

PART 2: CASE FOR PROMOTION

Summary Statement *(suggested ½ page max to provide context on who you are and what you do)*

I thank the University for the opportunity to apply for Academic Promotion. I am applying for promotion to Level C, as I have consistently demonstrated an outstanding level of contribution to the University, such that my work output meets the Standards and duties attached to this level (defined within the Academic Excellence Framework and the Enterprise Bargaining Agreement).

My journey at the University of Notre Dame started in [REDACTED] when I was [REDACTED] [REDACTED] Sessional Academic for the [REDACTED]. I continued in this role, while also working [REDACTED] until 2019, when I was appointed a permanent academic role in the [REDACTED] [REDACTED] team, which I led for a short period in 2020 [REDACTED] [REDACTED]. In 2021, I was appointed the [REDACTED] and the Program Coordinator for [REDACTED]. This history is important because it has led to me having a unique breadth of **corporate knowledge** within the [REDACTED] program. Across this time, I have maintained an exemplary track record in course and program coordination, teaching and leadership and the various levels of in-house promotion I have achieved in a relatively short space of time reflect this.

My strong commitment to the **Objects of this organisation** is reflected in the excellent standards I uphold in my teaching, leadership and care of my students and colleagues. I am committed to creating a unique and holistic experience for our students, which shapes an end product of which the University and the [REDACTED] profession can be proud: exceptionally competent and empathic [REDACTED]. My passion for providing care (be it for students, patients or colleagues) is not only reflective of the Objects but is sound evidence based practice, showing that science and the philosophies of Catholic education indisputably align. I genuinely believe, that we produce the best [REDACTED] graduates in the country and I am immensely proud to be a leader in the [REDACTED] program.

Achievements in **LEARNING, TEACHING AND SCHOLARSHIP** *(Not applicable for Research Scholar applicants)*

Since 2021, I have been a successful course coordinator for the following four courses each year:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

In addition to this, I have also taught into and developed new curriculum for the following courses:

- [REDACTED]

This demonstrates my **significant and sustained outstanding performance in teaching, learning and scholarship** across the [REDACTED] program. An account of my past 2 years' TPE and CCE scores is summarised below:

Course, Semester/Year	TPE score	CCE score
[REDACTED]	4.6	n/a- not coordinator
[REDACTED]	4.6	n/a- not coordinator
[REDACTED]	n/a- no TPEs for this course	4.45
[REDACTED]	4.84	4.44
[REDACTED]	n/a- no TPEs for this course	4.49
[REDACTED]	4.39	4.48
[REDACTED]	4.67	n/a- not coordinator
[REDACTED]	n/a- no TPEs for this course	4.17
[REDACTED]	4.85	4.88
[REDACTED]	n/a- no TPEs for this course	4.29

These scores evidence my ability to provide not only an excellent learning experience for my students, but also my track record in **leading high performing teaching teams** through being consultative, responsive to feedback and willing to share ideas and knowledge. In addition to excellent TPE and CCE scores, my team and I consistently receive very positive feedback from students through internal focus groups. I take great pride in the collective efforts of my team, especially when I see comments from students in CCEs such as "CCE Quotes 1 and 2" in the Appendices section.

I am passionate about providing **excellent pastoral care** to my students (and colleagues) and ensuring they feel inspired, valued and supported to learn optimally; I deliberately make sure they can see I value and act on their feedback. For example, in 2021 when I took on the role of [REDACTED] lead, one of my first actions in response to **feedback from students** (and contemporary literature) regarding the importance of formative feedback was to overhaul **assessment processes** in my courses, to include formal, in-class debriefs of each formative assessment item and provide students with more study resources to help them prepare for end of semester exams.

My flexibility and adaptability were only strengthened by the COVID pandemic, and feedback from students has and will continue to guide my approach to student centred teaching and learning practices. An example of a **strategic initiative** I took during the pandemic (and will continue to utilise) is to build "low

activity weeks” into the semester, which allows greater flexibility for delivery of material to safeguard against staff and student absences, but most importantly it gives students something of great importance they have asked for - time and space to allow consolidation of material and personal self-care. I believe it is my responsibility to ensure they have this. A quote from a 2022 TPE that demonstrates the merit of this innovation and it’s translation to effective pastoral care is provided in the Appendices as “TPE Quote 3”.

My commitment to enhancing curriculum delivery, teaching and assessment and building skill in my teams is additionally evidenced through:

- The development of a **quality improvement** process for my teams (for all of the courses I coordinate). This facilitates buy in from all team members to optimise course scheduling and content, assessments and physical resources and in doing so provides job satisfaction and opportunities for upskilling of staff. Examples of outputs achieved through QI processes include:
 - The development of a structured resource catalogue, enabling more streamlined and focussed application of contemporary literature to teaching materials
 - The development of exam question banks, which has enhanced constructive alignment, improved the efficiency of exam writing and resulted in the genesis of more student study resources
 - Acquisition of contemporary equipment for teaching, such that students are better prepared for [REDACTED]
- Leading my team through a formal and structured “360 degree” **peer review** of each of our teaching, which includes formal documented reporting of the process
- Being willing and comfortable to relinquish responsibility to my team to harness their skills, and **build their capacity and engagement** [REDACTED]

Examples of actions I have taken in **developing curriculum** to reflect contemporary evidence and practice, better suit accreditation needs and provide a better experience for the students:

- Led the transition of the [REDACTED] to online and self-directed delivery, facilitating self-paced completion between students’ clinical placements. This not only enhanced student learning but also allowed access to more [REDACTED] (an important strategic consideration as our student numbers increase). This model has received excellent feedback from students. Importantly, I updated the curriculum in a considered and strategic fashion ensuring we **strengthened our accreditation requirements**, helping to demonstrate that the program explicitly reflects the [REDACTED]

██████████ I did this while also providing the students with a **meaningful, reflective learning** opportunity around culturally safe practice in consultation with the Aboriginal ██████████ team from the School of ██████████. This is one of the many outputs related to my role as the Program ██████████ of the implementation of the ██████████, described in “service and engagement” below.

- Fully overhauled and developed new curriculum for ██████████ from a didactic program to a discursive, panel type format of learning and teaching to better reflect the realities and complexities of ██████████ and the requirement for collaboration with colleagues. I subsequently created a **new assessment experience** in line with the new learning and teaching format (case presentations and associated literature review) as opposed to the pre-existing written exam, which was inauthentic and a source of great angst for students and staff alike.
- Embedded authentic simulation activities into the ██████████ curriculum to better prepare students for ██████████ or ██████████ on ██████████ - a direct example of **work integrated learning** curriculum design. This material is strengthened by my ongoing clinical appointment, as I can build genuine simulation activities that reflect modern contemporary practice
- Led **new course development**, building foundational practical skills content into ██████████, with emphasis on safety and quality in ██████████ ██████████ ██████████ - a critical requirement for accreditation and real world **professional standards**.

Additionally this year I have initiated and led two major **curriculum benchmarking** processes:

- A formal collaborative curriculum and assessment **external benchmarking** processes ██████████ ██████████. Through a formalised MOU, I led the refinement of the benchmark process across the two institutions. This structured process of benchmarking and feedback will lead to a formal report with accompanying best-practice recommendations (expected completion early 2023).
- In February I initiated and hosted a consultation evening with our local clinical partners. This speaks to leadership within the program; **facilitating industry and external input into our curriculum**. ██████████ who work in ██████████, and who host our students on placement, were invited to comment on the currently taught curriculum for the ██████████ ██████████ stream. This was done through a guided and structured process of enquiry to consider whether what is being taught aligns with ██████████ expectations. This process largely

provided positive reinforcement to what is being taught and how it is being taught, but also provided some constructive feedback which I have acted on (such as embedding additional simulation-based teaching activities to help students better perform with [REDACTED]). I have added a quote to the Appendices from feedback emailed to me by one of our [REDACTED] partners, who manages student placements [REDACTED].

My ongoing [REDACTED] allows me to maintain close working relationships with [REDACTED] industry partners, which benefits our students and curriculum. For example, my ongoing relationship with [REDACTED] has led to them donating a new [REDACTED] to the [REDACTED] program, which the students would otherwise not have had access to. Additionally, continuing to work [REDACTED] is an excellent source of information that allows for informal evaluation of our program and how our students and graduates (and by extension our curriculum) are performing in the [REDACTED]. It also provides me with many real life, contemporary [REDACTED] examples that I can develop into stories and reflections to share with students in my teaching.

1) **Achievements in RESEARCH** *(Not applicable for Teaching Scholar applicants)*

Research is an area of future development for me and is frankly an area that has been deprioritised as I juggle my various commitments outlined above in the Equity Considerations sections.

I am invested in the development of research skills. I have started this journey by taking on the role of co-supervisor for a [REDACTED] project [REDACTED] which is expected to result in publication in 2023. This project directly links into some of my other current leadership and program development projects, such as the creation of a [REDACTED] training pathway and recruitment and retention of Aboriginal students. I have attended a Research Supervisor Induction workshop hosted by the UNDA HDR team this year to develop my knowledge of processes and procedures in this space.

Above all else, I am committed to ensuring that I stay up to date with the ever changing landscape of evidence based practice and I deliberately dedicate time to doing this, and translating this into my curriculum. Additionally I dedicate time to ongoing professional and skills training - please see in the Appendices an indicative list of training I have undertaken during my tenure at UNDA, which I believe evidences my tangible commitment to the development of myself and others.

Achievements in SERVICE AND ENGAGEMENT

I take great pride in the strong, respectful, professional relationships I build with colleagues and students. Staff and students gravitate towards me for pastoral care, guidance and mentoring, reflective of my skills but more importantly my passion for supportive and authentic leadership. I engage in thoughtful **relationship building within the wider university**, not just at the School/Faculty level. I deliberately foster close working relationships and friendships with the marketing team, prospective student office and academics and support staff from other schools to facilitate a collegial and supportive, multidisciplinary network.

The strongest evidence for my performance in service and engagement is reflected in my formal 2022 performance review, whereby by [REDACTED] rated my performance as **“outstanding” against all performance domains**. As part this promotion application, I sought 360 degree feedback from various members of the team within [REDACTED] to capture their perceptions of my leadership capabilities and interpersonal skills, which I have shared in the Appendices as “staff feedback quotes”.

As the [REDACTED] for [REDACTED], I perform a range of **broad leadership and governance functions**, including being directly responsible for the management of all student-facing matters such as (but not limited to):

- Student advocacy, pastoral care and support
- All processes around exams, such as deferral and special consideration assessment and approval
- Collating, assessing and approving advanced standing applications including complex cases from students with prior [REDACTED] (overseas qualified) degrees.
- Leave of absence (temporary and long term), which requires governance of tracking and managing student absence, including ensuring the integrity of missed learning opportunities and assessments
- Program planning (including the development of bespoke planners for students in unique or vulnerable situations)
- Disciplinary matters as required
- Managing student grievances

QILT data presents a narrative of [REDACTED] program consistently performing well above the national average in Graduate Satisfaction domains. In the time period in which I have been in a leadership position within [REDACTED] there have been further positive trends in domains directly related to

student facing matters such as Overall Experience and Satisfaction, Student Support and Teaching Quality, which I believe I have been able to impact through my support of not only the students, but also the staff within the Program. Please see evidence of this as “QILT data” tabulated within the Appendices.

In addition to student facing leadership, I also undertake **formal academic leadership** (in consultation with the Head of Discipline) including:

- Managing the delegation of staff workload allocations
- Staff coaching and performance management
- School managerial matters
- Staff recruitment (including being invited by the [REDACTED] to participate in recruitment panels for Senior Level positions within the Faculty)
- Mentorship, orientation, and support of new staff
- Day to day trouble shooting of issues related to staff absence, contingency planning and redeployment of staff as required

In the last 2 years, I have played a leading role in **attracting and recruiting many of our key human assets** within the [REDACTED] program, including our Director of [REDACTED], a Senior Research Scholar and a variety of Academic staff members on FTE and sessional contracts. In addition to this in 2022 I was a member of the interview panel for our new Faculty Curriculum Manager and will be a panel member for the Program Coordinator for [REDACTED] in the coming weeks. I hope to be able to continue to contribute to the broader faculty in this regard in future.

My other **significant leadership** functions, outputs and achievements at the University include;

- Design and oversight of the construction of the [REDACTED], including management of [REDACTED] on completion (with future intent to survey students on their experience of the new facility at the end of this semester)
- Appointment to the Faculty Board
- Development of the [REDACTED] Program's [REDACTED]
- [REDACTED] Senior Leadership Group member, a collaborative working group that represents consultative, high level decision making within the [REDACTED] program
- Chair of the [REDACTED] Committee, a formal avenue for students to offer actionable feedback on all aspects of the [REDACTED] program

- Faculty Staff and Student COVID Advisory Groups and School Lead for the management of COVID information, strategies and planning within [REDACTED]. This included close monitoring of the ever changing local situation and translating this into timely advice and consultative leadership across [REDACTED]. I also developed a suite of resources summarising local government and University policies and pathways to serve both staff and students.
- Development of critical governance documents such as Terms of Reference for our [REDACTED] Group and [REDACTED] Committee, [REDACTED] workflow and orientation manuals
- Running critical teaching and learning quality improvement processes such as student focus groups and writing associated reports for academic staff
- Invited by the Executive Dean to the Fremantle [REDACTED] Committee
- Organisation of [REDACTED] Orientation and Open Day events, with the inclusion of significant events such as a welcome smoking ceremony (an important requirement for creating a culturally safe learning environment and serving our accreditation requirements) as well as leading the [REDACTED] staff through a variety of student orientation presentations.
- Program [REDACTED] of the implementation of the [REDACTED]. This includes comprehensive curriculum mapping as part of accreditation requirements, curriculum development, sharing of resources with staff (including promotion of training events around culturally safe practice, and undertaking the initiative to make these mandatory) and extensive consultation with the Aboriginal [REDACTED] team from the School of [REDACTED] regarding best practice for future improvements to curriculum.
- Development of [REDACTED] for [REDACTED] for 2023 with [REDACTED] funding resources
- Organising and hosting the 2021 [REDACTED] awards ceremony
- Fire warden

As a leader, fiscal obligations to the University are paramount. **Financial sustainability** has driven me to make several changes to curriculum and work processes resulting in considerable savings to the University, all while maintaining the level of excellence which meets our standards and requirements:

- In 2020 I independently undertook an extensive review and benchmarking project into the ongoing inclusion of [REDACTED] in the [REDACTED] program. It was found to be unfit for its intended purpose and by removing it from our curriculum I saved the program approximately

\$15,000 per year. Additionally, I was able to replace the course with content that was better suited to our needs.

- Since my appointment to the [REDACTED] stream lead position, I have managed this stream with less FTE than in previous years (1.3 FTE, plus minor sessional support compared to 2.0 FTE in 2020)
- Rationalisation of activity within the [REDACTED] team. For example, reviewing and subsequently removing the [REDACTED] and reducing an excessive reflective journal assessment load, both of which created significant strain on the students and staff without adding demonstrable value. This directly contributed to the [REDACTED] efficiency: now operating at 1.6 FTE (as opposed to 2.4 FTE when I was first appointed to this role). This equates to a cost saving of approximately 0.8FTE academic salary. Additionally, the new framework of the reflective journals I created now better suits accreditation and practice threshold requirements.
- As course coordinator of [REDACTED] I removed all guest/sessional input from the course; instead working with staff to develop our content using the expertise already available and saving the University approximately 40 hours' worth of guest lecturer expenditure.

I undertook a significant role in 2022 re-accreditation process of the [REDACTED] program. This included initial planning and structuring of our report in consultation with the Head of Discipline, as well as taking ownership of formal reporting of the [REDACTED] Program's commitment to [REDACTED]. This included completing a formal [REDACTED] Commitment and [REDACTED] Professional Readiness Assessment Compass [REDACTED] assessment and mapping the inclusion of [REDACTED] in the [REDACTED] curriculum against the [REDACTED]. Working alongside other members of the [REDACTED] leadership team, I led various preparatory function for the panel's site visit (such as organising and leading a staff workshop to aid staff readiness, developing resources for staff, identifying and addressing shortfalls in curriculum and organisational processes). An identified shortfall in the process is that our [REDACTED] needs to be more robust and that the program needs to recruit and retain First Nations people to our staff and student bodies. Consequently, I now lead a variety of projects [REDACTED] to improve the program's performance in these domains.

As alluded to above, I am a member of the [REDACTED] group, and one of our key projects currently is the development of our future [REDACTED] program. As part of this consultative group, I have contributed to development of the initial business case, program curriculum, regulations, learning outcomes, admission processes and requirements, as well as all strategic and practical considerations related to the implementation of this program. I have also driven the inclusion of new courses that will

service the needs of this program and the undergraduate program (for example; I proposed a new and [REDACTED] [REDACTED] course that includes [REDACTED] to better serve our professional and accreditation needs and advance the implementation of the [REDACTED] [REDACTED]. My expertise in current practice and relationships with the [REDACTED] have proven vital in this planning, as I have a contemporary understanding of unmet needs and [REDACTED] [REDACTED] the local [REDACTED]

I am committed to contribution to the [REDACTED] profession, as well as my multidisciplinary colleagues. I am a member of the [REDACTED] which is the leading professional [REDACTED] body in [REDACTED] in this region. I have been appointed a member [REDACTED]

[REDACTED]. This is expected to produce a publication later in 2022. Additionally, [REDACTED] provides me with timely access to research and information regarding new innovations in [REDACTED]. For example, through a [REDACTED] forum regarding how other states and countries had innovated to deal with [REDACTED], I learnt about the novel concept of [REDACTED]. From here I disseminated this concept and associated literature to my [REDACTED] colleagues at [REDACTED] and they were able to get a head start in professional development within the [REDACTED] to help them prepare and upskill for the [REDACTED] [REDACTED]

Additionally I am participating in a nationwide [REDACTED] collaboration, which is a collaboration of a large group of [REDACTED] academics. Our primary goal initially is to produce a standardised set of video resources to teach [REDACTED] [REDACTED], but will also result in many more long term outputs that service the profession.

Both of the above examples directly speak to my [REDACTED] expertise and my demonstrated ability to lead and cooperatively participate in strategies for training for the [REDACTED] profession.

I would like to conclude this application by reiterating the immense pride I have in working for an organisation that so values pastoral care, excellence in teaching and learning and in doing so, provides me with opportunity to engage my passion for providing these services. I thank the panel for considering this application.