

PART 2: CASE FOR PROMOTION

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

I am the Discipline Head of [REDACTED] and have enjoyed program coordination of two postgraduate degrees since I commenced at Notre Dame back in 2014. I am currently active in the space of both national and international curriculum development, an external program accreditation reviewer, active researcher (with more than 55 peer-reviewed outputs), member of [REDACTED] and chair of School Research Committee as well as numerous other school committees. More recently, my leadership and service responsibilities have allowed me to oversee development of new facilities for accreditation and establish educational and industry links to strengthen our [REDACTED] programs.

Having come from a larger university, Notre Dame has allowed me the opportunity to develop my skills in the three Areas of Academic Endeavour that I would not have been given the chance to elsewhere. In my time here, I have grown both professionally and personally and in my developing academic portfolio, which I have seen continual growth in both areas annually.

Professional Qualifications

2021 Accredited Mental Health First Aider (MHFAA)

2010 [REDACTED]

2008 [REDACTED]

2008 [REDACTED]

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

Learning, Teaching & Scholarship – Outstanding

Criterion 1: Design and planning of learning activities

I have been involved in the development and modification of multiple programs, both nationally and internationally. Below are six programs that have seen me lead effective curriculum development. Most programs have seen curriculum development based on changing accreditation requirements as well as increasing both UG and PG student pathways.

Bachelor of [REDACTED] Discipline Head (2021 – present)

Responsible for re-accreditation application with governing body [REDACTED]. Accreditation awarded until 2025. New [REDACTED] standards' implemented requiring new course development to meet accreditation requirements – PCAC and AC approved.

UG Diploma of [REDACTED] (2023 start)

Creation and then development of business case and PCAC documentation for new online Diploma and pathway award into [REDACTED]. Led curriculum development and course writing for 8 courses to be offered from 2023: primarily aimed at Y11 &12 students – PCAC and AC approved.

PG Diploma of [REDACTED] program coordinator (2019 – 2021)

Led Development of online PG program with eight new courses being developed and written.

PG Diploma of [REDACTED] (2017 – 2019)

Developed two new courses to meet accreditation standards [REDACTED]

International Dual Award [REDACTED] (2021 – present)

Collaborating with international colleagues on development of a 4-year dual award allowing students to obtain a diploma award at [REDACTED] during completion of a 3-year bachelor degree.

Graduate Entry Masters in [REDACTED] (2023 start)

Involvement in [REDACTED] curriculum development for students to transition to [REDACTED] at the completion of [REDACTED].

My ability to develop and modify existing programs has come from a national course accreditor role I applied for and was awarded in 2021 through our national accrediting body [REDACTED]. As a national accreditor, I work with academics from other national universities to review and accredit UG and PG programs. This includes site visits and extensive consultation to assess whether the program meet accreditation requirements. At a school program [REDACTED] level, there is a requirement within [REDACTED] accreditation to benchmark courses against national and international universities [REDACTED]. This is currently being undertaken with three national universities where I have set up MOUs for benchmarking activities. I lead this significant project which has enabled recommendations and course design modifications and implementation within [REDACTED] which has benefitted the program by strengthening our accreditation. I lead mentor and support colleagues in the planning and modification of new and existing courses, to better prepare our students across all three Objects of the university. Overseeing development of two new courses in the [REDACTED] degree strengthens student work integrated learning and leads to a stronger practicum program to develop their industry engagement. Also, see Criterion 2 below for additional information.

Criterion 2: Teaching and supporting student learning

Criterion 3: Assessment and giving feedback to students on their learning

Criterion 4: Developing effective learning environments, student support and guidance

Criterion 5: Integration of reflective learning and teaching practice, and the Scholarship of Teaching and Learning (SoTL), professional and community activities

TPE and CCE reports for the last 3 semesters are included at the end of this portfolio (all UMR >4.30). Every year since I started at UNDA in 2014 I have reported a TPE score of >4.30 for both UG and PG courses. Further, in 2017 and this year, I took part in an initiative by the Learning and Teaching Office (LTO) in peer review of teaching. On both occasions teaching was observed, and feedback was given for a follow-up focus group led by Dr [REDACTED] and [REDACTED]. It was a valuable learning experience for all staff involved to promote positive teaching strategies within the school. Appendix 1 shows the peer-teaching review for 2022.

One of my strengths is embracing technology in teaching. Appointed 'school online champion' by my Dean in March 2020 at the onset of Covid pandemic and in correspondence with Dr [REDACTED] from the [REDACTED], I assisted all [REDACTED] staff to utilise interactive methods of course delivery (i.e. Blackboard Collaborate or Camtasia). For 'hands-on' labs and tutorials that required student interaction, I utilised Camtasia to collate video recordings of the lab being performed then screen-recorded the lab tools (i.e. Word, Excel, pdf, etc.) with voice over recordings to make the learning experience as interactive as possible. I also presented many demonstration videos of how to utilise this software as well as course delivery through Blackboard. This is something that I still do today to support lecture recording simultaneously with face-to-face teaching. My videos went on to be implemented into the LTO TEL Resource Catalogue for university-wide usage to assist all teaching academics (see below). This method of online delivery for both my UG and PG courses has produced over 60 lecture and tutorial videos, now used to supplement student learning. I have also authored three publications including a presentation at a national conference relating to predicting success of those students (items 22, 26, 54 in publications list at the end of this portfolio) and been able to develop curriculum targeting mathematics and supplementation of self-developed online resources which are vital to the two UG courses I coordinate [REDACTED].

Criterion 6: Evaluation of learning and teaching practices and professional development leading to enhanced student outcomes

See Criterion 1 & 2. National benchmarking activities and national program accreditor role has allowed me to modify our own [REDACTED] degree to strengthen accreditation of the program, but also develop new courses within [REDACTED] to enhance student learning. The drive behind my curriculum development has come from a combination of my industry experience, national accreditor and benchmarking roles, as well as skills learned by completing the [REDACTED] in 2019

Criterion 7: Professional and personal effectiveness

The significant leadership position of discipline head of [REDACTED] has increased my responsibility in the provision of an excellent university experience and pastoral care to both UG (undergraduate) and PG (postgraduate) students (including HDR students), as well as a greater number of staff. One key area we emphasise in staff meetings is 'students at risk'. This key initiative highlights any students who would likely benefit from being contacted to check in on them through missed attendance or assessment issues.

Summary points

- Current [REDACTED] Discipline Head and previous program coordinator of two PG degrees.
- Led the restructure of [REDACTED] degree to align with current industry standards and developed new courses for on-campus and practicum courses all of which was guided by my involvement as an [REDACTED] national course reviewer and my industry involvement [REDACTED]
- Lead role in [REDACTED], allowing for growth in student intake and optimising the quality of new courses offered.
- Highly involved in new curriculum development at both UG and PG level both internally and externally [REDACTED] online and face to face.
- Undertaken National and international benchmarking activities for the [REDACTED] [REDACTED] [REDACTED].
- Consistent high performance 2014-2021 (TPE average 4.52, CCE average 4.37).
- Grad Cert University Teaching completed 2019
- Exceptional innovation in teaching and learning which has also been appropriated and implemented by the LTO.
- Involvement in research to optimise curriculum for transitioning secondary-to-tertiary students for success in health science related programs.

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

Research – Sustained High Performance

Criterion 1: Advancing the discipline, and building the reputation and recognition of research excellence

Criterion 2: Research output and funding

Criterion 4: Research training and mentoring and fostering positive research culture

My research outputs to date include over 55 peer reviewed journal articles and conference presentations, including 4 peer reviewed outputs this year alone with up to 5 more planned before the end of this year. My outputs made a significant contribution to attaining an ERA rating of 4 'above world standard' for [REDACTED] at UNDA. My h-index is 18 and i10-index is 27, with 93% of my journal articles published in Q1 or Q2 journals. Central to this has been my supervision of 16 HDR students to date, including 3 PhDs. Further, two recent PhD students have gone on to work for [REDACTED]

organisations and implemented their research at the highest level [REDACTED] with a successful funding acquisition of \$22,500AUD from [REDACTED]. A full listing of my research outputs, HDR supervision (Appendix 2), journals that review for, external HDR theses examined, and research related roles undertaken for UNDA including [REDACTED] member and Chair of [REDACTED] can be seen in appendices 2 and 3, respectively.

Criterion 3: Translation, commercialisation and industry engagement

Criterion 5: Establishing, leading, or participating in successful research teams or collaborations, and fostering interdisciplinary research

My research journey has empowered me to conduct experimental research in both performance and clinical areas of [REDACTED]. As previously mentioned, two of my PhD students have gone on to work for national organisations in [REDACTED], and their published work has led to training modification and talent identification strategies. From my own work in a clinical perspective, I have been an accredited [REDACTED] [REDACTED] since 2008. As an [REDACTED] professional, I have been successful in integrating research translation and industry engagement in the field of [REDACTED] strategies for seniors. A recent [REDACTED] research group I led has garnered success and significant media attention as well as producing research outputs (see appendix 2 – in the media). I have also been an approved education provider for the Australian [REDACTED], and have been invited to present my work at their national training workshops to advise teaching professionals of best practice [REDACTED].

As previously mentioned, my appointment to [REDACTED] Committee allows me to assist researchers in the school through mentoring, preparing and reviewing research documents, promoting and disseminating research materials within the school and the university, organising and chairing HDR proposals, and organising external reviews of HDR proposals and theses.

Summary points

- Over 55 peer reviewed journal articles and conference presentations, including 10 peer reviewed outputs this year alone with up to 5 more planned for 2022.
- My h-index is 18 and i10-index is 27, with 88% of my journal articles published in Q1 or Q2 journals with 874 citations.
- Provided a significant number of research outputs towards an [REDACTED] ERA rating of 4 'above world standard' for UNDA. One of only two ERA reporting areas to report a rating of 4 within UNDA.
- Supervision of 18 HDR students to date, including primary supervisor on 3 PhDs.

- Two of my three completed PhD students have gone on to work for national recognised organisations.
- Chair of [REDACTED] Committee for [REDACTED] for 2022, and member of [REDACTED] since 2021.
- Mentorship of HDR students with a drive for end-user engagement and publication.
- Journal and thesis reviewer for 13 international journals and 4 Australian universities.

Achievements in SERVICE AND ENGAGEMENT

Service & Engagement – Sustained High Performance

Criterion 1: Active service and contribution to the University's Objects and business via School, Faculty and University activities

Criterion 2: Contributing to the advancement of the discipline, profession or practice

I have been involved in a wide variety of roles at UNDA that support the Objects of the university, School of [REDACTED]. Appendix 3 provides details of the various roles I have undertaken from a committee perspective both internal and external on behalf of UNDA which include

[REDACTED]. In support of contribution to the advancement of the discipline, profession, and practice, I have been involved in many initiatives UNDA has driven both nationally and internationally. From a national / school perspective my key role as Discipline Head of [REDACTED] within the last 12 months has seen a significant development for the degree at UNDA. I was asked to present at the VC update by Vice Chancellor Francis Campbell and Pro Vice Chancellor Communications & Engagement, David Harrison on the facility changes in [REDACTED]. Leading the [REDACTED] staff collaboration on new facilities and design, a complete renovation was undertaken to increase lab space by 50%. This work means [REDACTED] complies with accreditation standards and affords a new lab space that has been described as better than other leading WA universities by one of our MOU partners. This development has led to program changes in the [REDACTED] degree to strengthen student learning and skills as described in Criterion 1 of Learning, Teaching & Scholarship.

Further, as Discipline Head, I was responsible for attaining re-accreditation through our governing body [REDACTED] through to 2025. With the re-accreditation and new facilities, the opportunities to establish MOUs with organisations to strengthen student learning, skills, and practicum opportunities arose. I have established MOUs with [REDACTED] and [REDACTED] to allow graduating [REDACTED] students stronger employment opportunities in industry. Internationally, I have represented PSO in Singapore on a number of occasions to promote UNDA programs and have developed a dual-award in [REDACTED] in London, under the guidance of Deputy Vice Chancellor – International & Partnerships, Prof. [REDACTED]. This will see a student exchange

program where students can obtain a Diploma in a specialised field during their attainment of a bachelor's degree.

Criterion 3: Active service and contribution to the Church, community, Government or Industry

As previously mentioned, working as an [REDACTED] professional, I have had the fortunate opportunity to establish a community-based service within the school. Having previously worked in multiple private practices, I was able to establish the [REDACTED] in 2019 within the school and utilise the facilities to provide services through Medicare and private health. This has created opportunities for practicum students but has also led to strong research opportunities, and industry engagement, as discussed in Criterion 3 & 5 of Research.

Criterion 4: Professional development of self and others

Criterion 5: Advancement of Aboriginal and Torres Strait Islander culture

I was fortunate to have the chance to complete a Mental Health First Aid course (31/10/2020), which has been invaluable in assisting students requiring support. I also attended a Cultural awareness workshop (28/06/2018). As a representative for [REDACTED] for the School of [REDACTED], I have prepared and presented lab activities for Clontarf student visits.

Summary points

- On-going contribution to [REDACTED] International, travelling to Singapore for promotion of [REDACTED] at international university expos and benchmarking (Singapore Polytechnic, Republic Polytechnic).
- International collaboration for curriculum, research, and student travel with St Marys (London, UK).
- Appointment to Discipline Head and Chair of and representative on UNDA and national external committees [REDACTED]
- Professional affiliations and industry linkage with state and national organisations to enhance curriculum and student employment opportunities post-study.
- [REDACTED] Consultative Committee member
- Developed MOU and curriculum pathway links [REDACTED] to utilise new lab facilities for research and practicum opportunities for students
- Appointed 'Change Champion' 2022 – UNDA advisory group for new technology and implementation for staff
- Lead role in facility development for [REDACTED] Lab. Completed early 2022. New facilities exceed accrediting body [REDACTED] standards and requirements and demonstrably improve the accredited [REDACTED] program.