

Applying for Promotion to Senior Lecturer (Level E)

Margot Hillel & Katharine Massam

(on behalf of the Promotions Committee of the Academic Board)



Applying for Promotion at the University of Divinity

- Plan ahead for your application –
2026 applications close 11 September
- Prepare your application
 - Follow the requirements: for Level E note international profile, 'standard-bearer' for UD
 - Be selective and keep material relevant
 - Make a case
 - Check with others
 - your principal,
 - someone outside your area (for comprehension)
 - someone who knows your work (for ommisions)



Applying for Promotion at the University of Divinity



- **Learning and Teaching**
- **Research**
- **Academic Leadership**
- **Engagement with Church and Community
(Academic Citizenship)**





Criteria

Academic Staff Policy: <https://divinity.edu.au/wp-content/uploads/2016/09/Academic-Staff-Policy.pdf>

Section 9 : Academic Classification and Promotions and Schedule A

Learning and Teaching					
	Level A	Level B	Level C	Level D	Level E
Overall expectation	<i>Receives support and guidance from senior colleagues while fulfilling their academic role</i>	<i>Demonstrates independence and initiative in fulfilling their academic role</i>	<i>Develops, leads and innovates in their academic role</i>	<i>Leads, innovates and mentors ECR and mid-career academics</i>	<i>Exercises, sustains and fosters academic leadership and innovation</i>
Context	<i>College and Discipline Group</i>	<i>College, Discipline Group and working towards University overall</i>	<i>College, Discipline Group and University, working towards national involvements</i>	<i>College, Discipline Group and University, working towards national and international involvements</i>	<i>College, Discipline Group and University, national and international involvements</i>
Applicants should demonstrate they fulfill the overall expectation for the level of classification they are seeking in relation to the relevant context. The following specific criteria will be helpful in making a case. Achievement against criteria at earlier levels deepens and extends at later levels, and candidates for later levels should bring track record of achievement in the earlier levels. Applicants may also draw attention to other relevant criteria.					



*The grid in schedule A of the Academic Staff Policy gives criteria in each category and **examples** of the activities that support classification at each level.*

Learning and Teaching					
	Level A	Level B	Level C	Level D	Level E
Design and planning of learning activities	- Plan learning and teaching activities - Have sound knowledge of unit content and material - Engage learning technologies appropriately and effectively	- Have deep and thorough knowledge of unit material and awareness of its contribution to the course outcomes - Co-ordinate unit(s) effectively - Apply scholarship of learning and teaching (SoLT) to learning design Prepare and manage tutors and teaching teams effectively	- Design innovative learning activities, including in use of learning technology - Lead overall curriculum development and design - Benchmark unit or course against similar programs	- Lead effective curriculum development at course / award level - Be recognised for innovative curriculum design at course / award / discipline level	- Lead curriculum design and review, planning and development at national and international level - Contribute significant expertise through published student learning materials - Lead in mentoring and supporting colleagues in planning and designing learning activities and Curriculum
Delivery of learning activities and support of student learning	- Implement student-centric delivery of learning activities - Achieve average or above-average student survey scores	- Undertake teaching at a range of different levels and modes - Evidence innovation and creativity in teaching at the disciplinary level - Apply SoLT to delivery and student support - Contribute to effective supervision of HDR students	- Lead innovation and creativity in teaching at the discipline and university level. - Undertake active and effective HDR supervision - Contribute to policies and strategies to promote and support others to deliver high quality teaching	- Be recognized for quality of teaching by peers beyond the university (e.g. invitations to teach in other institutions, receipt of awards, etc.) - Lead support for other colleagues in L&T - Lead innovation in teaching practices informed by SoLT - Establish policies and strategies to promote and support others to deliver high quality teaching	- Lead strategic innovation in enhancing student learning at discipline, university, national, international level - Mentor others in developing effective policies and strategies to deliver high-quality teaching

In relation to Level E:

Overall Expectation:

Exercises, sustains and fosters academic leadership and innovation

Context:

College, Discipline Group and University, national and international involvements

Learning and Teaching



- **Design and Planning of Learning Activities**
- **Delivery of learning activities and support of student learning**
- **Integration of SOTL**
- **Supervision and Research Training**



Learning and Teaching

- **Design and Planning of Learning Activities**

- Lead curriculum design and review, planning and development at national and international level
- Contribute significant expertise through published student learning materials
- Lead in mentoring and supporting colleagues in planning and designing learning activities and Curriculum

- **Delivery of learning activities and support of student learning**

- Lead strategic innovation in enhancing student learning at discipline, university, national, international level
- Mentor others in developing effective policies and strategies to deliver high-quality teaching



Learning and Teaching

- **Integrate scholarship of learning and teaching (SOTL)**
 - Undertake sustained and innovative peer review of teaching practice, informed by SoLT
 - Contribute to successful applications for awards or grants related to L & T
 - Lead collaboration with community, church, professional or other partners responding to challenges in L&T
- **Supervision and Research Training**
 - Demonstrate skills in supervision of HDR candidates, minor thesis and other student research projects

Learning and Teaching

OVERALL EXPECTATION:

**EXERCISES, SUSTAINS AND FOSTERS ACADEMIC LEADERSHIP
AND INNOVATION**

CONTEXT:

COLLEGE, DISCIPLINE GROUP AND UNIVERSITY, NATIONAL AND INTERNATIONAL INVOLVEMENTS

- **Design and Planning of Learning Activities**
- **Delivery of learning activities and support of student learning**
- **Integration of SOTL**
- **Supervision and Research Training**



In relation to Level E:

Overall Expectation:

Exercises, sustains and fosters academic leadership and innovation

Context:

College, Discipline Group and University, national and international involvements

Research



- **Participation in research that leads to peer-reviewed academic outputs**
- **Participation in research activities that foster positive change in the wider economy, society, environment or culture (Research Impact)**
- **Receipt of research funding, by way of internal or external grant**
- **Foster positive research culture (contributions to policy, seminar convening)**
- **Participate in disciplinary or interdisciplinary collaborative research projects within and beyond UD (Research Engagement)**

Research



- **Participation in research that leads to peer-reviewed academic outputs**
 - Hold a significant track record of peer-reviewed publications or non-traditional research outputs benchmarked to the relevant discipline as contributions of quality
 - Undertake peer review for relevant journals and publishers
- **Participation in research activities that foster positive change in the wider economy, society, environment or culture (Research Impact)**
 - Participate in research activities to foster positive change in the wider economy, society, environment or culture
 - Demonstrate expertise in articulating the positive impact of theological research



Research

- **Receipt of research funding, by way of internal or external grant**
 - Lead applications for research funding internally and externally
 - Manage and acquit funded research projects effectively
- **Foster positive research culture (contributions to policy, seminar convening)**
 - Participate in committees relevant to oversight of research and research training
 - Participate in mentoring of ECR
 - Show evidence of an emerging national reputation for research excellence(e.g. invitations to publish, serve on panels)
- **Participate in disciplinary or interdisciplinary collaborative research projects within and beyond UD (Research Engagement)**
 - Lead collaborative research projects within and beyond the university

OVERALL EXPECTATION:

**EXERCISES, SUSTAINS AND FOSTERS ACADEMIC LEADERSHIP
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**COLLEGE, DISCIPLINE GROUP AND UNIVERSITY,
NATIONAL AND INTERNATIONAL INVOLVEMENTS**



- Participation in research that leads to peer-reviewed academic outputs
- Participation in research activities that foster positive change in the wider economy, society, environment or culture (Research Impact)
- Receipt of research funding, by way of internal or external grant
- Foster positive research culture (contributions to policy, seminar convening)
- Participate in disciplinary or interdisciplinary collaborative research projects within and beyond UD (Research Engagement)

In relation to Level E:

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Context:

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Leadership in the Academy



- **Active participation in UD governance and academic policy**
- **UD leadership roles**
- **Leadership in wider university sector or professional organisations**
- **Contributions to Academic professional development**



Leadership in the Academy

- **Active participation in UD governance and academic policy**
 - Demonstrate commitment to specific projects in governance and administration with impact beyond own roles
- **UD leadership roles**
 - Foster a collegial environment, collaborations or teams across colleges, disciplines or with wider community
 - Undertake formal leadership roles within the UD (HoD, Discipline Group co- convenor, Program Administrator)

Leadership in the Academy



- **Leadership in wider university sector or professional organisations**
 - Lead activities related to academic administration (e.g. policy working parties, course reviews)
- **Contributions to Academic professional development**
 - Lead academic and professional events (e.g. conferences, consultations)

Leadership in the Academy

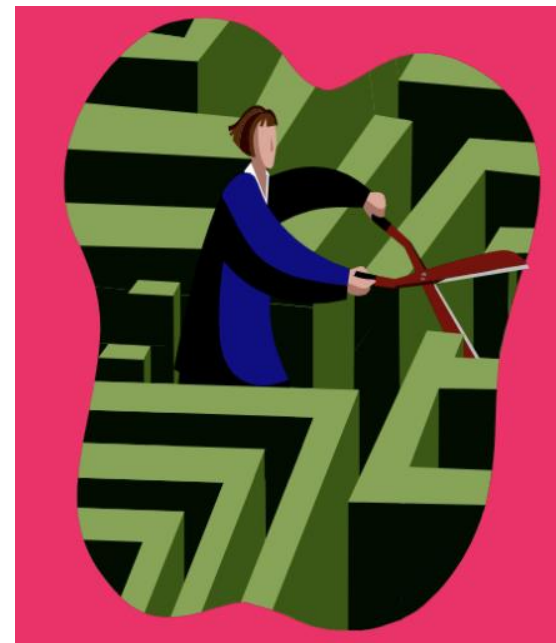
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EXERCISES, SUSTAINS AND FOSTERS ACADEMIC LEADERSHIP
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- **Active participation in UD governance and academic policy**
- **UD leadership roles**
- **Leadership in wider university sector or professional organisations**
- **Contributions to Academic professional development**



In relation to Level E:

Overall Expectation:

Exercises, sustains and fosters academic leadership and innovation

Context:

College, Discipline Group and University, national and international involvements

Engagement in Church and Community (Academic Citizenship)



- **Academic expert contribution to life of wider church**
- **Contribution to public debate**
- **Official positions held on the basis of academic expertise**

Engagement in Church and Community (Academic Citizenship)



- **Academic expert contribution to life of wider church**
 - Lead church- or community- based conference, seminar, public forum
 - Be invited to preach, convene study groups within church or community.
 - Lead scholarly output resourcing church or community
 - Undertake professional consultancies and commissions from the church or community, including leadership of strategic initiatives

Engagement in Church and Community (Academic Citizenship)



- **Contribution to public debate**

- Participate on occasion in public facing media, e.g. opinion article, television / radio interview
- Participate in or hold membership of thinktanks or other relevant bodies shaping public opinion

- **Official positions held on the basis of academic expertise**

- Participate in church or community committees

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