

# WINNING WAYs

## Discussion Draft - Evidence for PROMOTION

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This discussion document has been developed in respect to valuing and enhancing Avondale's approach to promotion. Firstly, it draws from Avondale's current promotion policy (see appropriated material in italics) and referenced to Avondale's Quality Management System. Secondly, this document acknowledges the conversations around reward and recognition that began at the OLT's *Transforming Practice Program*. In this regard, Avondale is indebted to the Office of Learning & Teaching, to Dr Patrick Crookes, TPP Coordinator, and more specifically to our TPP Supporter, Dr Sara Booth and the University of Tasmania for the use of UTAS's Teaching Performance Expectations and Research Performance Expectations criteria which has informed some of the criteria in this extended document. Avondale is also indebted to Melbourne University's Criteria for Promotion document, specifically Criteria 4, Leadership and Service, which has also been adapted for Avondale's use.

# BUILDING EVIDENCE FOR PROMOTION: A Guide

## 1. Providing Evidence for Your Achievements

### 1. 1 EVIDENCE FOR LEARNING & TEACHING

Teaching ability can be demonstrated in three broad domains informed by Avondale's QMS:

- 1) Curriculum Design and Innovation
- 2) Curriculum Delivery and Innovation
- 3) Scholarly Support & Capacity Building.

The three domains in learning and teaching shift in emphasis as careers are progressed.

Early career academics will have a focus on teaching and curriculum. Engagement at this stage of their career is at the discipline level in the context of the school. The higher the academic level, the more focus is on the integration of all three domains.

Staff are expected to take on leadership roles within these domains as they progress in their careers.

Level D and level E applicants should focus more on curriculum, engagement and demonstrate evidence of a scholarly approach to teaching. Leadership in the discipline, curriculum, engagement and scholarship is at the school, faculty, community, institutional, national and international contexts. Evidence of leadership equates with evidence of impact (at the school, faculty, and community, institutional, national and international levels).

Some indicators to consider when measuring evidence of teaching impact are:

• Student Satisfaction	Consider what data you can use as evidence
• Transition Support	
• Peer Support	
• Graduate Outcomes	
• Quality Indicators	

1.1a Curriculum Design	
<p>An important part of demonstrating your teaching ability is showing your understanding and expertise in curriculum design and engagement as well as ensuring the currency of your courses. This includes strategies that support pathways and partnerships, sustainability, innovation and renewal.</p> <p><b>CRITERIA:</b> <i>Enhancement of the research-teaching nexus by applying your own research to teaching.</i></p>	<p><i>A collection of some of the following types of activities could be submitted in place of some reportable publications in the performance indicators for Levels B and C.</i></p> <p>Examples of <i>activities</i> contributing to contemporary curriculum design and engagement include:</p> <ul style="list-style-type: none"> <li>a) Curriculum design and activities that support discipline, vocational and clinical pathways and partnerships that builds workforce confidence</li> <li>b) Curriculum design (including assessment) which is efficient, aligned and sustainable</li> <li>c) Curriculum design that includes evidence of multidisciplinary and international perspectives</li> <li>d) Curriculum evaluation and review, leading to renewal, innovation and change</li> <li>e) Contribution to curriculum design through engagement with College committee work and/or professional contributions to the wider community.</li> <li>f) Peer-support evidence of effective contribution to unit and course development</li> <li>g) Evidence of effective integration of multi-disciplinary perspectives in unit outlines</li> <li>h) Evidence of internationalization of curriculum</li> <li>i) <i>Innovation in curriculum design.</i></li> <li>j) <i>Development of distance education subjects and supporting materials.</i></li> <li>k) <i>Development of teaching/learning materials to assist international students and students from equity groups.</i></li> <li>l) <i>Significant contribution to institutional policy development and strategic planning to enhance learning and teaching.</i></li> <li>m) <i>Significant contribution to course development.</i></li> <li>n) <i>Design and development of new subjects.</i></li> <li>o) <i>Course coordination or discipline specialisation coordination.</i></li> <li>p) <i>Performance of administrative tasks related to learning and teaching that are typically delegated to staff of higher ranking than the applicant.</i></li> </ul>
1.1b Curriculum Delivery - Student Engagement in Learning	
<p>Learning and teaching practice includes constant review and improvement of delivery and engagement of student learning experiences. It involves monitoring of discipline developments,</p>	<p><i>A collection of some of the following types of activities could be submitted in place of some reportable publications in the performance indicators for Levels B and C.</i></p> <p>Examples of effective learning and teaching practice</p>

learning from sector practice and leading through innovation.

**CRITERIA:**

- *Instructional methods and presentation that inspire and motivate student engagement.*
- *Development of curriculum materials to extend students beyond surface-level approaches to learning.*
- *Respect for the development of each student as an individual.*
- *Assessment of student achievement that supports learning, and fosters students' self-evaluation and aspiration to excel.*
- *Pastoral support of students at both individual and class level.*
- *Development of exceptional and talented students.*
- *Provision of remedial support to students as needed.*

*activities include:*

- a) Successful and strategic development of unit outlines, including mapping learning outcomes, discipline content and generic attributes
- b) Successful development, innovation and implementation of learning and teaching strategies
- c) Development of creative, reliable and valid assessment strategies with timely feedback
- d) Effective changes to unit and course evaluation reports
- e) Development and use of learning technologies and online resources, especially in relation to Avondale's Online & Blended Learning strategies
- f) Development of mechanisms to review the effectiveness of teaching.
- g) Development of mechanisms for critical thinking and learning strategies
- h) Encouraging staff and student collaboration
- i) *Development and effective implementation of innovative instructional and/or assessment methods.*
- j) *Innovative and effective use of new instructional technologies.*
- k) *Development of innovative practices fostering self-directed learning in students.*
- l) *Development of innovative flexible/distance learning resources.*
- m) *Development of e-learning resources and content delivery.*
- n) *Evidence of your integration of Avondale's mission, values, ethos and philosophy of education into curriculum and teaching.*
- o) *Awards or other special recognition for teaching (e.g. Australian Learning and Teaching Council awards/recognition).*

**1.1c Scholarly Support and Capacity-Building**

	<p>Examples of <i>activities</i> contributing towards a scholarly approach include:</p> <ul style="list-style-type: none"> <li>a) Participation in scholarly activities at the school level/faculty level</li> <li>b) Internal or external teaching development grants</li> <li>c) Contributions to external professional associations</li> <li>d) Participation in teaching development activities</li> <li>e) Publications, presentations and workshops.</li> <li>f) Collaborative Practice and Networking initiatives</li> <li>g) Mentoring and Peer-Support Activities</li> <li>h) Developing strong transition support for students</li> <li>i) Peer-Review Publications</li> <li>j) Scholarship of Learning &amp; Teaching</li> <li>k) Evidence of quality assurance in units and courses which are clinical, practicum and/or Work-Integrated and Service-Learning units</li> <li>l) Evidence of effective change to unit outline based on feedback from students</li> <li>m) Evidence of performance based on targeted improvements stemming from feedback and peer-review</li> </ul>
<p>Leadership in learning and teaching may be achieved at AVONDALE through both formal leadership roles (unit coordinator, course coordinator,) and informal roles (peer-mentor, member of a learning community/learning circle, or policy development).</p> <p>It may also be demonstrated at a national or international level through the organisation of national conferences or contributions to national or international learning and teaching projects. To demonstrate outcomes from your learning and teaching leadership role you must be able to provide evidence of the quality and impact of your</p>	<p>Examples of learning and teaching leadership <i>activities</i> include:</p> <ul style="list-style-type: none"> <li>a) Dissemination of effective learning and teaching innovations</li> <li>b) Design and implementation of a national learning and teaching project</li> <li>c) Leading staff development, including tutor training</li> <li>d) Mentoring colleagues in learning and teaching.</li> </ul>

contribution	
<p><b>Impact Factors</b></p> <p>In addition, it is important to collect evidence about the <i>impact</i> of your teaching. This should include feedback from students in the form of evaluations, and may include peer feedback and evidence of improved student learning outcomes. These are outcomes-based measures of your teaching.</p>	<p>Evidence of the <i>impact</i> of your student learning and teaching activities might be drawn from:</p> <ol style="list-style-type: none"> <li>a) Student evaluation reports</li> <li>b) Peer evaluation of unit design and/or delivery of teaching</li> <li>c) Evidence of improved student learning outcomes, including improved retention and progression rates</li> <li>d) Statement of your teaching philosophy.</li> <li>e) Peer-supported evidence of active contribution to course/school/faculty committees.</li> <li>f) Peer-Review Publications on Scholarship of L &amp; T</li> <li>g) Scholarly publications and citations</li> <li>h) Conference presentations</li> <li>i) Invited speaking engagements</li> <li>j) Learning and teaching scholar appointments</li> <li>k) Development of case studies in learning and teaching practice.</li> </ol>

<b><i>Examples of supporting documentation</i></b>
<ul style="list-style-type: none"> <li>• Self-reporting.</li> <li>• Student evaluations of instruction.</li> <li>• References from students, staff and external personnel.</li> <li>• Samples of subject outlines, reading lists, assessment tasks and/or other curriculum materials demonstrating teaching and learning informed by current scholarship and research.</li> <li>• Reports of external moderators and external examiners.</li> <li>• Performance, Review, Planning and Professional Development reports.</li> <li>• Peer or supervisor reports of your contribution to course development and/or teaching materials.</li> <li>• Feedback from external sources such as alumni and employers.</li> <li>• Awards/special recognition for excellence in teaching (e.g. Australian Learning and Teaching Council awards/recognition).</li> </ul>

## 1.2 Evidencing your achievements in Research

**In assessing research contributions, the following will be taken into account:**

- a) Your national and international standing in your discipline
- b) *Evidence of the quality and impact of publications (e.g. reviews, citation counts where relevant to your discipline, and any other related measures*
- c) The quality and range of research projects that you have completed or are currently engaged in and your contribution to these projects
- d) *Publications reportable in the Commonwealth Higher Education Research Data Collection*
- e) *Research grants received, especially external competitive grants.*
- f) *Involvement in collaborative research projects, including leadership of research teams.*
- g) *Awards received for research.*
- h) The quality of the journals (e.g. as represented by impact factors) in which you publish and/or the status of the publishers of your books
- i) *Consultancies/commissioned reports involving significant original research.*
- j) *Success in supervising HDR students (if included under 'research' rather than 'teaching'); evidence of completion rates*
- k) For promotion to levels C (where relevant), D and E, evidence of your research leadership
- l) *Service to research (e.g. sitting on ARC or NH&MRC panels, refereeing for journals or grant awarding bodies, editorships of journals)*
- m) Any significant contributions to knowledge transfer and enterprise.
- n) *Development of significant computer software.*
- o) *Patented discoveries/inventions resulting from original research or the application of research.*
- p) *Significant creative/artistic/performance activities.*

## 1.3 Evidencing your achievements in Scholarship

In assessing scholarship contributions, the following will be taken into account:

- a) *Samples of subject outlines, reading lists, assessment tasks and/or other curriculum materials demonstrating current scholarship and research.*
- b) *Undertaking study programs or other forms of professional development (e.g. attendance at conferences, seminars, workshops, short courses).*
- c) *Presentation of papers at conferences, seminars, workshops, academic/professional meetings.*
- d) *Consultancies/commissioned reports in your academic/professional field.*
- e) *Publication of textbooks and/or other learning and teaching materials in your discipline.*
- f) *Publications on the teaching of your discipline.*
- g) *Presentations on the enhancement of learning and teaching in your discipline.*
- h) *Grants received for projects on the enhancement of teaching and learning.*
- i) *Supervision of honours and higher degree research students.*
- j) *Publication of textbooks and/or other learning and teaching materials in your discipline.*
- k) *Publications on the enhancement of learning and teaching and/or the teaching of your discipline.*
- l) *Presentations at conferences, seminars, workshops and professional meetings on the enhancement of learning and teaching and/or the teaching of your discipline.*
- m) *Editorship of refereed journals on learning and teaching.*
- n) *External competitive grants for projects on the enhancement of learning and teaching.*

### 1.3 Providing Evidence for Your Achievements in Community Engagement and Professional Service

#### 1.3 a Community Engagement

Community engagement refers to professional contributions to the wider community, which enhance the reputation of the College. These contributions must also draw on your professional skills and relate to, in some way, your AVONDALE role: you cannot claim as community engagement

#### 1.3b Professional Service

Professional service to the discipline refers to service to the relevant profession or academic discipline, including clinical work, consultancy activities, and service on local and national professional/discipline bodies.

<p>activities you undertake in a private capacity.</p>	<p>Professional service to industry refers to professional industry contributions made to business and bodies that relate to your AVONDALE employment and enhance the reputation of the College.</p>
<p>The community engagement and professional service component of your promotion application needs to make a case as to why your contribution is valuable. The focus should not be on the length of service but on the value and impact of your contribution. All claims about your community engagement and professional service contributions will be assessed in terms of the quality of the contribution, the significance or impact of the work and the degree of responsibility carried. Remember, that merely working on a task, for example serving on a community or editorial board (or similar activity) is not enough: the PPDC wants to know what contributions you have made, what outcomes you have achieved – what <i>difference</i> you have made while participating in the activity.</p>	
<p><b>Examples of community engagement activities include:</b></p>	<p><b>Examples of disciplinary/<i>academic</i> and professional service activities include</b></p>
<p>1. Service on, or on behalf of, Government Statutory Authorities or Commissions of Inquiry on matters of reform (social, political, economic, etc.)</p>	<ul style="list-style-type: none"> <li>• Editor, associate editor, advisory board member or referee of a scholarly journal</li> </ul>
<p>2. School/Institute/Centre/Faculty display organiser or disciplinary advisor at College Open Days/Courses and Careers Days</p>	<ul style="list-style-type: none"> <li>• Service on OLT, ARC, NH&amp;MRC and similar reviewing and funding panels</li> </ul>
<p>3. Liaison between secondary and tertiary education institutions (e.g. Board of Studies syllabus committee, acting as a resource for school visits to speak with senior students)</p>	<ul style="list-style-type: none"> <li>• Responsibility as organiser of national and/or international conferences</li> </ul>
<p>4. Service to the community through honorary professional work (e.g. Community Legal Centre, State Cancer Council as medical adviser to the Council, National Advisory Council)</p>	<ul style="list-style-type: none"> <li>• Liaison between academic and industry (e.g. technical standards committees)</li> </ul>
<p>5. Lobbying and fundraising on behalf of discipline-related worthy causes (e.g. a medical or legal academic's work in raising public consciousness about the rights of the disabled)</p>	<ul style="list-style-type: none"> <li>• Establishment of collaborative relationships with industry via work-based professional and clinical placements as part of an academic program</li> </ul>
<p>6. Communication of scholarship to the wider public</p>	<ul style="list-style-type: none"> <li>• Undertaking commercially funded research and consultancy (if not claimed as part of your research portfolio).</li> </ul>
<p>7. Involvement in development of a field of study in the wider community</p>	<ul style="list-style-type: none"> <li>• <i>Presentation of papers at conferences/seminars/workshops.</i></li> </ul>

<p>and contribution to public debates on issues of importance in the community</p>	<ul style="list-style-type: none"> <li>• <i>Presentations on the enhancement of learning and teaching in your discipline.</i></li> <li>• <i>Presentation of continuing professional development programs (courses/workshops/seminars for relevant professionals).</i></li> <li>• <i>Attendance at conferences/seminars/workshops.</i></li> <li>• <i>Engagement in professional practice relevant to your discipline.</i></li> <li>• <i>Examination of theses.</i></li> <li>• <i>Acting as an anonymous peer reviewer for a refereed journal.</i></li> <li>• <i>Refereeing of grant applications for external organisations.</i></li> <li>• <i>Membership of and contribution to academic/professional associations.</i></li> <li>• <i>Membership of the editorial board of a scholarly/professional journal.</i></li> <li>• <i>Organisation of national or international conferences.</i></li> <li>• <i>Membership of accreditation panels and/or external advisory committees for other higher education providers.</i></li> <li>• <i>External moderation for other higher education providers.</i></li> </ul>
<p>8. Service activities focusing on improving the quality of community life and involving community groups</p>	<p style="text-align: center;">○</p>
<p>9. Contribution to the development and provision of tailored courses to specialised markets and special interest courses for the general community</p>	<p style="text-align: center;">○</p>
<p>10. In the case of those attached to clinical schools, contribution to hospital committees such as ethics and audit etc.</p>	<p style="text-align: center;">○</p>
<p>11. In the case of those who are members of schools with creative or performing arts or design functions, contributions to the cultural, creative or design life of the community.</p> <p>12. <i>Non-HERDC-reportable publications in an area of your academic/professional</i></p>	<ul style="list-style-type: none"> <li>• <i>Provision of academic/professional advice or information to government, industry, professional, community and/or church organisations.</i></li> <li>• <i>Consultancies/commissioned reports in your</i></li> </ul>

<p><i>expertise.</i></p> <p>13. <i>Dissemination of specialised knowledge to the public via magazine or newspaper articles or other media.</i></p> <p>14. <i>Engagement with the church community via presentations in the area of the staff member's academic/professional expertise.</i></p> <p>15. <i>Other forms of service to the church in the area of the staff member's academic/professional expertise.</i></p> <p>16. <i>Service to secondary education through syllabus or examination committee membership</i></p> <p>17. <i>Presentations to secondary school students or other audiences in areas of your academic/professional expertise.</i></p> <p>18. <i>Publication of a major creative work by a recognised commercial publisher.</i></p> <p>19. <i>Equivalent portfolio of creative works published in publications/ by publishers of significant national standing with the relevant creative profession.</i></p> <p>20. <i>Individual art exhibitions at galleries with status recognised by the relevant profession.</i></p> <p>21. <i>Major recitals at venues or with organisations whose status is recognised by the relevant performance profession.</i></p>	<p><i>academic/professional field.</i></p> <ul style="list-style-type: none"> <li>• <i>Academic/professional partnerships and/or collaboration with universities, industry, denominational entities and/or relevant professions.</i></li> <li>• <i>Service on policy or advisory bodies for government, industry, denominational, professional and/or community groups.</i></li> </ul>
<p><b>Examples of evidence of the impact of your community engagement activities</b></p>	<ul style="list-style-type: none"> <li>• <b>Examples of evidence of the impact of your industrial professional service</b></li> </ul>
<ul style="list-style-type: none"> <li>• Contributing in a leadership capacity to the development, innovation and provision of continuing education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated invitations to contribute to industry</li> </ul>
<ul style="list-style-type: none"> <li>• Public recognition and awards</li> </ul>	<ul style="list-style-type: none"> <li>• Documented changes in industry practice</li> </ul>
<ul style="list-style-type: none"> <li>• Letters of special invitation or commendation relating to community service contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Statements from industry partners.</li> </ul>
<ul style="list-style-type: none"> <li>• Statements from expert peers, community, government or industry partners</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated invitations to contribute to industry</li> </ul>
<ul style="list-style-type: none"> <li>• Invitations to serve on public boards and committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented changes in industry practice</li> </ul>
<ul style="list-style-type: none"> <li>• Office-bearer of, or other actively involved contributor to, a</li> </ul>	<ul style="list-style-type: none"> <li>• Statements from industry partners.</li> </ul>

professional society	
<ul style="list-style-type: none"> <li>• Membership of a professional accreditation panel</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated invitations to contribute to industry</li> </ul>
<ul style="list-style-type: none"> <li>• Liaison service on committees of related professional groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented changes in industry practice</li> </ul>
<ul style="list-style-type: none"> <li>• Evidence of the <i>impact</i> of your disciplinary professional service activities might be drawn from:</li> </ul>	<ul style="list-style-type: none"> <li>• Statements from industry partners.</li> </ul>
<ul style="list-style-type: none"> <li>• Election to fellowship of professional society</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated invitations to contribute to industry</li> </ul>
<ul style="list-style-type: none"> <li>• Invitations to perform executive roles in professional associations</li> </ul>	<ul style="list-style-type: none"> <li>• Documented changes in industry practice</li> </ul>
<ul style="list-style-type: none"> <li>• Statements from expert peers, community or government partners</li> </ul>	
<ul style="list-style-type: none"> <li>• Peer recognition of significant achievements contributing to a profession at the state, national and/or international level.</li> </ul>	

## 1.4 Providing Evidence for Your Achievements in Service to AVONDALE

Internal service to AVONDALE refers to contributions to institutional planning, governance, line management or contributions to the College community.

Like all scholarly arguments, adequate evidence must be presented if you are to persuade the committee of its veracity.

It is crucial that you take great care to fully document your activities and provide appropriate evidence of the significance/impact of your work.

All service-based claims will be assessed by the PPDC in terms of the quality of the service rendered, the significance or impact of the work and the degree of responsibility carried.

Remember, that merely serving on a committee (or similar activity) is not enough: the PPDC wants to know what contributions you have made, what outcomes you have achieved – what *difference* you have made while participating in the activity.

When providing evidence for service contributions, you must demonstrate the following:

- a) Major and sustained involvement beyond the normal academic expectations of your career stage
- b) Outcomes that have direct relevance to your academic role and served the institution's interests

<p>c) Achieved high-impact</p> <p>For example, membership of committees, does not, in itself, represent grounds for promotion. It is the quality and extent of the contribution that will be assessed, such as the extent of leadership, or the making and acceptance of proposals.</p>
<p>Your statement of internal service to AVONDALE should begin with a brief summary of your service objectives (i.e. your aims, goals and methods), before outlining specific activities and their impact or significance. Examples of College service activities include:</p>
<p>1) College-wide service (contribution to management and administration at a College level, taking on significant College roles, contributing to AVONDALE strategic objectives); <i>making significant contributions to the governance, administrative, cultural, spiritual, community service or other activities of the institution; Evidence of your contribution to Avondale's Adventist Christian ethos. Indicate the nature, significance and outcomes of your contribution.</i></p>
<p>2) Service to colleagues through the sharing of expertise; <i>Leadership in the mentoring and professional development of other staff to enhance quality of teaching and learning.</i></p>
<p>3) Service through involvement in special AVONDALE programs and services e.g. <i>Leadership in spiritual activities of Avondale, Leadership in service activities involving students, Significant contributions to the cultural life of Avondale</i></p>
<p>4) Service on policy and planning committees; <i>significant contribution to the strategic planning processes of Avondale; contribution to collegial decision-making processes, institutional planning and policy development.</i></p>
<p>5) Service on committees of the Academic Board and/or working parties</p>
<p>6) Administrative service of substantial significance to the governance of the College and its element units (e.g. Head of School, Course-Convenor, <i>Council member, faculty dean, strand coordinator, project manager</i>). <i>Indicate your significant achievements in these roles.</i></p>
<p>7) Contribution to the achievement of equal opportunity and cultural diversity objectives</p>
<p>8) Contribution to student welfare beyond teaching responsibilities (particularly for indigenous and International students and students from culturally and linguistically diverse backgrounds and other equity groups); <i>Evidence of your engagement in the spiritual activities of the institution and your contribution to the spiritual development of students.</i></p>
<p>9) Contribution to cross-disciplinary links, in line with strategic directions</p>
<p>10) Acceptances of roles such as grievance mediator, equal opportunity, sexual harassment or anti-discrimination contact officer; <i>special assignments beyond the typical expectations of your academic/professional role.</i></p>
<p>11) Participation in workshops and management courses to improve administrative skills.</p>
<p>12) <i>Contribution to the marketing of your course/faculty</i></p>
<p>Examples of evidence of the impact of your internal service activities:</p>
<p>a) Extent and quality of recruitment, selection and mentoring of staff</p>
<p>b) Professional leadership within the College/School/Faculty (such as the</p>

promotion of high standards of professional behaviour, a contribution to management and administration at school or faculty or institutional level, playing leadership roles) as demonstrated through evidence of significant beneficial change.

## 2 LEADERSHIP

*The College anticipates that academic staff will develop their expertise in the service of their profession through serving in leadership roles. This can take the form of leadership to the discipline, profession, community, institution or sector.*

Evidence to support promotion on the basis of leadership and service must be sustained over time and its impact measurable.

To demonstrate sustained performance in leadership and service, the range of aspects to be assessed should be progressively more extensive and a greater contribution to leadership will be required for each aspect. Sustained activity will not be achieved solely through membership of committees or being the principal researcher on a grant. Normally submissions will be substantiated by assessments from peers or colleagues or the broader community and demonstrate the difference that the individual leadership has made.

### 2.1 LEADERSHIP AND SERVICE TO THE Academic Profession

Significant involvement in student affairs, where leaders have initiated or led a new activity. Teaching and tutoring does not of itself constitute leadership, but sustained student activity producing outstanding academic, research or engagement outcomes may do so.

Applicants for promotion must demonstrate a sustained leadership and service contribution through sustained activity, which may include:

#### Examples

- 1) recruitment of students to a particular program, involvement in student activities, such as leadership programs, creation of additional student activities designed to support academic outcomes, sustained leadership over time of field trips, involvement in post-graduate support activities, provision of course and career advice over a sustained period;
- 2) acting in formal academic roles or through the management and leadership of staff and/or students;

- 3) leadership of academic program reviews;
- 4) leadership of expert peer review panels of funding agencies, juries for prizes and awards, board memberships, and involvement in reference, advisory and/or steering committees;
- 5) leadership in teaching, knowledge transfer or research as evidenced by peer review and outcomes;

## **2.2 LEADERSHIP IN LEARNING & TEACHING**

Evidence of the impact of your leadership activities in learning and teaching might be drawn from:

- 1) Impact of contributions and innovations on the practice of others within the institution, nationally and/or internationally
- 2) Development of high impact policy
- 3) Evaluation and dissemination of a national learning and teaching project
- 4) Achievements of junior colleagues, Honours and HDR students that are directly attributable to your input
- 5) Benchmarking practice and outcomes at the course or program level.

## **2.3 LEADERSHIP IN RESEARCH**

Applicants must demonstrate a broader contribution to research, rather than participation in research, through the leadership of research teams, the creation and leadership of a multi-disciplinary research group, regular leadership of symposia, colloquia in the area of the discipline, or a track record of attracting and mentoring research higher degree students through the excellence of the research and research training given

## **2.4 LEADERSHIP & SERVICE TO THE COMMUNITY**

Applicants should document and demonstrate a leadership role in the broader community. This role must be related to their field of expertise at the College and must be validated in such a manner that the promotions Committee can make a decision as to the extent of leadership displayed and its impact.

Examples include:

- 1) membership of national or international delegations in the area of expertise, and invitations to lead delegations, commissions of enquiry etc;
- 2) provision of advice to other tertiary institutions or government

agencies;

- 3) leadership in policy development and governance of portfolios in which the College has an important stake.

## **2.5 LEADERSHIP AND SERVICE to the Institution**

Applicants should document and demonstrate organizational leadership. Organisational leadership is not achieved by occupation of a leadership role in itself, or membership of a committee.

Examples include:

- 1) management of a series of major projects or of a group of staff through sustained change;
- 2) sustained activity and outcomes as head or deputy head of a department;
- 3) sustained activity and related outcomes in the management of a Centre or a unit which contributes to the College's goals;
- 4) involvement in strategic and operational planning at the College.

## 2.6 Promotion to Level D or E

The policy for promotion to level D or level E refers to the requirement to provide significant evidence of leadership in a relevant category directly related to the applicant's role. Having an outstanding reputation at a national or international level normally means that one is recognised as an eminent authority in one's discipline, but in determining whether an applicant meets the criteria related to leadership, the PPDC will look for evidence of the candidate leading colleagues and others and serving the interests of the faculty, institution and wider academic community through sustained and demonstrable evidence.

Some examples:

A record of generating collaborative research and development programs, forming and supporting project teams with other institutions, including universities, government agencies, industry and commerce

A record of willing and effective provision of academic guidance to junior colleagues  
A demonstrated ability to mentor, encourage and foster the work of others and to promote a supportive, collegial environment

A demonstrated ability to actively promote high standards of Christian and professional behaviour amongst staff and/or students and fostering collegial and collaborative teamwork

A record of initiating strategic directions for the discipline, the School, the Faculty/Institute/Centre, or the College

A record of active involvement in the maintenance of academic standards and in the development of educational policy and of curriculum areas within a discipline or across disciplines

A record of contributing to community affairs and liaising and communicating effectively with members of a community, particularly those related to the discipline(s), in professional, commercial, government and industrial sectors where appropriate.

A record of developing and promoting new initiatives and programs that benefit the institution.

A record of achieving strategic outcomes in the institution's best interests.