

PART 2: CASE FOR PROMOTION

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

Thank you for considering my application for Academic Promotion. I was initially employed in 2017 on 0.6FTE, with my role split between teaching (including coordination) and program evaluation for the [REDACTED] program. I now coordinate two courses in the Graduate Diploma of [REDACTED] [REDACTED] in my role as a Teaching Scholar and am developing a new nested suite of programs in the Master of [REDACTED]. I am a committed and passionate educator. My training and experience has given me a range of expertise in higher education that allow me to make a valuable contribution to the University, Faculty and School. In coordination of courses for the [REDACTED] and in development of the [REDACTED] I have gone beyond my current level, at or above level B, to ensure the delivery, governance and promotion of the programs.

I provide outstanding coordination and teaching that is informed by feedback, scholarship, and the values and objects of the University. My teaching is central to discipline goals. [REDACTED].

Communication was named as a central discipline by the World Health Organisation and is otherwise central to the practice of [REDACTED] and a core element of the accredited [REDACTED] programs. In the WHO Strategic Communications Framework, communication is recognised as integral to [REDACTED] in building the capacity of [REDACTED] professionals and in the necessary work of [REDACTED].

[REDACTED] Research shows the centrality of communication [REDACTED] are the focus of much of UNDA School of [REDACTED] teaching, especially in [REDACTED].

While my role has not included time dedicated to research I have brought my research expertise to bear in my teaching. I have developed a research project examining the role of [REDACTED] in [REDACTED]. This area of research addresses a blind-spot in current understanding of [REDACTED].¹This work aligns with and informs my teaching, a foundational concept being that [REDACTED].

During the period of my employment with the University I have engaged in continual self-development with the effect of furthering student learning, experience and quality outcomes. I have undertaken Continuing Professional Learning with the Learning and Teaching Office, participating in many

¹ Research shows [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED].

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programs and workshops. I am keen to extend my teaching across the Faculty and University. I have recently joined the [REDACTED] Research Network run out of the University of [REDACTED] and am in the process of commencing engagement with Higher Education Accreditation institutions.

My service and engagement activities range from local contributions to sitting on the National Evaluation Committee for the School of [REDACTED]. I continually engage with events organised by the school and university. I am committed to my own growth and that of my colleagues, and work to support the students through pastoral care and the advancement of Aboriginal and Torres Strait Islander culture.

My aim is to become an international leader in the public understanding of [REDACTED] and in the delivery of higher education. I am continually seeking opportunities for growth and engagement within the School, Faculty, and University.

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

[REDACTED] and [REDACTED], my primary area of expertise, is a trans-disciplinary field that bring [REDACTED] and [REDACTED] into contact with education, marketing, communication, cultural studies, business, and the arts and humanities. Students in this area include [REDACTED] professionals but also many [REDACTED] and [REDACTED] professions including business, marketing, communication, and even architecture to name only a few. Communication is crucial to the practice of [REDACTED] and [REDACTED], from the [REDACTED] to large-scale [REDACTED] communication. In the COVID-19 era we have been consistently engaged with these areas as professionals and as citizens. My teaching demonstrates sustained excellence in furthering this area of knowledge within the School and Faculty and for our growing postgraduate cohort.

My case for Outstanding performance in Learning, Teaching and Scholarship is supported by the below achievements, which demonstrate sustained performance in this area at levels higher than my current appointment.

In 2018 I began coordinating the course, [REDACTED] for the Graduate Diploma of [REDACTED] and have since been the coordinator, lead teacher, and lecturer. Since 2020, I also coordinate the delivery of the course, [REDACTED]. All activities are planned for effective learning and professional relevance. Learning activities combine core conceptual development with practical skill development and build organically from fundamental principles to professionally relevant outcomes. Multiple students have commented formally and informally that the course has delivered career-relevant learning.

During S1 2020, the Graduate Diploma program moved online due to COVID-19. The [REDACTED] Course was then offered again the same year as part of the government's COVID-19 retraining initiative in a condensed 7-week format. In 2021, a further redesign was conducted to offer the course fully online over 13 weeks.

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For each context of delivery I undertook major redesigns of learning activities and assessment. I pre-recorded lectures enabling a flipped-classroom model with asynchronous delivery of pre-work and active learning during synchronous sessions. Evidence shows that students engage less easily online. In response, I structured tutorials around 20-minute segments designed to maximise teacher-student and peer engagement. I also incorporated new technologies to enable and enhance student learning. I dedicated additional time in virtual classrooms to issue-framing, discussion and feedback, and student questions. I have also used discussion boards to both receive and give feedback on course content, assessment, and student learning outcomes.

I consider myself a leader in using online technologies. My goal is to not simply replicate the face-to-face environment but to craft the best possible online learning experience with the technologies available.

I have used such technologies to incorporate case studies and professional and industry partnerships into my teaching. I have engaged experts from the media [REDACTED] and government [REDACTED]. Further, I have designed activities around exploring online-accessible Government resources during classes, engaging the students in critical and practical tasks. Both forms of inclusion have brought immense experience and value to the courses, which has positively impacted student perceptions of the value of the courses and the quality of their learning.

In 2020, I received a University Letter of Merit (see Appendix 1) for the quality of my teaching. My excellence is further demonstrated by CCE and TPE scores and feedback [REDACTED] TPE UMRs: 2022, 4.52; 2021, 4.72; 2020, 4.5. [REDACTED] [REDACTED]: 2022, 4.23; 2021, 4.58; 2020, 4.17. See also appendix of evidence), feedback from teachers under my supervision (see appendix 2.2) and student feedback (See appendix 2 &3). The excellence of my coordination, design and delivery is further shown by the inclusion of [REDACTED] in the core curriculum for the full nested suite of programs in the [REDACTED]. Similarly, [REDACTED] will also be offered as an elective in a Graduate Diploma/Masters in [REDACTED].

Due to increased enrolments from 2021 onward, I have employed sessional tutors for the delivery of [REDACTED]. This involved seeking, vetting, and managing sessional teachers and mentoring them throughout semester. To manage a team for online learning I innovated in the delivery of course content to maximise learning quality and outcomes across multiple tutorial groups. I also instituted practices for the standardization of assessment marking. In the assessment of student oral presentations, for example, I used the online format to run marking standardization meetings over Zoom using recorded exemplars. This allowed us to mark examples in real-time, discuss our feedback and marks, and balance our judgements against a common standard, which lead to strong consistency across markers.

I am committed to the learning environment as an accessible and supportive space. I pay close attention to student feedback, both formal and informal, and regularly make changes to teaching and

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coordination based on student success and feedback. I practice a student-centred approach to learning that foregrounds feedback and support while fostering autonomy. I have been able to create supportive and productive learning environments that engage students with their learning and with the program. Feedback has repeatedly affirmed that not only has the course had a significant impact on students' communication skills, but that this has been useful in their professional lives and subsequent study. Multiple students have stated that they wished the course had come earlier in their studies.

My excellence in teaching and support of student learning comes both from my experience in the tertiary environment and from engagement with evidence-based scholarship. Scholarly literature and survey data (e.g., QILT) show that students increasingly feel disconnected from their universities. This lessens engagement with learning, teachers and peers, which in turn lowers outcomes and raises attrition.² This is directly relevant to the delivery of courses within the [REDACTED] and [REDACTED], which are fully-online and aimed at postgraduate students.

To address this, I designed teaching delivery to maximise student engagement and foster connection and belonging. The first two sessions of my courses dedicate significant time to getting to know the students, building relationships between the students as peers. Students are also given frequent opportunities to engage with their peers and with the teachers both in class discussion and in online discussion forums. I dedicate significant time each semester to having one-on-one meetings with students. This approach addresses key components of student disengagement: a) sense of belonging, b) social disconnection, and c) online communication comfort.

Assessment stress is another impactor on student wellbeing that can lead to disengagement.³ Beyond always returning detailed assessment feedback in a timely manner, I continually refine assessment design for [REDACTED] and [REDACTED] to make expectations as clear as possible. The assessments for [REDACTED] and [REDACTED] are strongly tied to contexts of professional expertise with clear professional contexts around expectations for format, clarity and readability, and demonstration of skills. (See appendix 5.1)

In 2020, the main piece of feedback was that students needed more guidance on assessments and information on the specific expectations for different tasks. This was especially important for those coming from science backgrounds who were less comfortable with communication. As a result, I created new assessment documents and more detailed rubrics. I also dedicated more time during tutorials explaining these tasks and working through examples with the students in real time.

These practices led to a significant improvement in student evaluation of this aspect of the Course. The UMR for the question that I 'Ensured that the learning objectives were clear and understood' rose from

² See '[Exploring course experiences that predict psychological distress and mental wellbeing in Australian undergraduate and graduate coursework students](#)'. This effect is even more marked online and with mature-age students.

³ '[How universities can enhance student mental wellbeing: the student perspective](#)'. Especially lack of clarity around expectations of assessments and their timing.

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asynchronous lecture recordings, for example, to better lead students through the learning-narrative. The positive impact of these activities shows itself in the quality of the course itself, the high level of student satisfaction, and the high levels of student learning in the course.

Student feedback in 2021 identified the need for additional clarity around assessments in [REDACTED]. This feedback directly led to the creation of a new curriculum module in 2022 (currently being delivered) and the dedication of increasing time to assessment development activities. All changes made in response to student feedback are too numerous to list fully in the space allowed.

Since late 2021, I have worked on the new [REDACTED] program with Prof. [REDACTED]. This follows the inclusion of [REDACTED] in this program's core curriculum. I have turned my expertise toward coordination and delivery of learning and teaching at the program level, including horizontal and vertical alignment of learning outcomes and assessments.

I also offer guidance and advice to two teachers new to the online learning environment. I have been able to empower others to design learning activities more confidently for online classrooms. I worked in that team to bring these new courses into fruition, with the program nearing the end of its first year. My impact in this area is shown through personal correspondence with these individuals (see appendix 2.1).

At the heart of all of my work at UNDA is a commitment to student-centred learning informed by the University's Catholic values and Objects that requires dedication to pastoral care. I strive for consistent care, guidance, and mentorship of students at all levels. I believe teaching should be dedicated to guiding, educating, and also challenging students to grow as individuals and reflective citizens. This means building a safe learning environment in which students feel comfortable as they build their skills and knowledge. It also means providing consistent and useful feedback at every opportunity while being sensitive to students' needs as individuals.

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

N/A

Achievements in SERVICE AND ENGAGEMENT

My case for High Performance in 'Service and Engagement' is supported by sustained high performance and contribution at levels higher than my current appointment with impact at the National School level.

I show consistent willingness to work with other academics to achieve School, Faculty or University goals. I work closely on the delivery of program and faculty goals, including the development of new postgraduate programs. I have built relationships with colleagues in other Schools within the Faculty, including [REDACTED], and have engaged in knowledge and resource exchanges with colleagues in Fremantle.

In the development of the [REDACTED] program I have gone beyond my current level to develop marketing materials for the program, engaging with Student Administration, Fees, Admissions and the Prospective Students Offices to bring the program to fruition. My effectiveness and collegiality in this work is clearly demonstrated by the successful launch and delivery of the Graduate Certificate level of the program and in emails from colleagues within the University. I have also been instrumental in helping new students through the enrolment process, resolving issues with IT, access to Blackboard, and understanding of fees liability (see appendix 9).

I have also contributed to the development of [REDACTED], and shepherded changes in Program Regulations through the [REDACTED]. For example, I effected a change to the admissions criteria for the [REDACTED] to fix wording that was stopping Admissions from enrolling applicants at certain levels of the nested program (see appendix 9.2).

In my previous role with Program Evaluation I was responsible for developing and implementing new strategies for the delivery of program evaluation. I analysed Sydney [REDACTED] and compiled a report with recommendations for new strategies for ensuring the reasonable and robust oversight of teaching; this report led to new school level processes for evaluation. I also streamlined processes around Letters of Merit and Follow-Up.

I currently sit on the [REDACTED] Committee as representative of the [REDACTED]. In this capacity I have contributed to new policies and procedures for the management of Quality Assurance processes in the national school. I have been instrumental in shepherding the timely and meaningful delivery of course and teacher evaluations in these programs since their launches (see appendix 8).

I am responsible for guiding and supporting a growing team of academics in the delivery of new courses. This requires leadership and project management within a time-sensitive and complex environment. I also participate as a committee member on the [REDACTED] Committee for the [REDACTED]. I also sit on multiple sub-committees and working groups, including the [REDACTED] course and others at a similar level.

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I have continuously engaged enthusiastically with the School and its activities. I value community within a workplace and have worked to be a visible member of University community, participating in School and Faculty events as much as possible. Examples include [REDACTED] participating in staff wellbeing events, contributing to the University Values workshop, and others.

I have participated in the Program-level orientation sessions run during O-Week for students in the [REDACTED] and [REDACTED] and assisted in exam invigilation for the Foundation Years of the [REDACTED] program. Every year I have marked the portfolio components of applications to the [REDACTED] program and taken part in the relevant training sessions. Since 2021, I have also acted as a marker for the applicant interviews for the [REDACTED] program.

During the COVID-19 lockdowns of 2020 and 2021 I undertook additional temporary duties leading students in RAT-Test processes to enable them to attend campus for Clinical Skills classes twice a week. I undertook the same role during exam period, managing RAT Test processes for our Foundation Year students and Invigilators. I have also contributed to the running of Saturday Intensive sessions for the [REDACTED].

My commitment to the Advancement of Aboriginal and Torres Strait Islander culture is demonstrated through my incorporation of Indigenous health topics into the curricula of both [REDACTED] and [REDACTED]. I consulted with A/Prof. [REDACTED], [REDACTED], in the design and delivery of learning resources and activities. In [REDACTED] this material focused on contextualising and shaping communication for indigenous patients, with a focus on Cultural Safety. The material has been very well received in both contexts. [REDACTED] recent engagement with the students of [REDACTED] has had a significant observable impact on the students' understanding demonstrated in their in-class discussions.

Multiple students have commented in discussion of the profound change in their understanding, increased respect for diversity, values and relationship to Country. The email in appendix 2.2 refers specifically to the session on Aboriginal and Torres Strait Islander health inequities.