
**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**



**Australasian Law Teachers Association – ALTA
Annual Conference**

61st Annual ALTA Conference

Victoria University, Melbourne, Victoria, Australia
4 – 7 July 2006

Legal Knowledge: Learning, Communicating and Doing

Published Conference Papers

This paper was presented at the 2006 ALTA Conference in the
'Legal Education' Interest Group

**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**

The Australasian Law Teachers Association (ALTA) is a professional body which represents the interests of law teachers in Australia, New Zealand, Papua New Guinea and the Pacific Islands.

Its overall focus is to promote excellence in legal academic teaching and research with particular emphasis on supporting early career academics, throughout Australasia, in the areas of:

- (a) Legal research and scholarship;
- (b) Curriculum refinements and pedagogical improvements in view of national and international developments, including law reform;
- (c) Government policies and practices that relate to legal education and research;
- (d) Professional development opportunities for legal academics;
- (e) Professional legal education and practices programs.

*Conference Papers published by the ALTA Secretariat
2006*

Edited by Professor Michael Adams, Professor David Barker AM and Ms Samantha McGolrick
Associate Editor Janet Fox

ALTA Secretariat
PO Box 222
Lindfield NSW 2070
AUSTRALIA
Tel: +61 (2) 9514 5414
Fax: +61 (2) 9514 5175
admin@alta.edu.au
www.alta.edu.au

**CRUNCHING THE CRITERIA:
THE DISSECTIONIST'S GUIDE TO PROMOTION**

ROSALIND F CROUCHER*

Getting ahead is at the heart of any career planning. Getting ahead in academe is a refined art form in itself. The challenge is to work out exactly what is being asked in order to succeed and then to demonstrate success as against that criteria. Where criteria are designed by a committee, as is often the case in the contemporary context of Enterprise Bargaining, the initial challenge is defining what it is that you are expected to demonstrate at all. This paper is aimed to assist new, and sometimes seasoned (even 'cheesed off') players in how to crack the criteria. It is based on long experience in all parts of the promotion equation and is offered as a guide through the maze.

* Professor, Dean of Law, Macquarie University, Australia. This paper is dedicated to all the many wonderful people whom I have had the great privilege to serve in management roles. Since the preparation of this paper I have stood down as Dean (in February 2007) to take up the position as Commissioner of the Australian Law Reform Commission.

I INTRODUCTION

I have been involved in promotions rounds for a long time. For the past ten years I have been on the 'management side' of the process, in positions as Head of Department or Dean,¹ on promotions or promotions appeals committees, and as an external member or assessor for other Universities' promotions processes. I have provided much advice in a performance management role - both formally and informally, mostly formative - with a view to assisting candidates towards promotions. I have had an active role in helping staff in the writing of the application itself over many years. I have also received excellent advice at key points in my own career.²

In my own development as a 'manager' (notwithstanding how foreign such a term may be in a collegial academic environment), I have considered the mentoring side of my job as one of the most rewarding. Helping my colleagues through the maze of the process of promotion has been a challenge, a privilege and a pleasure. Even if the outcome is unsuccessful, I consider that assisting in an understanding of the process itself - what is asked, what is expected, and how to adduce evidence of the things identified - is a valuable contribution towards career development and career planning.

¹ Head of the Department of Law, Faculty of Law, University of Sydney (1996); Acting Dean, Faculty of Law, University of Sydney, (1997-March 1998); Dean, Division of Law, Macquarie University (Nov 1999 - February 2007).

² One to whom I owe a great debt of gratitude is Professor Terry Carney of the University of Sydney, who as then Head of Department opened my eyes to many aspects of writing applications strategically and well. I have built on his advice, and his lesson - namely to pass on the 'code-cracking' generously whenever the opportunity arises.

At times I have ventured to render some of the lessons I have learnt, and since developed into lessons of my own, in writing.³ This paper is a continuation of that theme, but focused very closely upon dealing with the application itself. It is a pedantic process, hence I have dubbed it a 'dissectionist's guide'. It uses the Macquarie University promotion process as a template, but the lessons are transposable. The paper is presented by way of suggestions as to structuring an application for promotion. It should not be taken to be prescriptive but as a guide to help you present your application directly to the criteria for promotion.

II APPLICATION BASICS

A Identifying the Relevant Criteria

Applying for anything, and especially promotion, is a matter of proving that you have met the relevant threshold of achievement. It is actually a very lawyer-like process of adducing evidence against criteria. So, think like a lawyer, and structure your achievements against the relevant standards.

Where to find the criteria is very much a matter of 'local law'. At Macquarie, the criteria are set out in the Enterprise Agreement 2003-2005. We are in the midst of revising our Enterprise Agreement 9 at the time of writing and the criteria may well go out of the Enterprise Agreement and into associated policy documents. Wherever they are in your particular institution set them up and write to them. At Macquarie we also have what is known as a 'Discipline Profile' which is a particularly useful document in the context of promotions as it includes the 'Qualifications and Expectations' at each level of the academic hierarchy. It, too, is under revision this year, but it is a useful guide.⁴ Where promotions are being assessed ultimately by a

³ I have given presentations at Faculty retreats both in Australia and the UK including discussion on the promotion issue. I have also included this in the article 'The Academy as Kitchen – Mrs Beeton comes to Law School' – (2005) 39(3) *The Law Teacher* 243-258, which used a playful rhetoric to convey serious messages and insights, some of which concerned the question of promotion; and 'Encouraging and monitoring performance – responsibilities and techniques' – European College Teaching & Learning Conference, Athens, Greece, June 2005. ISSN 1539 8757, article 153. This particular paper is based upon a seminar at Macquarie University in April 2006 and a presentation I gave then entitled, 'Focusing on the application itself'.

⁴ It is available on the Macquarie University website:
<<http://www.pers.mq.edu.au/PMH/22/profiles/7600.pdf>> at 9 February 2007.

university-wide committee, with many who are not from the humanities and social sciences, having a discipline-specific profile of expectations is particularly instructive. In my capacity as Dean it is also the reference point for the report that I am required to write for each candidate from my Faculty.

B Words to Avoid

Having reviewed many applications over the years I have found that certain words require the 'blue pencil'. They now stick out as beacons to me and scream for excision. What are they?

- believe
- try
- hope
- deserve
- feel

Promotion is not a matter of **belief**; nor how hard you **try**; nor how much you feel you **deserve** it; nor, for that matter what you **feel** about anything. Promotion is a matter of adducing evidence against criteria.

'Deserve' is one that may also be presented as being relative: you deserve promotion because you are achieving more than people who are already at the level to which you aspire, or above. Promotion is not relative in that sense, but referenced to criteria. The performance of other people may be a matter of performance management of them, but it is not relevant to your suit for promotion.

I have recently added another one to my hit list: 'proud'. You may be proud of your achievements, but this is not the relevant issue, pride is part of the feeling zone that has no place in an application: it is simply whether you have satisfied the relevant criteria to an appropriate standard. You may get a chance to refer to your 'pride' over certain achievements in an interview, but my advice in a written application is to add this to the list of words not to use.

C Qualitative Assessment

The criteria for promotion are likely to have different thresholds of achievement at each level. Contributions are expected in broadly three areas: teaching; research; administration (service to the university, profession and community). At Macquarie, the expected levels of achievement are variations on a theme 'good', 'very good' and 'outstanding', as follows:

Lecturer – 'good' in both teaching and research.

Senior Lecturer – 'good' in both teaching and research; or 'satisfactory'/'very good.

Variations? For Lecturer or Senior Lecturer – 'substantial and exceptional contributions to the goals of the university' or 'professional service to the community' may change to levels of required achievement down one step to good/satisfactory. An application for promotion to Senior Lecturer may be 'at risk' if the applicant has no service in the administrative area.

Associate Professor – 'outstanding' in at least research or teaching. All-round performance must be 'clearly superior' to Senior Lecturer – and clear indication of continued performance at this level.

Variations? – 'substantial and exceptional contributions to the goals of the university' or 'professional service to the community' outstanding/satisfactory may be enough. It is also stated that an application may be 'at risk' if there is no service.

As promotion is about qualitative evaluation, you should avoid simple descriptions. This is all the more important if you have a page limit on your application. You will most likely have an opportunity to list things - subjects taught, publications, etc, that are not part of your page limit. But if, for example, you are going to talk about your subjects in a meaningful way then you need to tell the reader something about them. You may have been the key teacher in property law, for instance, but, so what? What is it about teaching property law and getting excellent teaching evaluations that is significant? It is a core element in the curriculum - the hardest subject - most challenging - and still you get rave reviews – something like that. It gives context for what you are doing. The kinds of words should go to the qualitative aspect of the

criteria - if your contribution was 'critical', 'pivotal', 'central', 'vital' then say so and how this is demonstrated especially by objective indicators of one kind or another.

At Macquarie the assessment for promotion purposes will also be as against the criteria of the level to which you aspire. Your performance also needs to be 'sustained' and at that level. Just being satisfactory is not enough. So in addressing the criteria what you are being asked to show is that you have done more than simply carrying out your duties at a satisfactory level over a number of years.

III WRITING THE APPLICATION

Promotion applications should be structured around the areas of evaluation. In my experience this will be in three main parts: Teaching; Research; and Service. If the criteria give you specific headings, then use them. In some cases, particularly at the lower levels, you may not have things to put under each and every heading, in which case you may be able to combine them. You may not need to use every heading, but it sets the framework for adducing evidence and leads the committee – and therefore makes it harder to knock you back. I will offer some suggestions with respect to each part of an application.

A Teaching

1 Relevant Criteria

At Macquarie, the most detail is given with respect to the Teaching part of the application. It is also very confusing. There is a list of matters against which you will be assessed by the promotions committee; but you are also told to produce a Teaching Portfolio. So 'Teaching' is covered in two places. But as the criteria are spelled out I advise applicants to use them - and to use them religiously. I also suggest that you lead your reader, by clearly signalling what it is you are covering, where, and using cross-referencing. Use the headings as they are included in the relevant document and use an introductory paragraph:

**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**

'In this part of my application I have addressed the matters listed in [XXXX] of the [Enterprise Agreement/Promotions Criteria/etc]. My Teaching Portfolio addresses the matters set out in [XXXX]'

If the heading structure does not offer the chance to give a description about what it is you do and your teaching philosophy, these are good opening bits in any Teaching section of an application. If you are given a chance to provide a teaching portfolio with some or all of this material in it, then you can still say something, even if it is abbreviated and cross-referenced, that locates what you do and your approach to it.

2 Structuring Your Information - Heading Structure

At Macquarie, the Teaching Portfolio covers a great deal of the 'reflective' side of a teaching application. The criteria are more qualitative. The key to approaching this aspect of your application is being willing to 'unpack' the present form of your Curriculum Vitae ('CV') to meet the criteria. You will find that you reshuffle your CV several times over in writing a thorough - and strong - promotion application. At the beginning of the teaching section of your application you should include two essential paragraphs (unless these are already prescribed in some other place in the applicable criteria):

(1) *Description of teaching duties and responsibilities*

This helps a committee member understand the nature of the subjects you teach and where they fit in. Try to convey a picture that is qualitative - difficulty of subjects - number of students involved - originality of what you do. This could also be left to the Teaching Portfolio if you are short of space - and if you have the opportunity of providing the information. Somewhere you need to convey, qualitatively, an idea of how your teaching fits in with everyone else around you.

(2) *Teaching philosophy*

Somewhere you have to get this information in. You have to demonstrate your approach to teaching - your 'reflectiveness' - how you have developed in your teaching strategies - how you use teaching evaluations. Aims -

methods - significance - outcomes - rather like the questions you have to address in any grant application.

If not included in the set headings, then it is also important to include information under the following:

(3) *Contributions to scholarship in teaching*

Given the Department of Education Science and Training's ('DEST') exclusion of texts from 'A1' status,⁵ giving proper emphasis to the significance of scholarly texts and other contributions to scholarship in teaching is critical in law applications. See for example the 'Guide to publications in the Discipline of Law' which forms part of the Discipline Profile we use at Macquarie.

Under this heading I would include things like:

- development of teaching materials;
- Texts; Commentaries and Materials – include takeup rates, reviews;
- journal articles on teaching law – include feedback, citation.

(4) *Recognition of standing as a teacher*

This parallels the 'recognition of standing' in research, but here in the teaching domain. The kinds of things that demonstrate your standing are:

- commissions to write texts and commentaries;
- review of manuscripts on teaching (books/articles);
- invitation to teach at other institutions;
- invitations to present keynote or other papers at conferences on teaching.

⁵ Information about the annual Research Data Collection process is found on the DEST website at: <http://www.dest.gov.au/sectors/research_sector/online_forms_services/higher_education_research_data_collection.htm> at 9 February 2007. Each year DEST publishes the 'Higher Education Data Collection Specifications' for the relevant year. The draft specifications for 2007 are included at: <<http://www.dest.gov.au/NR/rdonlyres/830034E5-326A-4961-A02D-E3F34407A3F7/12781/DraftHERDC2007.pdf>> at 9 February 2007. Section 9.3.1 repeats the stated position that it will be unlikely for textbooks to meet the relevant definition of research.

3 Qualitative Evaluation

In assembling your information around these headings you are still aiming at the qualitative evaluation that has to be made. But how do you demonstrate 'good', 'very good' or 'outstanding in teaching'? The Enterprise Agreement at Macquarie offers some definitions that are useful indicative guides:

'Good teaching' involves some recognition from peers within the university and above average ratings on teaching evaluations. 'Outstanding teaching' involves recognition from peers and students and recognition from outside the university. What is critical to note in criteria like these is that simply being rated in the 'excellent zone' by your students is not enough. The evaluation of teaching contributions requires a much broader focus on merely delivering 'well' in the classroom.

In my experience this is not just a local phenomenon. When I have heard people say that 'teaching is not valued enough', often what they are saying is that 'my teaching hasn't got me promoted'. So, where does the fault lie? The answer is not necessarily simple or straightforward. There are several aspects to the response in trying to unravel the answer: (a) do the criteria give scope for evaluating teaching?; (b) has the application addressed all of the criteria with respect to teaching?; (c) have you met all of the relevant criteria with respect to teaching? In many cases the fault lies in the third part. I have seen candidates blame the university - 'teaching is not valued enough' - when, in fact, the fault is ultimately theirs. They have viewed 'teaching' as too narrow, and passive, a commitment and obligation. Keeping up to date with legislation and caselaw, turning up to classes, 'being good' in class is not enough. Nor has it ever been. This may be 'satisfactory', but on any qualitative assessment it will not be good enough for promotion.

What I have observed is an emergence of an increasing professionalism and pride in law teaching - and an appreciation of the importance of contributions to the discipline of law teaching for its own sake. The 'scholarly teacher' is truly alive and well in the discipline of law. While writing the seminal text of any area of law may not rate 'A1' status in DEST terms, it is still the seminal text. It may also provide evidence of

innovation in assessment tasks, problem based learning elements; or be pathbreaking in being the first book in the field.

4 ‘Outstanding’ Teaching

When it comes to promotion to Associate Professor - the hardest breakthrough step in my view - I have seen applicants succeed in demonstrating outstanding in teaching through the power of their texts. A word of caution, though, on the outstanding teaching front. Universities give awards for ‘Outstanding Teachers’. This is a very positive recognition of excellent contributions in the teaching domain, for all sorts of reasons. But just because you have won an Outstanding Teacher award will not necessarily mean that you have satisfied criteria for promotion - even where ‘outstanding’ is the relevant threshold level of achievement. ‘Outstanding’ is not necessarily of universal coinage. It is a significant achievement, and extremely useful as an objective indicator of *something*, but the key is to matching the measure of the achievement to the relevant criteria, in this case the promotion criteria. Moreover, where promotion involves a concept of ‘sustained’ achievement, attaining an Outstanding Teacher award and then ‘dropping the ball’ will get you nowhere.

B Research

This is a really critical part of the application. My experience of law promotions applicants who miss out is that, broadly speaking, they have failed themselves - not in the sense that what they have done is not good enough, but, more often than not, they have not presented what they have done to meet the criteria of expectations. They have not adduced evidence against the criteria. The presentation has been defensive, blaming and, in a word, inadequate. If I have done anything in my role in management positions in the arena of promotions advice, it has been in recasting the presentation of information of promotion candidates with respect to their research. For lawyers this has always surprised me. I have seen many people - and many of them *very* senior people - expect their CVs (by which they mean their list of publications) to speak for themselves. They don’t. **THEY DON’T.**

**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**

In writing this part of a promotion application law candidates have an obligation to present what they do in an affirmative - indeed, professional - light. I am firmly of the view that we, as academic lawyers, have a responsibility to portray what we do in terms of our discipline, not to be apologetic or defensive about the strength and potency - and, in the current Research Quality Framework environment,⁶ 'impact' - of what we do.

At Macquarie our Discipline Profile framework enables us to give voice to this in a way that speaks to the things that we consider important in our discipline. If you do not have this as part of your structure, then you will need to address this for yourself. Always positive. Use the headings as they are included in the relevant document and use an introductory paragraph if you can, to lead the reader:

In this part of my application I have addressed the matters listed in [XXXX] of the [Enterprise Agreement/Promotions Criteria/etc]. My Publications List is attached in accordance with [XXXX]

There are key questions that will need addressing in the promotions context - but never apologetically. These include: higher degree status; refereed journal publication record; research degree supervision experience; and research grant record. At Macquarie the criteria are rather simplistic in the Research criteria domain. Candidates are asked to provide evidence of progress towards a higher degree (at the lower levels); scholarly work, including quality and impact, invitations to address scholarly meetings; and support from recognised sponsors of research. They are also asked to include a Publications List including an impact statement as a separate document, which is not counted as part of the strict page limit that applies to applications.

⁶ See the DEST website for information on the development of the 'RQF':
<http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/research_quality_framework/> 9 February 2007.

1 Higher Degree Status

Higher degree status may be an essential criterion - depending on your level in the hierarchy. My advice to candidates is to place emphasis on the things you have done, not the things that may be incomplete. If your Head of Department or Dean has an opportunity to provide a report, they may be able to put things in context. If you do have an incomplete PhD, then rather than simply saying that, I would advise that you talk of the achievements that your doctoral studies have generated (and you must publish along the way, so you can speak of your achievements). Even if you are mid-stream in a research degree - and for most of us this will mean you are doing it part-time as well as holding down full-time teaching positions - then you have to build up the track record along the way. This is not a negative, nor a handicap; it is an opportunity. Sending out chapters to refereed journals along the way gives you free feedback from experts - and you may get refereed journal publications at the same time - or much better chapters and publications as a result.

2 Structuring Your Information - Heading Structure

If you have diffuse criteria, rather than precise ones, you will need to render them into an appropriate set of headings to convey what it is that the promotions committee will be assessing. At Macquarie I use the Discipline Profile as the reference point. It is a useful starting point, even if you don't have one. The headings will be a little different for each level - here you need to match your headings against the expectations as suggested by the criteria at the particular level.

(1) Research profile

Say what your research is about and where it is 'hitting' - what difference do you see it will make - nature of your contribution - the 'you' factor. On the standard we use in the Macquarie Discipline Profile, for Associate Professor you need to indicate why you are 'pre-eminent' in a particular field.

(2) Research plan

This is not what you are planning to publish, but rather the grand plan for your research - the strategies you are adopting with respect to our field and

the communication of it. The rest of your research portfolio is then cross-referenced back to these strategies.

(3) *Research record*

You need to present something here that is different from the Publications List, which you may be allowed to attach separately. Here you are giving a snapshot to demonstrate that your record is 'sustained'. For example, 'my career record includes 3 books, 15 refereed journal articles, 20 refereed conference papers, etc...'; 'my record since my appointment/last promotion includes.....'. Applicants for promotion must show that they have sustained record of publication – at Macquarie the Discipline Profile sets this as at least one major refereed journal article or equivalent per year for 'sustained activity'. How much is enough? As a rough rule of thumb, based on my experience, I would say that it takes a *minimum* of five years full-time to satisfy the expectations at the level of Senior Lecturer; and a *minimum* of 10 at Associate Professor – the average in both cases would be longer than this.

(4) *Quality and impact*

Somewhere you will need to address the matters of quality and impact of your work. While your referees can provide qualitative information on your achievements, the onus still lies clearly on you. The application at Macquarie separates the publication list with an impact statement from the research section of the application. So in this part of the application I suggest that applicants single out their most significant publications and say why. Decide what is going in each list and cross-reference between them. You are likely to get an opportunity specifically to indicate which are your most important publications. It will also be essential to say why:

- Indicate quality of the journal/publisher etc. It will be up to you to make a case for the quality of your publications. Say why you chose the venue for publication you did. In law this is particularly important. The fact that publication in professional journals may not have DEST value should not be the cause of defensive presentation. If you chose a professional journal

because this is the most effective way of bringing your contribution on particular subjects to a professional audience, then this is a good reason and it should link to your research plan, as a particular strategy for publicising your research. If it is the *only* vehicle you have used for participation in publication dialogues then this may not be enough. As academics we have an obligation to participate in scholarly dialogues; as academics within a professional discipline we have an obligation to participate in both. Sometimes this may be demonstrated by the fact that our scholarly contributions (ie in refereed journals) are being cited and adopted in the courts; sometimes it may be by a combination of contributions in both scholarly and professional publications. The onus rests on you to demonstrate the quality of your publications - and why you have chosen the publication sites you have. You need to show thought, deliberation and rationale. Even if you are a bit *ad hoc* at first, this must evolve into a more mature publication strategy to get you through to the higher ranks of the legal academy. Here the importance of signalling your strategies in your research plan becomes obvious.

- Peer review, referees' reports, comments – these are all really important – informal to formal, it is all evidence; and peer review is critical.
- Reception of analysis by other academics and/or in the courts and/or by government in the development of policy.
- Awards for research.

(5) *Standing*

This is important particularly for promotion to Associate Professor where the case for pre-eminence and outstanding reputation in a particular field needs to be demonstrated. Some indicators include:

**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**

- invitations to present at national and international conferences – particularly as a keynote speaker;
- invitations to contribute to professional seminars and continuing legal education in the profession;
- invitations by government or other bodies to provide expert input into an area of existing or proposed law (law reform);
- sought out as a PhD supervisor;
- sought out as thesis examiner;
- sought out as manuscript reviewer/referee;
- sought out for consultancies;
- appointment to tribunals;
- appointment to editorial boards;
- success in competitive grants – this can be a separate heading, and, in the case of higher level of promotions, should be.

(6) *Competitive grants*

The value of attaining external competitive grants is of increasing importance in law. It has been understood for a long time in the sciences, increasingly so in the humanities and social sciences, and only more recently in law. We have tended to be rather smug in this domain. ‘We don’t need grants.’ ‘We know what “law” research is - and it involves us, not hiring others to do it.’ We have been slow to think in terms of projects, which is the essence of ‘grant thinking’. We have thought in terms of researching ‘about’ something: picking an area with an unanswered or problematic question and looking at it. We have gone away, on our weekends, annual leave or study leave, and worked on the answers. We have done it on our own. But we are starting to learn from the humanities, social sciences and science: that we can think in terms of ‘projects’; that we can craft our problems in terms of grant applications; and that we, our research agendas, and the law in general, can gain from this awareness. And, in promotion terms, the presence, or absence, of grants, is increasingly a question that requires answering. Success in attaining grants is also

evidence of track record. Building track record is something that has a much longer term horizon than a simple promotion application. In the Discipline Profile for Law at Macquarie we have left it a little vague - in tune with the overall ambivalence of our discipline - in indicating that success in attracting competitive grants, especially external grants, is highly valued. It is clearly very important at Associate Professor and Professor levels.

(7) Research leadership

This is expected for Associate Professor. How can you show this?

- mentoring – how? Performance management; co-authoring with other researchers; development of early career researchers;
- collaborative research projects;
- heading up research grant projects – even if unsuccessful;
- research degree supervision;
- contribution to research seminars – invitations to take the lead;
- Research Committee work or holding research portfolio;
- contribution to development of research policy and strategy at School/Faculty or University level;
- representation of the School/Faculty on research matters;
- editing journals.

C Service

This is often the hardest section of an application to evaluate. You will have a list of things that you have done, but giving the qualitative presentation of these is a real art. It is essential to give a sense of the significance of each of the contributions in your CV. These are examples of the kinds of activities you might include in the ‘Administration’ or ‘Service’ aspect of your application:

**Australasian Law Teachers Association - ALTA
2006 Refereed Conference Papers**

(1) *Departmental/School/Faculty/University Committees etc*

List your roles and nature of your work in particular. This section is more than merely a list, however. You need to provide information of the work involved, the frequency of meetings and your role.

(2) *Contribution to student activities*

- Open Days;
- judging student competitions and developing problems for them;
- coaching students for competitions;
- careers talks at schools.

(3) *Professional*

- participation in legal profession bodies;
- presentation at Continuing Legal Education seminars;
- organisation of professional or business seminars;
- development and management of websites.

(4) *Community*

- roles on boards;
- participation/leadership roles in community bodies;
- consultancy (need to distinguish service from paid consultancy – the latter may indicate research standing);
- organising seminars;
- engagement with media (this may also be considered under a variety of headings – being sought out = standing; writing opinion pieces = research contribution).

IV THE LONGER TERM PLAN⁷

Promotion is not just as an immediate issue – a deadline of, say April or May in any given year. An application will have a deadline; but promotion is not an end in itself, but a natural step in a career plan. Promotion needs planning. You can take charge of much of this yourself. Use the criteria and the expectations to help you work towards this goal.

⁷ See Rosalind Croucher 'What about me?' Academic futures – from the ground up', Legal Academic Job Network, ALTA, July 2006. For some helpful further reading see: Ross Buckley 'NOTE: Legal Scholarship for New Law Teachers' (1997) 8(2) *Legal Education Review* 181; Rosalind Croucher 'The Academy as Kitchen – Mrs Beeton comes to Law School' (2005) 39(3) *The Law Teacher* 243; Bryan Horrigan, 'Horrors' Hints – Helpful Hints on the Theory and Practice of Legal Research and Analysis for Students, Academic, and Practitioners', QUT.