in particular, and has also influenced practice more broadly. There is strong student and peer evidence of excellence and efficacy in this subject's curriculum design (Fellowship Report, Appendix A and Appendix B respectively).

For example, one student commented (Fellowship Report, 58):

> From the perspective of a student who has studied law...for 5 years now and has seen students drop out or suffer mentally/emotionally in such a challenging degree I can honestly say that by making this subject a core subject a lot of these issues could have been prevented. The feedback I have gotten from a lot of students is that their personal identity doesn't seem to fit the 'mould' of how lawyers should be so I think a unit such as this would be really beneficial towards student development.

A respondent to the evaluator's survey from the University of New South Wales (UNSW) observed:

> One of the many impressive achievements arising from Rachael's Fellowship was the development of the unit on 'Lawyering and Dispute Resolution' in the QUT Faculty of Law in 2011. This unit has attracted large and growing numbers of student enrolments, reflecting the very important and previously unmet law student needs that this unit addresses.

- **The identification of model dispute resolution motifs for inclusion in compulsory law subjects** across legal curricula (see Fellowship Report, Chapter 7).

- The nurturing, development and promotion of the Wellness for Law Network (see Fellowship Report, Chapter 8). The Network has more than 100 members, many of whom have supplied testimonials as to the value of the Fellowship work (Fellowship Report, Appendix B). The Network is an important strategy for the ongoing sustainability and transferability of Fellowship outcomes and approaches. As one respondent to the evaluator's survey from the University of Newcastle reported:

> Connecting people was the best thing.... most important was... establishing and sustaining the network of educators, lawyers and other professionals with a keen interest in research and applying strategies that work.

The Wellness for Law Network is also supported by –

- an email list-serv;
The publication of a book chapter and a number of articles (see further under “Dissemination” below).
• As a result of the various international disseminations, a further edited book contract has been entered into for a monograph to be edited by esteemed international legal academic, Prof Paul Maharg and published in the Ashgate Legal Education Series.

Many of these outcomes and deliverables were not envisaged in the original Fellowship application. For the OLT Fellowship program more broadly, this demonstrates very well the criticality of appointing the right Fellow, at the right point in time and with the right program of activities (the latter in terms of the educational issue identified for investigation). As the sheer volume of the activities listed in this part demonstrates, the Teaching Fellowship approaches have been highly effective and have had wide-ranging and sustainable impact. Associate Professor Tony Foley (ANU College of Law) observed (Fellowship Report, 60):

_Rachael’s work...[has] generated a groundswell of interest and had enormous impact in the academy and profession. Her work as an ALTC Fellow and her curriculum suggestions has put this topic firmly on the higher education map._

Simply put, there is clear evidence that the legal education community in Australia has been galvanised by the Fellowship, which brought together all of the scholars and practitioners who were already working in this area, together with newly interested colleagues, and ensured that their combined efforts produced critical change and had impact beyond, what had been previously, disparate and isolated initiatives.

This point is well captured in another response to the evaluator’s survey from the University of Wollongong:

_Rachael’s Fellowship has provided a clear focal point for legal academics and practitioners around the country to share ideas, research and strategies around wellbeing, via the Wellness Network for Law. This is an enduring legacy of the Fellowship, which already has a very strong track record as a result of Rachael’s leadership of 'Team Hawaii' for the Law and Society Conference in 2012, the forthcoming edited book coming out of that conference, and the subsequent Wellness for Law Forums. One of the great things about the Fellowship is the ready availability of papers from the forums on the Wellness Network for Law website and the Network’s email group which disseminates new scholarship efficiently and effectively. I have found these aspects to be tremendous when personal and professional commitments have prevented me from getting to the Forums in person, as I can still keep in touch with what people are doing and what they have learned in their work and research. Dissemination of learning has been a central feature of the Fellowship’s work, and I believe this will continue into the future because of the collegiality developed among Wellness For Law members._

Through her achievement of the Fellowship’s goals, outcomes and deliverables, and by way of her extensive dissemination, the Fellow has furthered the aims of the Fellowship program and the OLT. Specifically, as set out in the OLT’s nomination and information instructions (OLT, 2014, 2), the Fellow has deployed her educational expertise and leadership skills to:
• identify educational issues across the higher education system and to facilitate approaches to address these issues
• devise and undertake a significant program of activities that will advance learning and teaching in Australian higher education
• stimulate strategic change in higher education institutions
• raise the profile of learning and teaching in higher education and the prestige associated with the pursuit of excellence in teaching
• show leadership in promoting and enhancing learning and teaching in higher education and exploring new possibilities
• establish and build on national and international partnerships in learning and teaching in higher education
• foster national and international collaboration and collegial networking for sharing research, innovation and good practice in learning and teaching
• contribute to the growing community of scholars in higher education learning and teaching.

2.2 The Fellowship’s impact on and for stakeholders and on legal education more broadly.
As suggested above, the Fellowship’s wide-ranging impact on and for stakeholders (law students, law schools, legal academics, practitioners and the OLT) and on legal education more broadly has been transformational. Maxine Evers (UTS Faculty of Law) has said (Fellowship Report, 61):

…it often takes a leader to capture the work, research and programs around an issue, to share knowledge and to bring like-minded academics together. Rachael has harnessed, through the Wellness Network for Law, the valuable work being undertaken by law faculties and, with her own leading research in this area, has made, and continues to make, a real difference to learning and teaching and the well-being of law students. This has to have a positive impact on the legal profession.

The evidence in this regard is equally as wide-ranging and impressive as the Fellowship work itself. For example, in their foreword to the co-authored LexisNexis publication, Lawyering and Positive Professional Identities, three colleagues from the Australian National University (ANU) wrote:

Since the release of the Brain and Mind Research Institute’s Courting the Blues Report in 2009, the body of research on Australian law students’ psychological distress levels has grown significantly. This research largely confirms that Australian law students have many of the same mental health issues that have long been documented in American law students. Law school and legal education have been identified as factors that can undermine students’ values, ethical behaviour, and career/life satisfaction. The Australian research catalysed the development in 2011 of the Wellness Network for Law, which is a community of legal academics, practitioners and students committed to promoting mental wellness at law school and in the legal profession. This Network was founded, and continues to be coordinated by, Associate Professor Rachael Field. The activities of the Wellness Network for Law intersect with, and complement, the work of the Tristan Jepson Memorial Foundation (TJMF). The TJMF, under the guidance of its board and founders Marie and George Jepson, has been committed since 2008 to decreasing stress, disability and the causes of depression and anxiety in the legal profession.
Thus, there has never been greater awareness of, or willingness to address, these important issues amongst growing sections of the Australian legal community.

It is clear that both students and their teachers have been the beneficiaries of Rachael’s work under the Fellowship (Fellowship Report, 61):

Rachael... works to encourage collegiality and collaboration amongst like minded legal educators. Her willingness to support and engage with innovative approaches to teaching and learning has been a catalyst for examining my own pedagogical approach. She continues to provide significant national cross-institutional educational leadership in the field of students’ well being, and to create opportunities for sharing and developing both reflective and reflexive research-led teaching practice.

One legal academic at UNSW has commenced PhD studies in the field, with Rachael as her supervisor (Fellowship Report, 62).

In Appendix A to the Fellowship Report (50-57), a number of law students who were fortunate enough to have accessed the first year model Dispute Resolution subject that was a key Fellowship deliverable, have commented. A selection of their comments is illustrates student impact as follows:

- Reading about the mental health of law students, interviewing a solicitor and engaging with the legal identity was simply brilliant.
- Learning about the development of professional identity and how to survive law school!
- It provides an opportunity to think about and reflect on the whole of the purpose of lawyers whereby it helps one to have clarity on their path and I feel it has a bit of spiritual aspect, i.e. allowing one to connect within oneself in discovering ourselves so that we make better choices and not just be reactive to our changing environment and being influenced by external factors and becoming part of a rat race, losing oneself or losing one's awareness. I really am happy that such units have been created in a law school. It shows the awareness of the need for such practise to be balanced and happy, and thus more productive.
- This unit should be compulsory for all first year students. The discussion of resilience and being mindful of your eventual career, and the possibilities of ADR are enormously helpful.
- I thought the foundation of this unit was the most impressive, and I really enjoyed learning about the Threshold Learning Outcomes, and how to deal with the stressors of a Law degree.
- The information on positive professional identity and resilience were so helpful. I've struggled with these issues in first year and have now been taught how to deal with them in a more positive perspective.
- I REALLY enjoyed this subject as I am in my 4th year now and I have always wondered why there wasn’t a subject available that could open law students’ eyes to the stressors/ aggression that is in legal practice. I think that more law students need to do this subject in first year so that they are not such perfectionists, which can often cause them to be very hard on themselves and their fellow students.
- I wish this had been available in my first year of law school (I’m in my final year).
- James and Rachael's genuine personal passion for our welfare has been the highlight of this subject and a breath of fresh air.
2.3 Sustainability and transferability of Fellowship outcomes and approach.
One of the many effective aspects of Rachael’s national leadership as an OLT Teaching Fellow has been her strategic capacity to connect and leverage her existing and extensive networks of advocates, sponsors and collaborators, both at the local institutional level and more broadly in the national and international legal education community. At the local institutional level, the adoption of the Fellowship subject, *Lawyer and Dispute Resolution*, as a compulsory first year core subject for the QUT law degree as from 2015 is a significant outcome. The co-authorship of an accompanying text to support the subject’s offering, bodes well for greater uptake of the model curriculum across the Australian legal academy more broadly. At the national and international level, amongst the networks that the Fellow has leveraged to great effect have been the communities of like-minded thinkers to be found in groupings around the *International First Year in Higher Education, Alternative Dispute Resolution, Australasian Law Teachers Association, Legal Education Associate Deans Network, Council of Australian Law Deans* and, very significantly, the *Tristan Jepson Memorial Foundation*. Her shrewd, dedicated and very collegial interactions in this regard have ensured the ongoing sustainability and transferability of the Fellowship’s outcomes and approaches. Quite simply, Rachael has succeeded in embedding issues around student and practitioner wellness in the fabric of the academy. She has also been supported in these efforts by the practicing profession, as can be evidenced by the profession’s involvement as speakers at the various *Wellness Forums*.

Obvious examples of this sustainable networking are the *Wellness for Law Network* and the annual *Wellness Forums* that have been organised under the auspices of the *Network*. Perhaps less obvious measures, but ones that will similarly promote the sustainability of the Fellowship’s focus and outcomes, have been Rachael’s careful nurturing and collegial approach to dissemination; for example, the multiple instances of joint authorship and dissemination, a particularly cogent example of which was the orchestration of the two Panel presentations at the 2012 *International Conference on Law and Society* in which more than a dozen Australian legal academics were involved (see further under “Dissemination” below). The expertise, care and concern demonstrated by Rachael’s validation and enabling of so many in the academy to come together and also be supported to demonstrate their own learning leadership in this important work is by no means serendipitous or happenchance. The collaboration and cohesion she has generated by strategically sponsoring and empowering others, has built a generation of champions who will ensure that the Fellowship work and approaches will be sustained. As Dr Stephen Tang (ANU, College of Law) observed (Fellowship Report, 61-62):

> I have benefited immensely from Rachael's outstanding leadership, enthusiasm and encouragement as part of her ALTC Fellowship on law student well-being. Rachael has been instrumental in creating - from the ground up - a solid Australian research community in the form of the Wellness Network for Law. This has created a strong sense of cohesion and fostered collaborative research over a very short period of time, especially where there was previously virtually no dialogue between Australian researchers. Rachael has also been impeccably thorough in the communication of her Fellowship outcomes. She has always done this in a way which emphasised our shared goals and the opportunities for researchers to learn from each other.
Associate Professor Kath Hall (ANU, College of Law) spoke for many who had been influenced by Rachael’s networking and communication when she observed (Fellowship Report, 60):

Her staff seminar allowed members of the College who had not previously engaged with the research to meet with other staff actively researching in this area, and to discuss the new teaching initiatives developed by Dr Field, as well as the activities the College is currently engaged in. This led to a number of staff becoming involved in issues of student wellbeing that previously had not. In addition, the conference that Dr Field ran in Melbourne on student wellbeing and ADR was a ground-breaking event in that it brought together academics from around Australia to discuss the relationship between teaching and wellbeing. Many attendees commented how useful this workshop was both in terms of the depth of discussion and the collegiality it generated. Indeed, this is the most striking impact of Dr Field’s work - her role in raising the profile of student wellbeing in law schools and at the same time developing a collegiality between the academics researching in this area. We are all very grateful to her for her efforts in this regard.

Though it delayed the start of her Fellowship, Rachael’s involvement in, and her contribution to, the Discipline Scholar: Law work in developing the Threshold Learning Outcomes (TLOs) for law degrees also laid important groundwork for the Fellowship’s longer-term sustainability and transferability. Particularly relevant in this regard has been the articulation of TLO 6 on Self-Management, which provides as follows:

TLO 6: Self-management

Graduates of the Bachelor of Laws will be able to:

(a) learn and work independently, and

(b) reflect on and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development.

As was commented in the Bachelor of Law Academic Standards Statement setting out the TLOs (at 23):

Self-management is fundamental to surviving and thriving in any type of legal practice – from policy to commercial.

Senior Executive, State-level Peak Professional Body, response to D3.1 TLO 6, 8 September 2010

Graduates should be able to work independently and reflect on and assess their own capabilities and performance

Law Student Association, response to D3.1, TLO6, 13 September 2010

The level of engagement from the practicing professional is another important plank in establishing the Fellowship’s sustainable foundation that has been leveraged to great effect; for example, in the 2014 Wellness Forum where the second day of the two day Forum was dedicated to “Wellness in the Profession”: see http://wellnessforlaw.com/.

Rachael has also quietly engaged in other key initiatives that have contributed to a “groundswell” of supportive responses that will ensure sustainability of Fellowship
gains. For example, she was a member of the 2012 Working Party (Chaired by Professor Paula Baron, La Trobe University) that developed Good Practice Guidelines for Promoting Law Student Well-Being for the Council of Australian Law Deans (CALD) under the auspices of the CALD Standing Committee for Legal Education. The Guidelines were endorsed by CALD in March 2013: see Promoting Law Student Well-Being: Good Practice Guidelines for Law Schools.

It should be mentioned that Rachael’s Fellowship Report also contains some frank and critical reflection on the key challenges that the Fellowship faced, and which will remain, despite the inroads made (Chapter 9). In particular, she refers (Fellowship Report, 38) to a level of

...cognitive dissonance and rationalisation tendencies [that] mean that some legal academics are unwilling to confront the possibility that the content, delivery and assessment practices of their own classes is contributing to the psychological distress of their students. Krieger (2002, 116) argues that such institutional denial about what he labels the ‘dark side’ of law school can only exacerbate the problem...”.

Others have commented on this also; for example, a response to the evaluator’s survey from the University of Newcastle said there had been

... [r]esistance from predictable quarters, which highlights the importance of continuing the strategies, focus and activities begun by the fellowship.

Writing with her curriculum collaborator, James Duffy, in 2012 (Field & Duffy, 2012, 137), Rachael’s response to such “cognitive dissonance and rationalisation tendencies”, as further elaborated on in the Fellowship Report (at 38), itself models professional resilience and non-adversarial engagement:

It is time for the nay-sayers to front up. For those who think the methods, the data, or the academy’s collective analysis of that data is overstated, meet us in print and explain why our concerns for law student stress levels, anxiety and depression are exaggerated, or should not be acted upon.

To date we are not aware of any legal scholarship in response to this challenge.

2.4 Effectiveness of dissemination.
As has been the case for all other aspects of this Fellowship’s design and implementation, the effectiveness of the Fellowship’s dissemination strategy, both engaged and information provision, has been both comprehensive and wide-ranging. Each of the various outcomes and deliverables referred to under the first evaluation head above has involved strategic and targeted engagement with relevant groups; be those groups of students, legal academics, Law Associate Deans, Learning & Teaching, the practising profession, national or international conference delegates or readers of refereed journal articles. The pace of dissemination has been frenetic, but at no point has it not hit its intended mark; this Fellowship leaves a strong and impressive legacy of scholarship and changed practice. As Dr Colin James (University of Newcastle), one of the early researchers in this field, said (Fellowship Report, 62):

Rachael has used her Fellowship to help us look at our students’ situations with fresh eyes. She has created a Network of law teachers and researchers around Australia that has significantly raised the profile of law student well-being, and done it in a practical and positive way. Thanks to Rachael we have a broad repertoire of
approaches to teaching and assessment that can help law students cope and achieve at their best, including those most at risk of anxiety and depression.

By way of further example of the reach and depth of this Fellowship’s dissemination, I have attempted to capture many (but, unfortunately, not all I am sure) of the more formal disseminations (by way of articles or conference papers). The impressive listing that follows does not purport to capture the balance of the “more than 40 presentations” that were other, strategically-focused, coalface disseminations in Law Schools where a large degree of patient capital was built as Rachael “actively disseminated the results of the BMRI report, other Australian and international empirical evidence, and also the work of the fellowship, by way of face-to-face meetings, seminars, workshops and discussions at law schools around Australia” (Fellowship Report, 22).

Formal disseminations have included:

- A book chapter and a number of Articles, including:
  - Watson, Penelope & Field, Rachael (2011) Promoting student well-being and resilience at law school. In Kift, Sally M., Sanson, Michelle, Cowley, Jill, & Watson, Penelope (Eds.) Excellence and Innovation in Legal Education. Lexis Nexis Butterworths, Australia;
  - Field, Rachael & Kift, Sally (2010) Addressing the high levels of psychological distress in law students through intentional assessment and feedback design in the first year law curriculum. The International Journal of the First Year in

- The delivery of seminars, workshops and conference presentations – nationally and internationally, including, for example:

As mentioned above, international disseminations have included presentations to legal scholars and professionals in the UK and the US in 2012, in Vancouver, Canada in 2013 and this year in the UK (April and September, 2014). A particular international dissemination highlight was the two Panel sessions presented in the 2012 International Conference on Law and Society, Honolulu, Hawai’i USA, June 5-8, 2012, as follows:

Session Title: Promoting Wellness for Australian Law Students and the Legal Profession
Chair: Wendy Larcombe (University of Melbourne) Chair
  - Maxine Evers (UTS) The Role of Practical Legal Training in Connecting Student Well-Being from the Study of Law to the Practice of Law
  - Rachael M Field (QUT) Reflective Practice as Tool for Addressing High Levels of Psychological Distress in Australian Law Schools and the Legal Profession
  - Stephen Tang (ANU) & Tony Foley (ANU) Learning to be Happily Ignorant: Uncertainty, Ignorance, and the Wellbeing of Law Students and Lawyers
  - Penelope Watson (Macquarie University) & Colin James (University of Newcastle) Resilience Development for Legal Practice

Session Title: Promoting Wellness for JD and LLB Students at Australian Law Schools
Chair: Wendy Larcombe (University of Melbourne)
  - Anna Huggins (UNSW) Implementing the Self-Management Threshold Learning Outcome for Law through Curriculum Design that Promotes Student Autonomy
  - Wendy Larcombe, Ian R Malkin, Penelo J Nicholson, Letty C Tumbaga, Orania Tokatlidis (all University of Melbourne) Evidence-Based Wellbeing Interventions for JD Students
  - Judith M Marychurch (University of Wollongong)
Vitality for Life and Law: Fostering Student Resilience, Empowerment, and Well-Being at Law School
- Alex Steel (UNSW)
  Renovating or Innovating? The Current Curriculum Reforms at UNSW
Discussant: Colin James (University of Newcastle)

3.0 Conclusion
I would like to conclude by expressing my sincere appreciation for being extended the opportunity to be involved in Rachael’s Fellowship as the external evaluator. There is much to be inspired by out of the Fellowship’s program of activities and achievements and there is a real sense amongst colleagues and students alike that her work has made a real and significant difference to the student experience of legal education and to law students’ and practitioners’ mental health and well-being on into the future. For her contribution to such outstanding outcomes, Australian legal educators and their students owe Rachael an enormous debt of gratitude. The OLT should be very pleased with the outcomes and impact of this Fellowship and I commend it unreservedly.

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References
