

## Classification and Promotion Policy

Approved by	Academic Board
Approval date	23 July 2025
Previous approval date(s)	N/A
Date for Review	23 July 2030
Responsible Officer(s) and Committee(s)	Dean Classification and Promotion Committee
Related documents	Anti-Discrimination Policy Academic levels: Qualifications, Duties and Attainments
Higher Education Standards (2021)	3.2 Staffing 4.2.3 Research Training (Supervisory Arrangements)
National Code (2018)	

### 1. Purpose

The purpose of this policy is to set out principles designed to support the holistic recognition of academic staff achievements in research/creative activity, education, service and leadership.

### 2. Scope

This policy applies to all academic staff of the University College.

### 3. Definitions

The Policy Document Glossary applies to this policy.

The following definitions also apply to this policy:

Term	Definition
<i>Academic levels</i>	Means the five Academic Levels commonly recognised in Australian universities: <ul style="list-style-type: none"> <li>• Level A Associate Lecturer</li> <li>• Level B Lecturer</li> <li>• Level C Senior Lecturer</li> <li>• Level D Associate Professor</li> <li>• Level E Professor</li> </ul>
<i>Classification</i>	Means recognition of academic achievement at one of the academic levels
<i>Employee</i>	

<b>Term</b>	<b>Definition</b>
<i>Fields of Attainment</i>	Means the four fields in which academic achievement is recognised, these being: <ul style="list-style-type: none"> <li>• Research and/or scholarship</li> <li>• Learning and teaching and/or curriculum development</li> <li>• Strategic planning and/or governance in the University College and/or wider community</li> <li>• Service to the profession and/or discipline and/or the church and/or wider community</li> </ul>
<i>Grades of Attainment</i>	Means the three grades at which academic achievement can be assessed, these being: <ul style="list-style-type: none"> <li>• Satisfactory <ul style="list-style-type: none"> <li>○ Fulfilling expectations or needs; acceptable, though not outstanding or perfect</li> <li>○ Adequate</li> </ul> </li> <li>• Meritorious <ul style="list-style-type: none"> <li>○ Praiseworthy, admirable</li> <li>○ Deserving of honour or esteem</li> </ul> </li> <li>• Outstanding <ul style="list-style-type: none"> <li>○ Exceptionally good</li> <li>○ Marked by eminence and distinction</li> </ul> </li> </ul>
<i>Promotion</i>	Means advancement from one academic level to another in recognition of academic achievement to date and potential to fulfil the duties expected of a higher level
<i>Teacher Accreditation</i>	Means the process by which a Member Institution seeks approval for any person associated with them to be accredited to teach a discipline, sub-discipline, or course units, at specific AQF levels, on the basis of the person's academic and/or professional qualifications and experience. By virtue of this accreditation, a person becomes a member of faculty and receives a unique Faculty Number on the Faculty Register.

#### **4. Statements and Objectives**

##### **General**

- 4.1 Classification/ Promotion are tools for the University College and its individual teaching bodies to measure staff capacity and plan academic developments.
- 4.2 The employing body is at liberty to use or not use academic levels to determine the remuneration of staff.

- 4.3 The process of classification is distinct from Teacher Accreditation, which must precede classification.
- 4.4 Academic achievements are assessed against the background of the current Higher Education Standards and current TEQSA Guidance Notes to relevant activities that pertain across the Higher Education sector.
- 4.5 Classification/ Promotion are carried out with due regard for the Anti-Discrimination Policy.

### **Classification**

- 4.6 Classification provides the individual faculty member with guidance and support in following an academic career.
- 4.7 Classification is sought within one semester of employment within the University College.
- 4.8 Classification is expected for all faculty who are employed:
  - a. on a permanent full-time basis
  - b. on permanent part-time basis
  - c. on a continuing basis
  - d. on a contractual basis for twelve months or longer
- 4.9 Classification is expected for academic staff within the Office of the Dean.
- 4.10 Classification is open to sessional faculty employed on a recurrent basis with the support of the Member Institution in which they work but it is not obligatory.
- 4.11 A person undergoing renewal of a contract or returning to employment within the University College after an absence of up to three years resumes the academic level held previously.
- 4.12 A faculty member's academic level may be varied by applying for Promotion to a higher level.

### **Confirmation of Prior Classification from a Previous Institution**

- 4.13 An application for confirmation of any prior classification held prior to employment with the University College can be made by a faculty member who has held an academic level:
  - a. within the last three years; AND
  - b. in an Australian University or an equivalent Australian or overseas institution
- 4.14 It is normal practice for applicants referred to in 4.13 to be classified at the same rank.

## Promotion

- 4.15 Promotion acknowledges stages of achievement and potential for ongoing development in the academic career of the individual faculty member.

## Assessment

- 4.16 All applications will be assessed against the expectations for each academic level as specified in Appendix 1 Academic Levels: Qualifications, Duties and Attainments

- 4.17 The expectations specified in Appendix 1 Academic Levels: Qualifications, Duties and Attainments regarded as normative and do not preclude the making of special cases for addition or omission.

- 4.18 Assessment of applications follow the following principles:

- a. Assessment is on the basis of qualifications achieved, indicative duties expected at each Academic Level, and the indicative attainments already reached for each Academic Level
- b. Some achievement is expected in each Field of Attainment
- c. Varying grades of achievement are recognised in different Fields of Attainment
- d. Concentration of effort in a certain Field or Fields may be regarded as progression and leadership in a certain promotional stream

- 4.19 The minimum Grades of Achievement required to be achieved across the Fields of Attainment are listed in table 4.19:

Table 4.19 Minimum requirements for classification	
Level A	Normative expectations for the Fields of Attainment should be met to an acceptable degree
Level B	One Outstanding Grade and one Meritorious Grade Satisfactory grade for all other Fields of Attainment
Level C	One Outstanding Grade and two Meritorious Grades Satisfactory grade for remaining Fields of Attainment
Level D	Two Outstanding Grades and one meritorious Grade Satisfactory grade for remaining Fields of Attainment
Level E	Two Outstanding Grades and two Meritorious Grades, with evidence of the achievements cited having been recognized internationally as making a leading contribution to Higher Education

- 4.20 The minimum requirements for Level E presented in table 4.19 may be waived, where:
- a. an applicant's career has not presented reasonable opportunities to engage in all four Fields of Attainment to an extent that would have resulted in all the

- normally required Grades, for example, extensive work in a research-only position or exceptionally substantial institutional leadership.
- b. the achievements reached in the predominant field/s of Attainment are at exceptionally high Grades of Attainment.

## **Applications**

### 4.21 Applications are:

- a. called for and considered twice a year
- b. submitted on the specified application form by an individual applicant
- c. supported by Head of the applicant's Member Institution
- d. assessed by the Classification and Promotion Committee

### 4.22 Information required for Classification applications include:

- a. Name
- b. Member Institution
- c. Contact Details
- d. Academic Qualifications
- e. Current Teacher accreditation (and Faculty Number)
- f. Current Research Active status
- g. Achievements in the Fields of Attainment
- h. Letter of support from Head of Member Institution

### 4.23 Information required for Confirmation of Prior Classification applications include:

- a. Name
- b. Member Institution
- c. Academic Qualifications
- d. Contact Details
- e. Current Teacher accreditation (and Faculty Number)
- f. Current Research Active status
- g. Curriculum Vitae
- h. Letter of support from Head of Member Institution

### 4.24 Evidence required for Promotion applications include:

- a. Name
- b. Member Institution
- c. Academic Qualifications
- d. Contact Details
- e. Current Teacher accreditation (and Faculty Number)
- f. Current Research Active status
- g. Date of previous classification/ promotion application
- h. Achievements in the Fields of Attainment since the last classification/ promotion application
- i. An argued case for why the present Promotion might be considered appropriate and evidence to support the case
- j. Letter of support from Head of Member Institution

4.25 Applicants are encouraged to include any letter of outcome from their previous application for classification or promotion

### Referees

4.26 Applicants provide a copy of their responses to the Fields of Attainment to their nominated referees.

4.27 Referees are in a position to comment on the applicant's achievement in one or more of the Fields of Attainment.

4.28 Minimum requirements for referees are as follows:

Level A	Not required
Level B	Two referees, at least one external to the University College and of national standing
Level C	three referees, at least two external to the University College, both of at least national standing
Level D	three referees, at least two external to the University College, at least one of international and one of national standing
Level E	three referees, at least two external to the University College, both of international standing

### Outcomes

4.29 Decisions are communicated to the applicant as soon as possible after the Committee meets

4.30 Decisions are reported to the next meeting of Academic Board.

4.31 Appeals against a decision of the Classification and Promotion Committee are made to the Academic Classification and Promotion Appeals Committee.

4.32 A faculty member's academic level is included with the details of the person on the Faculty Register.

## 5. Related Procedures and Forms

Other Resources	
Appendix 1	Academic Levels: Qualifications, Duties and Attainments

**Appendix 1 Academic Levels: Qualifications, Duties and Attainments**

	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
<b>Qualifications</b>	At least a relevant qualification at Bachelor Honours, Graduate Certificate or Graduate Diploma level with a research element in a relevant area, overall at Distinction standard, together with evidence of progress towards a research Master's, a research Doctorate, a professional Doctorate with a research element, or equivalent research publications.	A research Doctorate or a professional Doctorate with a research element in a relevant area, with some peer-reviewed research publications. In some situations, a case may be made for professional equivalence.	A research Doctorate or a professional Doctorate in a relevant area with a research element, with peer-reviewed research publications and evidence of reception. In some situations, a case may be made for substantial professional equivalence.	A research Doctorate or professional Doctorate in a relevant area with a research element, with significant peer-reviewed research publications and evidence of reception. In rare situations, a case may be made for very substantial professional equivalence.	A research Doctorate in a relevant area, with extensive and significant peer-reviewed research publications and evidence of reception. In rare situations, a case may be made for some peer-reviewed research publications accompanied by exceptional professional standing, marked by distinguished professional publications.

	Level A	Level B	Level C	Level D	Level E
<b>Duties</b>	Completion of a Master's research degree a research Doctorate, or a professional Doctorate with a research element, if not already attained	Extended on all criteria for level A	Extended on all criteria for level B	Extended on all criteria for level C	Same duties as for level D – but significant Attainments at the highest level, with national and international recognition as a leader in the Field, attracting Outstanding or at least Meritorious Grading.
	Presentation at research conferences and publication in peer-reviewed publications	Research presentation and peer-reviewed publication with at least two recognized academic publishers	Research presentation and peer-reviewed publication with a range of publishers, including at least one of international standing	Sustained research presentation and peer-reviewed publication with a range of publishers, at least two of international standing, and gathering of evidence for the impact of key publications	
	Reading to maintain familiarity with current scholarship in the area of teaching	Reading to maintain familiarity with current scholarship in the discipline	Reading to maintain familiarity with current scholarship in the discipline and with respect to higher education expectations	Reading to maintain familiarity with current scholarship in the discipline and with respect to higher education expectations, and ensuring awareness of current key information in the Member Institution	

	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
	Under oversight of a more senior academic, the preparation and delivery of lectures for whole course units or parts of course units, in face-to-face or online mode as required, with provision of appropriate course materials, using the Course Unit Booklet	Advising the library of acquisitions needed to support delivery of courses in the discipline	Advising the Principal/Principal/Dean of Studies (Korean School of Theology) on development of the library to support delivery of courses in the discipline and faculty research	Leadership of research planning and academic succession in the Member Institution, such as organization of faculty seminars to encourage and disseminate developing research and emerging scholarship and organization of other academic professional development	
	Tutorial classes in related subjects	Independent preparation and delivery of lectures, seminars, tutorials, and workshops in the discipline areas and at the AQF levels for which teaching accreditation has been approved	Supervision of research theses, minor theses, research essays, and research projects, subject to meeting requirements for recognition as research-active in the University College, and mentoring of others in the Member Institution seeking research-active recognition	Advising the Principal/Dean of Studies (Korean School of Theology) on development of the library to support delivery of courses in the discipline and faculty research and to develop further programs of study	
	Under oversight of a more senior academic, assessment of course units in which the person has taught	Supervision of research theses, minor theses, research essays, and research projects, subject to meeting requirements for recognition as research-active in the University College	Preparation and delivery of lectures, seminars, tutorials, workshops, field work, and other non-conventional teaching situations in a discipline, at all coursework levels, and for other areas as needed and approved	Supervision of research theses, minor theses, research essays, and research projects, mentoring of others in the Member Institution seeking research-active recognition and organization of professional development sessions for potential supervisors in the Member Institution and in the University College	

	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
	Consultation with students enrolled in the subjects taught regarding study advice and special consideration, with referral to a more senior academic in situations of academic risk or other serious matters	Independent assessment of course units in which the person has taught	Initiating discussion of learning and teaching developments in the Member Institution and the University College	Acting as an external supervisor or examiner for theses submitted in higher education institutions other than the University College	
	Provision of assistance to the leader in field work or other non-conventional teaching situations as required	Consultation with students regarding their overall program of study, including support of students at academic risk	Initiating discussion of curriculum developments in the Member Institution and the University College	Preparation and delivery of lectures, seminars, tutorials, workshops, field work, and other non-conventional teaching situations in a discipline, at all coursework levels, and for other areas as needed and approved, and oversight of other Member Institution faculty to perform similar tasks	
	Independent conduct of normal administrative duties associated with lecturing and tutorial duties	In consultation with a more senior academic, handling of student appeals	Assessment of course units in which the person has taught and oversight of assessment by less experienced faculty in the broad area of competence	Investigating the desirability of learning and teaching developments in the Member Institution and the University College	
	Provision of administrative assistance to more senior academics	Leading field work or other non-conventional teaching situations	Consultation with individual students regarding their overall program of study and oversight of student feedback processes in the Member Institution	Investigating the desirability of curriculum developments in the Member Institution and the University College	

	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
	Participation in staff meetings as required	Conduct of specific administrative roles as directed by the Principal of the Member Institution/Dean of Studies (Korean School of Theology): for example, coordination of a specific academic program, discipline, or AQF level, online delivery protocols, or specific student services	Handling of student appeals and grievances, with referral to more senior academics as in line with University College policy	Accepting appointment as a Discipline Coordinator for the University College as the opportunity presents	
	Participation in professional development for effective delivery of courses and advancement of knowledge and skills for future leadership roles	Preparation of papers for Member Institution staff meetings as required	Conduct of substantial administrative roles in the Member Institution: for example, acting as Academic Dean, Academic Registrar, or Research Director	Assessment of course units in which the person has taught and oversight of assessment arrangements in the Member Institution, including assessment methods and timing	
	Participation in church and wider community organizations related to the academic role	Membership of University College committees	Carrying out leadership roles in Member Institution staff meetings	Consultation with individual students regarding their overall program of study in the Member Institution, support of student committees, and oversight of student services including coordination of orientation arrangements	

	Level A	Level B	Level C	Level D	Level E
		Organizational responsibilities for research conferences	Membership of University College committees, with responsibilities for specific reporting or committee leadership in line with governance requirements	Handling of student appeals and grievances up to the point of referral to the Dean	
		Participation in professional development in the Member Institution and the University College and, as suited to experience thus far, leading of some professional development in respect of learning and teaching (face-to-face and online) and student services	Leadership responsibilities for research conferences	If not the Principal/Dean of Studies (Korean School of Theology), deputizing for that person on a short- or medium-term basis as needed	
		Responsible roles in church and wider community organizations related to the academic role	Participation in professional development in the Member Institution, the University College, and the sector, with follow-up amongst colleagues in the Member Institution as appropriate	Carrying out leadership roles in governance bodies of the Member Institution and the University College	
			Responsible or leading roles in church and wider community organizations related to the academic role	Organization of research conferences	

	Level A	Level B	Level C	Level D	Level E
				Organization of and participation in professional development in the Member Institution, University College, and the sector	
				Leading roles in church and wider community organizations related to the academic role	

Attainments		A	B	C	D	E
<b>Research/ Scholarship</b>	<b><i>Publications</i></b>	Successful completion of an academic award consisting of a thesis or consisting at least in part of a minor thesis or research essay or research project at Distinction level	Peer-reviewed publication of research in the discipline and/or learning and teaching theology with at least two publishers in the following forms: <ul style="list-style-type: none"> <li>• research book/monograph</li> <li>• chapter in a research book from a commercial publisher</li> <li>• research article in refereed journal</li> <li>• chapter in proceedings of a research conference</li> <li>• published translation of a scholarly text with commentary</li> <li>• performance or showing of a creative work recognized and peer-reviewed within the discipline</li> </ul>	Peer-reviewed publication of research in the discipline and/or learning and teaching theology with more than two publishers in the following forms: <ul style="list-style-type: none"> <li>• research book/monograph</li> <li>• chapter in a research book from a commercial publisher</li> <li>• research article in refereed journal</li> <li>• chapter in proceedings of a research conference</li> <li>• published translation of a scholarly text with commentary</li> <li>• performance or showing of a creative work recognized and peer-reviewed within the discipline</li> </ul>	Peer-reviewed publication of research in the discipline and/or learning and teaching theology with more than two publishers in the following forms: <ul style="list-style-type: none"> <li>• research book/monograph</li> <li>• chapter in a research book from a commercial publisher</li> <li>• research article in refereed journal</li> <li>• chapter in proceedings of a research conference</li> <li>• published translation of a scholarly text with commentary</li> <li>• performance or showing of a creative work recognized and peer-reviewed within the discipline</li> </ul> <p>At least two publications in the last five years meeting the requirements for recognition at level 3, 4, or 5 in the most recent ERA exercise (Excellence in Research for Australia)</p> <p>Publications to include multiple research articles/chapters and at least one substantial monograph, with evidence of reception and influence</p>	Sustained research productivity at a high level, as well as more general scholarly productivity when needed to meet community needs

Attainments		A	B	C	D	E
		Evidence of progress with a current research project for a research degree or professional Doctorate, if not already attained, and for peer-reviewed publication and/or professional writing serving the community	Scholarly publications related to the discipline and/or learning and teaching theology	Significant scholarly publications related to the discipline and/or learning and teaching theology		Multiple publications that meet the requirements for ERA levels 3, 4, and 5
	<b>Recognition as researcher</b>		Eligibility for recognition as an early-career research-active scholar according to the Research-Active in the University College Policy, with the potential to supervise a research thesis	Recognition or renewal of recognition as research-active according to the Research-Active in the University College Policy		A national and international reputation as a leading expert in the chosen discipline and/or theological education, at the cutting edge of research, with key publications regarded as seminal and widely referenced by other scholars and ongoing supervision of promising research students
	<b>Research Conferences</b>		Accepted presentations at research conferences and chairing of conference sessions	Membership of research conference planning committees	Effective organization of research conferences attracting external national and international participants	A demonstrable capacity to foster research and scholarly productivity amongst colleagues
					Invitations to present keynote addresses at research conferences of international standing	

Attainments		A	B	C	D	E
	<b>Journals</b>		Invited reviews in peer-reviewed journals	Membership of editorial boards of recognized academic journals	Appointments as editor of recognized academic journals and conference proceedings	
				Invited reviews in high-level peer-reviewed journals	Invitations to referee submissions to publishing forums of international standing	
	<b>Professional Development</b>		Evidence of participation in relevant professional development activities in the Member Institution and the University College	Evidence of participation in relevant professional development activities in the Member Institution and the University College and implementation of the knowledge acquired		
	<b>Grants</b>				Successful application for external research grants	
<b>Learning and teaching/ curriculum development</b>	<b>Teaching Skills</b>	Experience in teaching in a higher education setting, with the capacity to deliver material in a manner best suited to the cohort	Eligibility for teacher accreditation in relevant disciplines for both undergraduate and postgraduate coursework	Evidence of teaching skills to serve a wide range of teaching contexts	Evidence of innovative and adaptable teaching skills to meet the needs of the students, advance the discipline, and serve as a model for colleagues	Exemplary teaching across all AQF levels and delivery modes, with a mature approach to the tasks involved and a well-developed capacity for appropriate innovation
		Experience in administration associated with teaching in a higher education setting				

Attainments	A	B	C	D	E
				Evidence of some innovation in learning and teaching as compared with existing practice in the Member Institution	Alertness to changing curriculum needs and a demonstrable capacity to lead appropriate developments through governance processes
			Evidence of developing a suitably purposeful approach to learning and teaching, including recognition of the desirable nexus between teaching and research and the inculcation of a personal research culture amongst students	Evidence of a developed and explicit approach to learning and teaching, including recognition of the desirable nexus between teaching and research and the inculcation of a personal research culture amongst students	Evidence of a well developed approach to learning and teaching based in current best practice and the principle of continuous improvement, to suit the range of AQF levels and circumstances of delivery
			Favourable reports on teaching in student feedback	Evidence of constructive personal response to reports on teaching in student feedback and leading appropriate institutional response to reports of course units in student feedback	An up-to-date awareness of pedagogical developments and student circumstances and expectations and a demonstrable capacity to respond appropriately

Attainments		A	B	C	D	E
	<b>Professional Development</b>		Evidence of participation in relevant professional development activities in the Member Institution and the University College	Evidence of participation in relevant professional development activities in the Member Institution and the University College with implementation of the knowledge acquired	Evidence of participation in relevant professional development activities in the Member Institution and the University College, including research conferences on theological education, with implementation of the knowledge acquired at both a personal level and a wider institutional level with colleagues	A demonstrable capacity to lead colleagues in ongoing improvements to the renewal of the curriculum, the delivery of academic awards, and the appropriate care of students
<b>Governance/ Leadership</b>	<b>Institutional Planning and Governance</b>	Evidence of willingness to participate in institutional planning and governance	Demonstrable contribution to institutional planning and governance in the Member Institution	Significant contribution to institutional planning and governance in the Member Institution and the University College	Leadership in institutional planning and governance in the Member Institution and the University College	A growing role in the development of academic plans for research and research training, learning and teaching, and student support services
						Leadership in establishing, reviewing, and enacting the University College's strategic vision and goals
	<b>Policy Implementation</b>	Evidence of a capacity for contributing to team effort and thinking constructively	Effective conduct of administrative duties in the Member Institution	Effective conduct of significant administrative duties in the Member Institution	Effective conduct of senior administrative duties in the Member Institution	A commitment to maintaining high-quality implementation of the national Higher Education Standards for the benefit of students, staff, the church, and the wider community

Attainments		A	B	C	D	E
				Coordination of Member Institution preparations for annual Discipline Moderation	Coordination of Member Institution preparations for cyclical Institutional Academic Moderation	
	<b>Policy development and Committee involvement</b>			Effective performance as a member of University College committees, with the carrying out of specific tasks assigned and contribution to policy formation	Effective membership of University College committees, with the carrying out of specific leadership roles and substantial contribution to policy formation	A demonstrable capacity for foresight, energy, and courage in the development of academic and student policies to meet emerging needs
<b>Service/ Community Engagement</b>	<b>Professional Organisations</b>	In relation to academic standing: Participation in professional organizations and projects	In relation to academic standing: Purposeful participation in professional organizations and projects with indication of achievements	In relation to academic standing: Purposeful participation in professional organizations, projects, and conferences with evidence of initiatives offered and accepted	In relation to academic standing: Leadership roles in professional organizations, projects, and conferences with evidence of initiatives offered and accepted	National and international recognition, as relevant, of leading service to the profession, in relation to expertise in the discipline and fostering its further development, to theological education at the highest level, and to the preparation of future leaders in such areas
	<b>Professional Publications</b>			In relation to academic standing: Professional publications with indication of reception and influence	In relation to academic standing: Invited professional publications and reports with indication of reception, influence, and implementation	Influential reports and publications that lead to improvements in the profession, the church, and the wider community

Attainments		A	B	C	D	E
	<b>Church Organisations</b>	In relation to academic standing: Paid or voluntary roles in church organizations	In relation to academic standing: Paid or voluntary roles in church organizations with indication of effectiveness	In relation to academic standing: Paid or voluntary leadership roles in church organizations with indication of effectiveness	In relation to academic standing: Paid or voluntary senior leadership roles in church organizations with indication of effectiveness	Significant leadership roles in the church, with preparedness to assume responsibility or substantial areas and the potential to influence strategy for theological education to meet stakeholder needs and promote the University College
	<b>Wider Community Organisations</b>	In relation to academic standing: Participation in at least one wider-community organization	In relation to academic standing: Participation in wider-community projects and organizations with indication of effectiveness	In relation to academic standing: Participation in wider-community organizations and projects, including committee membership, professional consultation, and professional appointment	In relation to academic standing: Leadership roles in wider-community organizations and projects, including committee leadership, professional consultation, and professional appointment	Significant leadership roles in the wider community, with impacts that benefit the community and convey the worth of theological education