

Selection Criteria

1. A relevant doctoral qualification

My doctoral dissertation was a comparative study of the relationship between local and international non-government organisations in Timor-Leste and Aceh, and was undertaken at the University of Sydney through the Department of Indonesian Studies with co-supervision from the Centre for Peace and Conflict Studies. I submitted my thesis in 2012 and it was passed with no revisions. Professor John Braithwaite, one of the examiners, described the thesis as 'outstanding' and 'a pleasure to read'. Another examiner, Professor Jonathan Goodhand considered my thesis to be 'clearly written, accessible and well-structured' and 'full of fascinating insights'. Associate Professor Anne Brown described the thesis as charting 'an impressively effective and interesting path through this challenging terrain'. I have a contract to publish a book based on the thesis with Palgrave MacMillan. The book is scheduled to be released as part of the Rethinking Peace and Conflict series in 2014.

2. Demonstrated capacity to conduct quality research on one or more of the countries of Southeast Asia

I have experience doing research on a number of countries in Southeast Asia, both through my own research and in my capacity as a research assistant. I began doing research in Southeast Asia in 2004 when I went to Timor-Leste for three weeks to undertake fieldwork for my Honours thesis. During this time I conducted interviews with Indonesian speaking Timorese to elicit their perspectives on the government's language policy. This data was the basis of my honours thesis, for which I was awarded first class Honours.

Prior to beginning my doctoral studies, I worked with Professor Michele Ford on a research project about the labour movement in Aceh, Indonesia. I spent one month in Aceh in 2008 travelling around the province conducting interviews with trade unions about the support they had received from international trade union aid organisations after the December 2004 tsunami. This data was published in two separate A-ranked academic journals.

My PhD fieldwork built on these previous experiences and knowledge of Timor-Leste and Aceh. I spent four months in each of my fieldwork sites, interviewing both international and local non-government organisations that were engaged in post-conflict activities. I also observed peacebuilding training events, participated in NGO networking meetings and attended relevant public forums during this time. In addition to the book manuscript, I have published two book chapters and an academic article based on my PhD research. I have also presented related papers at three academic conferences and five seminars.

In addition to my own research, I have conducted research on Singapore and Malaysia in my role as a research assistant. I worked for Professor Lenore Lyons on her project about migrant worker NGOs. In this role I compiled literature reviews relevant to this topic, created a coding system using NVivo for the analysis of interviews and prepared Professor Lyons for her fieldwork in Singapore and Malaysia by identifying suitable organisations for her to interview.

3. Excellent teaching skills, and experience teaching about Southeast Asia

I have extensive experience teaching about Southeast Asia. Throughout my PhD candidature I lectured, tutored and coordinated the Asian Studies unit, Social Activism in Southeast Asia. I also gave regular guest lectures into subjects about Southeast Asia offered through the Masters of Peace and Conflict Studies and the Masters of Human Rights. I have also been a guest lecture for the Department of Indonesian Studies, teaching in both Indonesian and English language. My teaching skills were recognised in 2012 when I was awarded an Excellence in Teaching (Practice) by the University of Sydney. The award application, which includes an overview of my teaching philosophy, is attached as an addendum to this application.

My teaching experience extends outside of the university context. In 2009, I co-convened a course about peace and conflict with Professor Harold Crouch for the Aceh Research and Training Institute. This entailed providing instruction in Indonesian to a group of Acehnese academics, government employees and NGO staff about the theoretical aspects of this subject, as well as running practical workshops on issues such as writing a research proposal and interviewing techniques. During my fieldwork in Timor-Leste, I worked with two other PhD students to facilitate a regular weekly research training program in Indonesian and Tetum for NGO staff who wanted to develop their research skills.

4. Experience in strategic planning, event organising and project management in an academic context

a) Strategic planning

I have been deeply involved in strategic planning related to the Sydney Southeast Asia Centre from the time of its conception in 2011 until today. Drawing on experience I had with strategic planning for NGOs in Timor-Leste prior to commencing my PhD and during my fieldwork, I worked with the committee of academics involved in drafting the proposal for establishing SSEAC. This process involved working closely with the convenor of the committee, Professor Michele Ford, to develop timelines for drafting the proposal, thinking about strategic objectives of the centre, mapping out the staffing arrangements and contributing to the development of the budget. I played a key role in formulating the strategy for engaging with post-graduate students affiliated with the centre. I worked independently to develop a mechanism for collating information from post-graduates and used that information to supplement the proposal for the centre.

As the Executive Officer of SSEAC, I have worked closely with the Southeast Asia Regional Advisory Group (SEA RAG) to develop the University's strategy for Southeast Asia. The specific activities and targets outlined in the document were developed through formal and informal consultation with the SEA RAG and SSEAC members, and I played a role in integrating the suggestions made by SSEAC members and making concrete suggestions about the structure of the document.

b) Event organising

Throughout my PhD candidature and as Executive Officer of SSEAC I have been responsible for organising many events at the University of Sydney. During my PhD candidature I co-convened the Indonesia Council Open Conference in 2009. In this role I was responsible for recruiting and managing a team of volunteers, managing communications about the conference, collating the abstracts and contributing to the design of the program. In 2010, as the ASAA postgraduate representative, I organised a half-day forum at the ASAA Biannual Conference for postgraduates. I

designed the program, invited senior academics from a number of different universities to participate and liaised with the conference convenors to ensure that the forum could be integrated into the broader conference program.

c) Project management

I have performed several management roles within tertiary institutions where I have been responsible for a diverse range of projects. Previously I worked for the University of Newcastle where I was responsible for managing a distance education program. I had to liaise with course coordinators, students and those responsible for the production of the course material to organise the distribution of learning materials. Prior to taking up the role as Executive Officer, I managed the development of the centre website. I liaised with the central media and communications team at the University of Sydney, the centre Director and centre members to develop the structure of the website and to coordinate the collation of website content.

In my role as Executive Officer of SSEAC I am responsible for managing the majority of centre initiatives, including training courses on campus and abroad. For example, I have managed the development and implementation of three language-intensive training programs. This has involved identifying and coordinating with appropriate language teachers, promoting the language training sessions, recruiting participants, managing the finances associated with the intensives and conducting follow-up with both teachers and participants.

Finally, in 2007 I managed the very successful transition of *Inside Indonesia* - an English language magazine that publishes articles about human rights, politics, society, the environment and the arts in Indonesia - from being a print magazine to an online magazine. This task involved inviting proposals from a number of web designers and then acting as the liaison between the nominated web designer and the Board of *Inside Indonesia*. I continue to use my project management skills in my role as Secretary for *Inside Indonesia*. In addition to overseeing the administrative tasks associated with coordinating meetings, I have also played a key role this year in organising a series of articles celebrating the magazine's 30 year anniversary, organising the 30 year celebration and also recruiting, training and managing a team of volunteers to work on the website.

5. High-level problem-solving and time management skills

Problem solving is a daily part of being the SSEAC Executive Officer. These problems range from addressing technical issues with the SSEAC website, through to managing relationships with centre members and other stakeholders, including resolving problems across cultures. For example, a key challenge that occupied the first six months of my role as Executive Officer was negotiating with the Indonesian consulate about how to accommodate a visitor that they wanted to have speak at the University of Sydney. A key priority for SSEAC in 2013 was to cultivate strong relationships with the Consuls General from Southeast Asia, so it was important to manage this relationship carefully. The Indonesian consulate's mode of organising is very different to that of the university's and their representatives would propose dates for the talk that were at very short notice, or they would cancel at the last minute. After months of delicate negotiations, persistent follow-up and some creative thinking, I was able to find a way of integrating their speaker into the 'Imagining the ASEAN Community' forum that we organised in October, a solution that was to the satisfaction of both the consulate and SSEAC.

Working as the Executive Officer for SSEAC I also have highly-developed time management skills. The Centre's reach extends across the University, which means that at any one time there a number of events and activities related to Southeast Asia in which the centre is involved. Given the centre's recent establishment, I must also balance tasks related to current initiatives with the need to develop and plan future programs and professional networks for the centre's growth. Successfully balancing the competing demands of this situation has been a key challenge which I have met successfully and with enthusiasm. My ability to manage my time effectively is also reflected in the fact that I was able to prepare my book manuscript for publication and edit an edition of *Inside Indonesia* while working full-time in an administrative job that does not provide any time for research.

High-level interpersonal skills

My high level interpersonal skills are reflected in my ability to develop and sustain strong working relationships with a range of institutions and individuals from different contexts. At the University of Sydney, I have sustained positive working relationships with staff from the Department of Indonesian Studies, Department of Asian Studies and Centre for Peace and Conflict Studies throughout my PhD candidature and since graduating. Outside of the university, my engagement with Union Aid Abroad-APHEDA began in 2005 with an Australian Youth Ambassadors for Development position with one of their local partners. I continue to maintain contact with the staff at both the Sydney branch and with the local NGO and APHEDA staff with whom I worked in Timor-Leste. Similarly, I have been involved with the online magazine *Inside Indonesia* since 2007, working closely with other Board members, web managers, volunteers and contributors.

Cultivating and maintaining strong personal networks is a central part of my job as Executive Officer of SSEAC. In this position, I have demonstrated my high-level interpersonal skills by establishing solid working relationships with individuals from a number of different units across the university. I have worked closely with the Director of the Office for Global Health to share information about opportunities and events related to Southeast Asia, and also to co-host a workshop on non-academic grants. Similarly I have worked hard to develop and maintain good relationships with the staff in the International Portfolio, with whom SSEAC has to liaise on a regular basis to coordinate international visits relating to Southeast Asia. Finally, I have developed relationships with centre members, students and members of the Executive and Board of Management. As a result I have good working relationships with academics, students and professional staff across a range of faculties including Agriculture and Environment, Arts and Social Science, Health Sciences and Veterinary Science.

6. Proficiency in at least one Southeast Asian language

I am fluent in Indonesian and Tetum, the national language of Timor-Leste. During my PhD I conducted interviews, facilitated training and taught classes in both of these languages. I have a continuing commitment to learning the languages of the region, reflected in my decision to undertake training in Burmese language in late 2013.

Desirable criteria

1. Experience living and/or working in Southeast Asia

I spent the vast majority of my childhood growing up in Jakarta and Yogyakarta in Indonesia, including attending local schools. As an adult I worked in Timor-Leste for one year, and subsequently lived in Timor-Leste and Aceh to complete my fieldwork. I have also completed consultancies in Aceh, Jakarta, Bandung and Timor-Leste, including co-leading a study tour of Timor-Leste for a group of union activists. These experiences have equipped me with a deep understanding of the importance of and challenges associated with working across cultures, in both a research context and in an international development context.

2. Experience of collaborative research

I have worked with others on research for both academic and non-academic projects. I collaborated with Professor Ford on a research project about the labour movement in Aceh. We wrote two academic papers, delivered a conference paper and ran a seminar at the University of Western Australia based on the data we collected. Professor Ford and I are also currently collaborating on a project about an online social movement in support of peace in Myanmar.

In addition to these academic projects, I have also worked in partnership with others on written projects for the online magazine *Inside Indonesia*. As well as co-writing a number of individual articles for the magazine, I co-edited full editions of the magazine with Eve Warburton in 2013 and with Hedda Haugen Askland in 2009. In both of these editions, and on the edition I produced on my own in 2012, I worked closely with the contributors to develop their articles.

Finally, I have had experience working collaboratively on research based consultancies. Professor Ford and I evaluated the Labour Working Group, one of Union Aid Abroad – APHEDA's local partners in Indonesia, in 2012. The final report included strategies proposing how Union Aid Abroad-APHEDA should move forward in its engagement with the labour movement in Indonesia.

3. A demonstrated understanding of the demands of applied research/consultancy work

Over the last decade I have been involved in a number of research based consultancies in Indonesia and Timor-Leste, through which I have learnt about the demands of doing applied research. One of the key challenges of applied research is the unpredictable nature of the work. In 2003 I assisted the team implementing the Timor-Leste Demographic and Health Survey (DHS) to establish its Dili office, including developing accounting systems and training local staff in Timor-Leste to use these systems. Helping to set up an office in a city where there were frequent power shortages and where local staff had minimal experience with computer software or other management systems required me to be patient, to use my initiative and solve problems that emerged along the way.

Another challenge associated with consultancies is that they can be offered with minimal notice and there is an expectation that the reporting will be complete within a short time-period. For academics, juggling these demands against the pressures of completing research and teaching can be challenging. During my PhD candidature I was offered a consultancy by the Australian NGO Union Aid Abroad -APHEDA to evaluate its post-tsunami trade union training program in Aceh, Indonesia. This consultancy involved interviewing trade union officials and compiling a report. Being able to integrate this work into an already planned field visit to Aceh and having an agreement with the

NGO that I could use the data to feed into the research project on labour that I was conducting with Professor Ford meant that I was able to make best use of this extra work during my PhD candidacy.

Undertaking consultancies and applied research for or with other institutions also presents the challenge of diplomatically communicating controversial findings. The consultancy for Union Aid Abroad-APHEDA in 2012 encapsulated this difficulty. Our findings were critical of the actions taken by APHEDA, and we had to present these results in a constructive and diplomatic way. Our success in communicating in a delicate way is reflected by subsequent invitations by APHEDA to provide advice and participate in its events.

SAMPLE