

Aaron Jarden - Argued Case for Promotion to Professor

General statement.

My career to date demonstrates that I am a distinguished scholar in the field of positive psychology, and have progressed the discipline internationally via research, teaching, and notably leadership. Over my career my goal has been the investigation and understanding of human wellbeing, what it is, why it is as it is, and how it can be improved. Specifically, I have investigated who thrives in life, why, and under what conditions across the life course. Breaking a mould, I have intentionally taken an interdisciplinary approach to knowledge generation and thought leadership, drawing wisdom on wellbeing from the fields of psychology, philosophy, economics, public policy, and health sciences in particular.

Weightings.

I am assigning weightings of 40% to Leadership and Service, 30% to Teaching and Learning, and 30% to Research and Research Training, as they serve as indications of where my primary achievements have been made, and will be presented in this order. These weightings represent perceived contributions considering opportunities. In order to fully address and showcase my career achievements, I have structured and presented my argued case below in line with the University of Melbourne's Academic Career Benchmarks and Indicators. Throughout I have used various acronyms for frequently used terms and below is a list for easy reference.

List of acronyms.

AWE = Assessing Wellbeing in Education Ltd.

CPP = Centre for Positive Psychology.

CWS = Centre for Wellbeing Science.

MAPP = Masters of Applied Positive Psychology.

MAPPsaa = Melbourne Masters of Applied Positive Psychology Students and Alumni Association.

MGSE = Melbourne Graduate School of Education.

NZAPP = New Zealand Association of Positive Psychology.

SAHMRI = South Australian Health and Medical Research Institute.

UoM = The University of Melbourne.

WoW = Work on Wellbeing Ltd.

WRC = Wellbeing and Resilience Centre.

1. Leadership and Service: 40% Weighting

Across my career, and from early on in my first fulltime academic appointment in 2006, I have demonstrated consistent and sustained excellence in leadership and service. This is evident in my various appointments, the demand for my consultancy work, and by interest from top-tier media. As a very well-known and established figure in the field of positive psychology, my peers view me as a thought leader; responsible for directing and shaping the growth of the field, and who regularly convenes conversations and events around key topics and issues as the new field develops. In the following sections I outline and demonstrate my leadership and citizenship in the areas of activity, engagement, and quality and impacts, across many endeavours, all providing significant value to the University, community, and to the fields of positive psychology and wellbeing science. My reputation extends beyond industry and field activity to sustained and highly impactful endeavours within departments, faculties, and higher education institutions which is evident through the ensuing argued case for promotion to Professor and supported by my Curriculum Vitae.

1.1 *Activity.*

1.1.1 *Active engagement with leadership and coordination roles within faculties and departments.* I began at the UoM as an Associate Professor on the 14th May 2018. Since my appointment I have had, and still have, many major leadership and coordination roles. Below I outline three prominent leadership and coordination roles, choosing one from each of three very different appointments (in an education faculty, in a non-profit start up, and in a psychology department).

1.1.1.1 *Lead and coordination of the Masters of Applied Positive Psychology program.* I was purposefully sought out and recruited to the UoM to lead, co-ordinate, and improve (to world class and field leading standards) the Centre for Positive Psychology's (now the Centre for Wellbeing Science¹; CWS) flagship program the Masters of Applied Positive Psychology (MAPP). This program not only gave the Centre local, national, and international recognition and credibility, it was also financially crucial to the Centre's existence and growth in staff, which has had additional positive impact on the Centre's research team capacity and capability. Evidence of this impact is the sustained growth of staff,

¹ The Centre for Positive Psychology changed its name to the Centre for Wellbeing Science in 2021. To avoid confusion, throughout this application I use the Centre for Wellbeing Science: CWS.

resulting in many more publications and a developing culture of research (e.g., in 2017 the Centre produced 58 publications before I arrived, in 2022 it produced 119 publications: source UoM website, CPP & CWS Annual Reports).

1.1.1.2 Head of Research at the Wellbeing and Resilience Centre. Before my employment with the UoM I was Head of Research with South Australian Health and Medical Research Institutes' (SAHMRI) Wellbeing and Resilience Centre (WRC). I led a team of five relatively junior academics (i.e., none had a PhD or had published academic articles) with a goal to teach and develop these novice researchers so we could research the quality and impacts of the WRC's programs we were developing and delivering state-wide. This required both leadership at the WRC, and also within the institute (SAHMRI). Much of this engagement was at a state level, such as meetings with the Premier and various state government department advisors and advisory teams. One of my key leadership tasks was to establish research infrastructure and processes to ensure the long-term sustainability of the WRC. Evidence of impact here is that the WRC has not only survived, but thrived, and two of the research staff have gone on to obtain PhDs and produce unprecedented publications (e.g., I helped initiate the largest meta-analysis of positive psychological interventions in the field – published in *Nature, Human Behaviour*: impact factor 24.25).

1.1.1.3 Head of Psychology, the Open Polytechnic of New Zealand. Before the age of 30, I was promoted to Head of Department (inclusive of 12 staff) of New Zealand's largest, and only national, tertiary provider (e.g., we taught more psychology students than any other New Zealand university). This demonstrates early recognition and acknowledgement of my leadership strengths. The impact of my work as Head of Psychology was the successful establishment of the Open Polytechnic's bachelor's degree with a major in psychology to equal standing with other New Zealand tertiary providers (i.e., it was accepted as a Masters entry degree).

These three different aforementioned roles over my career showcase outstanding leadership and coordination ability of different types.

1.1.2 Committee memberships. While at the UoM, in recognition of strong leadership, I have been recommended, seconded, and appointed to many committees, both as a member and as Chair. These committees extend from local (Centre, Faculty, University) to international committees related to the field of positive psychology. Examples of some of these important appointments include (from local through to international):

1.1.2.1 Centre for Wellbeing Science. As Chair of the CWS's Teaching and Learning committees (both operations committee and management committee) I was responsible for ensuring world class teaching quality and pedagogy, and as Chair of the CWS's Business Engagement and Management committee I oversaw strategic alliances and funding initiatives as well as aligning Centre activities with Faculty and University of Melbourne directives, directions, and plans. Across these important appointments some impacts I have made have been streamlining committee processes, decision making, and information flow, allowing better team communication, collaboration, and strengths utilisation.

1.1.2.2 Melbourne Graduate School of Education. I was MGSE's Human Ethics Advisor (approx. 1 year), and then Deputy Chair of the MGSE Ethics committee (approx. 1 year) before ethics was centralised at UoM to the Office of Research Ethics and Integrity (ORIE) at which point I transitioned to a central university role.

1.1.2.3 University of Melbourne. Following centralisation of research ethics, I have been Chair of the 3D LNR (Low and Negligible Risk) Human Ethics Committee. I see this leadership role as integral to ensuring that research is of the highest standard and conducted and reported in an ethical and responsible manner, upholding the University's reputation, values, and stature as the leading tertiary research organisation. I have also at times jointly chaired more than one LNR committee when asked to fill shortfalls in Chair staffing – demonstrating noble and proactive organisational citizenship behaviour.

1.1.2.4 Positive Psychology and Wellbeing Science. Across my career I have chaired countless committees and working groups. As some more recent examples, I have acted as Chair of the Wellbeing in Higher Education Network, the Ethical Guidelines for Positive Psychology Practitioners working group, and currently the Experience Design Committee for the 7th World Congress on Positive Psychology (Vancouver, July 2023) – the major conference in the field of positive psychology.

Beyond Chair roles, I have actively supported committees in which I have been able to bring knowledge and skills to help achieve the University's mission and desired outcomes, such as the Students at the Heart initiative. Additional committee memberships at the Centre level have included two Teaching and Learning committees (one operational, one management), the Business and Engagement committee, alongside contributing to committees related to all three Centre research streams (Wellbeing Literacy, Measurement and Methods, and Systems Informed Positive Psychology). At the faculty level, I attend the MGSE Research Committee as the ethics representative, the Mid-Career Academic Committee, the Professional Coursework Program Coordinators Group, the Professoriate Committee, and have contributed briefly to the Digital Engagement Reference Group during the early COVID-19 period, drawing on my eight years of online learning experience at the Open Polytechnic of New Zealand. At the University level I have contributed

to the College of Reviewers (peer review of teaching program expert panel) and made significant contributions to the University's Mental Health Promotion Support Working Group for over four and a half years, such as clarifying the roles of wellbeing and illbeing in mental health. As another indicator of leadership and capability, I have represented senior faculty on university committees, the most recent example representing the MGSE Associate Dean International on the University's Global Strategy Forum in 2023. Beyond the University I have also been a Board member for Action for Happiness Australia for four years, and before my time at the UoM I was on the Central Queensland University Expert Advisory Panel regarding their MAPP program.

To strengthen my ability to engage and influence positive outcomes within these various committees I have at times completed additional training when needed (e.g., becoming familiar with the National Statement on Ethics, and Ethical Guidelines for Research with Aboriginal and Torres Strait Islander Peoples), and have arranged strategic meetings and tabled various discussion documents for consideration; further examples of leadership by enacting key institutional priorities and plans.

1.1.3 Compliance with policy and procedural requirements. Throughout my leadership I have maintained consistent team communication and active focus to ensure alignment with Centre, Faculty, and University policies, plans, and procedural requirements, and have demonstrated valuing of this approach in my own practice. An example of this is the restructure of the MAPP program which happened from early 2020 to mid-2022. In 2019, a Teaching and Learning Review of the Centre's teaching programs (which I also co-led) determined several areas for improvement. I embraced this opportunity to strengthen teaching and learning, highly valuing these important recommendations from an extensive review (including student feedback and expert review). My role was critical in the restructure of the program from conception through to implementation, and now in 2023 evaluating the changes. Here it was integral to work closely and collaboratively with Centre staff and University administrators, and be cognisant of regulatory requirements (Tertiary Education Quality and Standards Agency - TEQSA) to ensure that not only the proposal for the scope of work met UoM and academic regulations, but that it also met the recommendations of the Centre's Teaching and Learning Review and market needs. Here I was also able to draw from my leadership strengths developed at the WRC (SAHMRI) where I also led multiple reviews (i.e., a review of available wellbeing programs to benchmark against). Following this major scope of work, I have also been solely responsible for proposing, and had approved, three new academic qualifications which further strengthen and solidify the Centre's offerings, and further position the CWS as a global leader in the provision of training in wellbeing science, aiding its financial future. These newly approved qualifications include the Graduate Certificate in Wellbeing Science, Professional Certificate Wellbeing Leadership, and Professional Certificate in Wellbeing Coaching, all nested within the MAPP program. My knowledge of the emerging field of wellbeing science has also led us to rename our pre-existing Certificate course from the Professional Certificate in Positive Psychology to the Professional Certificate in Wellbeing Science (also aligned with the well received Centre name change from Center for Positive Psychology to Centre for Wellbeing Science) to ensure our Centre remains current with the field of positive psychology and is of fundamental importance in the emerging field of wellbeing science more broadly.

1.1.4 Continuing professional development. While at the UoM, and with the support and mentorship of my supervisor, I have developed and enacted a robust and comprehensive personal development plan in order to grow and thrive as a world leading academic. I have also taught, and emphasised the importance of this process to the staff I have supervised. Examples of more formal professional development include being a graduate of the University's highly regarded Research Mentors Program (2022) which embedded the importance of research leadership and mentorship, and my participation in the University's Melbourne Aspiring Leaders and Managers Program (2023). Other recent activities include attending an Office of Research Ethics and Integrity two-day retreat (2023), attending faculty and University talks, maintaining compliance standards through Train Me (e.g., employing casual staff), upskilling to the new APA 7th guidelines, UoM performance training for teaching presentation skills, and improving social media skills to gain more benefits in knowledge translation (in line with MGSE guidelines). Additionally, I am a member of, or have affiliations with, many ($n = 19$) professional associations and utilise their bespoke training opportunities also (e.g., I am accredited with certification in the use of the Strengths Finder / Clifton Strengths, and certified with the Strengths Profile). In short, I value professional development highly, and feedback as a pathway to growth, but also toward improved quality and impact.

1.1.5 National and international institutional partnerships and networks. I have been in the field of positive psychology since close to its inception, and have met, connected with, and collaborated in research or strategically with many well-known figures in the field; from Christopher Peterson, to Ed Diener, to Todd Kashdan. I have also assisted the main professional organisation in the field, the International Positive Psychology Association, with various activities over the

years on numerous working groups, particularly with regard to the seven conferences it has run (e.g., awards committees, academic programs committees). While at the UoM I have created partnerships and networks with similar Centres in highly ranked universities in the United States (Harvard, University of Pennsylvania), Mexico (Tecnológico de Monterrey), Ireland (Royal College of Surgeons), and Asia more generally (Tsinghua University China, Universitas Islam Indonesia). More recently I have initiated discussions with other leaders of MAPP programs internationally about the need for standards and consistency regarding the core curriculum and requirements for a MAPP qualification; demonstrating leadership by initiating this endeavour, and in working to strengthen global standards. This is another example of leading by convening such important conversations.

1.1.6 Formal senior leadership roles. My formal senior leadership roles would include coordinator of the MAPP program at UoM (for 5 years) – which is a particularly intensive and relational role, Head of Research at the WRC (SAHMRI) (2 years), Managing Editor of the International Journal of Wellbeing including Special Issues Editor (12 years), President of the New Zealand Association of Positive Psychology (8 years), and Head of Psychology Department (2 years). In addition, as founder and leader of start-ups Work on Wellbeing Ltd (10 years) and Assessing Wellbeing in Education Ltd (5 years). These various leadership engagement roles span industry and academia, and outputs associated with these roles are explained further below in sections 1.2 and 1.3.

1.2 Engagement.

1.2.1 Development and maintenance of community, industry, and cultural partnerships. Across the opportunities I have had with various leadership positions, I have taken the approach and philosophy to always strengthen the field, institution, and where possible, to invite emerging academics and/or clinicians to work with me on this pathway to strengthen capacity and capability. The aim has been to support and mentor to enhance future work, and to have wider impacts. I will give two examples which demonstrate such an approach. Firstly, within the CWS, I actively contributed to discussions regarding the strategic planning of the Centre around 2021. This followed through to conversations and feedback on drafts of documents and plans, including their alignment to MGSE. To do so I actively mentored junior staff with conversations about strategic planning topics so they could provide feedback into the process. Secondly, as Head of Research at the WRC (SAHMRI) I actively engaged and promoted the work of the Centre within a Medical Research Institute, to provide value to this partnership of the WRC within SAHMRI. For example, I led an initiative that offered the WRC's wellbeing assessments and wellbeing programs for SAHMRI's medical scientists.

1.2.2 Leadership in external professional and disciplinary communities. I have led and helped shape policy development with regard to publishing standards. For example, I have published reporting standards to encourage more comprehensive reporting of wellbeing intervention research, and then circulated these among other editors in wellbeing science journals and MAPP programs. These standards are evident in my research output (Curriculum Vitae journal number 55) 'An evaluation of positive psychology intervention effectiveness trials using the re-aim framework: A practice-friendly review', in Appendix 2 of that publication, which was published in a key journal in the field, the Journal of Positive Psychology (impact factor 4.29). Such initiatives demonstrate academic leadership in a newly developing applied field establishing credibility. As a second example, my leadership and development of the 'ethical guidelines for positive psychology practice' (Curriculum Vitae journal number seven and 34) paves the way, and provides the bedrock, for the field to move towards more formal accreditation in the future (i.e., ethical guidelines become a code, which can then be regulated).

1.2.3 Leadership and engagement with advancement programs and projects that develop alumni. I have been instrumental and influential in helping develop and support the Melbourne Masters of Applied Positive Psychology Students and Alumni Association (MAPPsaa). In many ways here I benefited from my position as vice-president of the Waikato University Student Union in 1999 where I worked closely with various student groups. Since MAPPsaa's inception I have guided them regarding how to form and run an association based on my previous leadership in the establishment of the New Zealand Association of Positive Psychology (NZAPP). Examples of this guidance relate to website development, internal and external communications, rebranding, strategic planning, and engagement, culminating in their association web presence and first conference in 2022. Aligned with my strengths in convening conferences and securing funding, I was also able to mentor and support members of their association in identifying potential funding opportunities, securing funding, and conference planning. We have a strong and thriving alumni community for the MAPP program I lead, as a direct result of my efforts with MAPPsaa in this regard, and the quality of MAPP itself. I have also made many connections between alumni and media, further developing impact of the science of wellbeing and showcasing our alumni's work.

1.2.4 *Leadership of major engagement projects.* As demonstrated in my Curriculum Vitae, I have led many major engagement projects including conference lead and convenor for six conferences (three Wellbeing and Public Policy Conferences – 2012, 2014, and 2018; three New Zealand Association of Positive Psychology – 2011, 2013, 2015) – all conferences were very well attended with hundreds of participants at each. Keynote speakers I invited and that attended included thought-leaders in the field, including Ed Diener, John Helliwell, Andrew Clark, Andrew Oswald, Paul Frijters, Ruut Veenhoven, Martijn Burger, Jan-Emmanuel De Neve, and Carrie Exton. Such an ability to convene important conversations between globally leading wellbeing scientists, economists, public policy analysts and experts, and other government officials further demonstrates my leadership and stature in the field. Another example would be inviting the Prime Minister of New Zealand (then Jacinda Ardern) to open the 2018 Wellbeing and Public Policy Conference hosted in the Beehive (Te Whare Māere) which she accepted². Preceding this was my work in helping Statistics New Zealand with measuring wellbeing, and with New Zealand Treasury in developing a Wellbeing Framework, all leading into endeavours such as the current Wellbeing Budget in New Zealand.

1.2.5 *Membership of company boards or equivalent.* I was Director of Work on Wellbeing Ltd for 10 years, a Board member of Action for Happiness Australia for four years, and am Director of the non-profit International Journal of Wellbeing Charitable Trust. Such leadership positions have further solidified my leadership strengths (e.g., self-awareness, reflective practice, teamwork, planning, situational awareness, negotiation skills, collaboration skills and intercultural sensitivity), and engagement with important regulatory requirements and legal responsibilities across jurisdictions (e.g., New Zealand and Australia).

1.3 *Quality and Impact.*

1.3.1 *Influential contributions to the vision, aspirations, and state of the University.* In the five years I have been at the UoM I have made major contributions to the vision, aspirations, and state of the University. Many contributions have been provided through formal processes and structures. Below I highlight and demonstrate some of these important contributions. They all relate to Advancing Melbourne and the five intersecting themes: place, community, education, discovery, and global.

1.3.1.1 *UoM Mental Health Advisory Group.* I have actively participated in the University's Mental Health Advisory Group. Here I have been instrumental in informing on activities that other universities have been undertaking to build wellbeing and reduce illbeing, and I have tabled agenda items on important issues and opportunities, such as the need to clearly define terms such as 'wellbeing' and 'mental health' in documentation and policy.

1.3.1.2 *Positive Universities.* Having a substantial knowledge base in 'positive universities' (or also known as 'wellbeing in higher education') (e.g., see CV publication no 19: 'The impact of a wellbeing program imbedded in university classes'), I have provided detailed feedback to the 'Students at the Heart' initiative, aligned with Advancing Melbourne.

1.3.1.3 *Master of Education.* I have regularly (over the past four years) taught outside the Centre as a guest lecturer into the Master of Education program at MGSE. This is a key program in MGSE, and I have taken up this opportunity as I see it as vitally important to the future of the teaching profession that teachers have a knowledge base of wellbeing science, and skills that not only build wellbeing and enable 'better days at work' and propel learning, but also build flexibility and capability so that they are resilient to future shocks and can manage struggle and adversity. Such initiatives set the UoM apart from other institutions, and again demonstrate strategic leadership. Aligned with this, I have also led, coordinated, and taught into the subject 'Leading Schools Through Leading Self' for the five years I have been at the University, which teaches leadership, in particular wellbeing leadership (e.g., authentic leadership, positive leadership, compassionate leadership, appreciative leadership, amongst others) to school and education leaders.

1.3.2 *Effective demonstration and promotion of the Values of the University.* I demonstrate and promote the values of the University every working day in my leadership and engagements locally within the Centre, across the Faculty and University, globally through my media activity, and representation in key activities in the field of positive psychology. Specific examples locally include: 1) welcoming all new Masters of Applied Positive Psychology students into the program personally, outlining the values of the University in this welcome, leading by example, and setting clear expectations around scholarship and performance; 2) discussing the key values and plans of the University in supervision sessions with staff; 3) highlighting these values (such as a just, fair, and inclusive society) during team and committee meetings to draw attention to them.

² Jacinda's daughter was born early, so the Minister for Finance, the honourable Grant Robinson opened the conference.

1.3.3 *Positive engagement in learning and career development of self and others.* In section 1.1.4 above (Continuing professional development) I noted a wide range of activity related to my professional development. In this section I highlight the quality and impact of some of this development, noting the flow on impacts of its importance using examples. I then focus on the career development of others and the positive impacts I have had via supervising and mentoring. Firstly, participating and graduating from the University's renowned Research Mentors Program has provided further training and skills regarding research mentorship, and also provided many valuable skills and connections across the UoM at large. I have explicitly taken some of this knowledge and these skills and built them into supervision sessions with staff and our RHD graduate students. For example, the program had sessions such as 'mentoring for big ideas' and 'building research teams' from which I have learned from, but also passed on this accumulated wisdom. This is demonstrated in advice such as balancing a research program while developing a narrative, but also pushing the limits and asking big field shaping research questions. As another example of this, the research questions I'm currently focusing on (e.g., what exactly is wellbeing?, who is responsible for wellbeing?, and what is bigger and better than wellbeing? are all thought leading). The mentor program was also enlightening as to the scale, scope, and diversity of the University and the work it does and the people within it; which I also educate these insights to colleagues and RHD students.

Regarding the career development of others, I have supervised eight staff members while at the CWS at the UoM. In addition, I have also informally mentored many (approx. 10) others in the Centre, and MGSE, including visiting scholars (e.g., post-docs, visiting fellows). One key aspect I learned from the Research Mentors Program was to critically appraise and value how research work impacts community, culture, and society at large. Only with this understanding is knowledge translation most successful. Further insights from this program include providing the opportunities for others to lead, but in a carefully cultivated and managed way (which has also been highlighted in the 2023 Melbourne Aspiring Leaders and Managers Program). I take this approach in providing opportunities and space, for example, in leading staff in the MAPP program.

1.3.4 *Provision of meaningful, constructive, and timely feedback to colleagues.* Through my clinical psychology training (2003-2006) before my formal academic working career I learned firsthand the incredible value of pertinent, timely, honest, and transparent feedback, and how crucial such feedback is to an individual's growth and development, and high quality service provision. I also learned the importance of providing psychologically safe places and spaces to allow such feedback to be most valuable with positive outcomes for all involved. In addition, I have had the benefit of working with some inspirational and great leaders over my career (Prof. Grant Schofield, Mrs Gabrielle Kelly, Prof. Lindsay Oades) from whom I have observed and learned from regarding providing feedback. I have taken this knowledge and applied these principles of feedback via peer-review of teaching, supervision, mentoring, and via more formal research collaborations (both in teams and one-to-one).

1.3.5 *Collection of, attention to, and action on feedback from a variety of sources.* While I have been coordinator of the MAPP program I have regularly (with the exception of the COVID-19 disruption) utilised course and subject level feedback (both mid-semester and end of subject) to both further improve subject quality, but also to assist staff to develop in areas identified as needing improvement. One strength has been my ability to have tough conversations and to create a climate of psychological safety with those I am responsible for. For example, over my tenure as coordinator of the MAPP there has been a single formal complaint about the program (in 2023). I managed this according to University processes, embraced the opportunity to learn and improve the program, and addressed the matter in a manner to positively impact the growth of those amongst the team the complaint related to. I have always considered broader student concerns as an opportunity to listen, then identify ways to strengthen our program and I have professionally managed these infrequent occurrences with excellent and exceptional communications skills. I have also directly addressed feedback obtained in annual and triennial performance reviews, and pro-actively sought feedback from colleagues and collaborators.

1.3.6 *Effective membership of committees.* In section 1.1.2 above (Committee memberships) I outlined an extremely wide range of activity (including many Chair positions) across an eclectic set of committees – across the CWS, MGSE, and the UoM. In all these committees I am, or have been, a highly respected voice and participant, continually proactively contributing to working groups and agenda item setting. This has led to various process improvements, for example I have halved the average ethics committee meeting length from 90 minutes to an average of 45 minutes without reducing quality and allowing inclusion of all voices in decision making.

1.3.7 *Effective promotion of diversity and cultural awareness that reflects the University's cosmopolitan character.* Diversity and Inclusion is a key value of mine, and a key plan and strategic imperative of both the University and in

particular MGSE. Examples of how I have aided in bringing some of this work to light include my learning design and incorporating indigenous wellbeing into the MAPP program, alongside intentional selection of slide images representing diversity in teaching, and through my engagement with the new MGSE diversity and inclusion strategy.

1.3.8 *Effective promotion of a university culture that values high achievement by staff and students.* I strive for excellence in teaching and learning, research, and leadership. Examples of promotion of such a standard include setting standards for beginning MAPP students and for teaching staff (teaching), aiming for high impact factor journals with research collaborators as well as asking field defining questions (research), and in committee work in intentionally linking activities back to high aspirations and excellence as outcome indicators (leadership).

1.3.9 *Effective leadership across the University.* As mentioned in section 1.1 above, I have many roles that allow leadership to be demonstrated. In particular my role as Chair of the UoM LNR ethics committee has allowed me to demonstrate effective leadership, evident in receiving only positive feedback from both committee members and applicants. I have streamlined process and inducted many new UoM employees onto the ethics committee. Another example (mentioned above) would be my tabling the concern (potential solutions) regarding the importance of defining terms in the Mental Health Advisory Group.

1.3.10. *Awards and prizes for leadership and service.* In 2020 I was awarded the MGSE Teaching Excellence Award as leader of the MAPP program in conjunction with six other colleagues involved with the program. Although this is a teaching award, it reflects my leadership of the MAPP program as a whole and the improvements I have brought to it. This competitive award attests to the quality of the program and reach and impacts that students from the program go on to have in industry.

1.3.11. *Leadership of short- and long-term engagement programs that create social, cultural, and economic value.* While at the WRC, I led many initiatives with the focus on bringing the topic and conversation of wellbeing to public discourse in the state of South Australia. For example, these programs of engagement included public talks, provision of materials (infographics), and short sample courses. While at the UoM, I have applied for and successfully obtained a 'Global Classrooms' grant in order to further connect and collaborate with colleagues at the Royal College of Surgeons Ireland with our new certificate qualification (in wellbeing coaching) as another example.

1.3.12. *Public intellectual contributions to the advancement of culture and society.* In section 3.2.4 below I outline significant media contributions. Here I give the example of developing and leading a world first 'protest for wellbeing'. While most protests are against something, this was a protest conceived to be for more wellbeing in the world, and a focus on wellbeing *per se*. In other words, rather than just focusing on preventing or remediating illbeing, we should also be focused on promoting wellbeing. This protest I developed, and led, was run in conjunction with Action for Happiness Australia, aligned with the 7th World Congress on Positive Psychology, and marched in central Melbourne.

Concluding personal leadership statement

I believe that great leaders look ahead, but also across the organisation and take steps to understand the context of the organisation. They display courage and take considered risks, whilst acting on what they believe is right, even if this may be challenging. They also help others find their paths that will grow and advance them, while considering the organisation and its objectives. To do this a good leader needs to know what the organisation, and the people that are leading it stand for. With this understanding it is then much easier to collaborate to gain access to resources for action. What I have learnt is that leadership is not about being out in front, but having the power and forethought to convene, to bring together, to shine focus, and to facilitate and achieve a common goal. Leadership is not about control or command; it is about thinking of partnerships, the people that can assist, and the vision. It is about gathering quality information, testing ideas, seeking feedback, reflecting on options (usually under time pressure), and then acting decisively, with rationale and confidence. Leadership is also not about having all the answers, but listening and accepting, and realising that no one is perfect or can do it all. Lastly, good leadership is about loving what you do and not compromising the values that sustain you. For the five years I have been at UoM I have frequently spoken of "Team Uni Melbourne" and this, 'we are the organisation' approach, embodies my philosophy and values.

2. Teaching and Learning: 30% Weighting

Over my career, and in particular recently, I have demonstrated consistent, sustained excellence in teaching and learning. This performance has been driven by my intrinsic passion and enthusiasm for teaching. Following the sentiments of Ralph Emerson ("nothing great was ever achieved without enthusiasm"), I have enthusiastically embraced teaching as a pathway to fulfill my stated mission of understanding and disseminating wellbeing science. Over my career

I have led subjects and course developments, strategic reference groups and reviews, introduced many new partnering organisations and expert consultants into our teaching, co-ordinated programs and courses, taught wellbeing science (broadly speaking) in a variety of undergraduate and graduate subjects across many fields, and actively engaged as a key and highly valued member of the relevant organisations in which I have had these opportunities. In particular I am regarded by students and peers as an inspirational teacher, who has, and still is, making major contributions to student experience, with a knack for translating science and research into real-world practicalities (i.e., science communication). My teaching is solidly underpinned by research, scholarship, and engagement. In the following sections I detail my activity, engagement, and quality and impact through: 1) subject leadership, development, co-ordination, and evaluation, 2) new course leadership and curriculum development, 3) pedagogical development and innovation, and 4) personal professional development.

2.1 Activity.

2.1.1 Subject coordination and delivery. As leader of the MAPP program, I have taught into all, and coordinated most, of the seven subjects within it. Subjects I have coordinated and delivered have related to the specific strengths and industry knowledge I bring to the MAPP and CWS, and include the subjects: Principles of Positive Psychology, Applications of Positive Psychology, Capstone in Positive Psychology, and Wellbeing Design, Delivery, and Evaluation. I have also taught for five years into MGSE's Masters of Instructional Leadership subject 'Leading Schools Through Leading Self' which teaches leadership, in particular wellbeing leadership (e.g., authentic leadership, positive leadership, compassionate leadership, appreciative leadership, amongst others) to school and education leaders. Before arriving at the UoM I also developed and taught a course on positive psychology at Auckland University of Technology (AUT) (including proposing the course, shepherding it through Academic Board approval, and then developing and teaching it). I have also taught other psychology subjects while at AUT such as Psychological Assessment. Before AUT, when at the Open Polytechnic of New Zealand for eight years, I taught courses in all areas of psychology including the subjects: Counselling Theory, The Psychology of Stress, Abnormal Psychology, Organisational Psychology, Social and Individual Psychology, Human Development, General and Applied Psychology, Social Psychology, Research Methods, Behaviour Modification, and Psychological Assessment.

2.1.2 Curriculum design and innovation including cross-disciplinary approaches. Here I have many examples to draw on, however will highlight three in particular.

2.1.2.1 Central Queensland University (CQU) interdisciplinary MAPP subject. While I was at the WRC at SAHMRI I was commissioned to develop a MAPP subject (one of four 25-point subjects in their program) for CQU's new MAPP program. I was involved with the scoping and direction of this subject, leading to it being intentionally interdisciplinary, looking at applied wisdom on wellbeing from the perspectives of nine different disciplines (e.g., psychology, philosophy, economics, health, religion, public policy, etc.). This cross-disciplinary approach was the first (to my knowledge) to take such an innovative and expansive view on wellbeing in its curriculum design, and I have brought this lens to the CWS MAPP program.

2.1.2.2 MAPP restructure. Above in section 1.1.3 I described my role in the MAPP restructure. Here I further identify the particularly novel innovations in curriculum design that sets the MAPP apart globally. Drawing on my tertiary teaching knowledge base from completing the Post-Graduate Certificate in Tertiary Teaching (e.g., aspects such as constructive alignment, reflective practice in teaching exercises), I led the teaching team to update the program content to be at the frontier of wellbeing science, with a particular focus on bringing into the program research from the CWS (e.g., wellbeing literacy, systems informed positive psychology, contemporary critiques and wellbeing assessment methods). With a view to increasing our market share, I also advocated to create a solely online version of MAPP so we could have greater global reach, and further generate income for the CWS and MGSE. Here I obtained MGSE funding to professionally produce high-quality videos explaining and demonstrating wellbeing concepts and applications – an innovation exclusive to our MAPP program.

2.1.2.3 Innovation in Wellbeing Coaching and Wellbeing Leadership professional certificates. My consistent and ongoing work on various wellbeing products with industry (e.g., the Foundation of Wellbeing program, the Wellbeing Literacy Program, Work on Wellbeing assessment tool) positioned me well to identify a rapidly growing demand for education especially on the topics of wellbeing coaching (coaching for wellbeing rather than performance) and wellbeing leadership (leading others with their wellbeing). We then validated this demand in the market, obtained funding, and gained Academic Board approvals for these new subjects and qualifications. Specifically, through my strong global professional networks and high-quality connections, I secured the involvement of two world experts in these topics

(Professor Christian Van Newburg, Dr Ruben Rusk) to ensure we developed and produced the most cutting-edge and evidence-based curriculum that would be the basis for these two new subjects.

Within these projects I have developed, applied, and assessed teaching and learning change initiatives to consolidate and improve consistency and quality student experience. Of further note, I was Chair of the CWS Learning and Teaching Management Committee, overseeing strategic teaching improvements to all our programs and subjects, and aligning with Faculty and UoM directives and directions, and also new innovations.

2.1.3 Development of technology-based teaching, learning and assessment programs and resources. Having a background in Information Technology (IT; i.e., Diploma in Computing) and having established and sold two start-up IT companies (Work on Wellbeing, Assessing Wellbeing in Education), I realise the critical importance of the use of technology. Regarding teaching, and in particular the online only version of the MAPP program, I use, and advocate for the teaching staff to use a range of contemporary online teaching technologies and platforms; in particular (and in addition to the functionality of CANVAS) MIRO boards, Typeform, and Mentimeter. Such technology and tools support greater peer collaboration, student voice, and lead to positive student experience and engagement.

2.1.4 Design and delivery of overseas subjects and other student mobility programs. I was heavily involved in scoping and negotiation of a joint-MAPP program between UoM and Tsinghua University (#14 in QS World University Rankings 2023) in China, before the Australia/China relations took a downturn late 2019 and this project was “put on hold” from the Chinese side of the relationship (we are currently looking to restart these discussions now international relations are improving). As another example, I have obtained a Global Classrooms grant from UoM Chancellery to further connect and collaborate with colleagues at the Royal College of Surgeons Ireland with one of our new certificate qualifications (Professional Certificate in Wellbeing Coaching) as another example. Longer term, we are aiming for student and staff exchanges between UoM and the Royal College of Surgeons Ireland.

2.1.4 Teaching and learning innovation grants. As coordinator of the MAPP program, I assist teaching staff with all aspects to improving the quality of the program, for example, during development I provided outlines for our early career education team to ensure learning materials were relevant, evidence-based and current, then revised academic quality throughout development through to launch. Currently CWS has a UoM Chancellery FLEXAP (Flexible Academic Programming) grant to investigate if it may be possible to improve the alignment between assessment tasks, and subject and program learning outcomes. This project and detailed review (which is nearing completion) has highlighted that while there is a great alignment between assessment tasks and learning outcomes, there is opportunity to vary the types of assessments for greater student experience.

2.1.5 External educational development income, including for internationalisation of teaching initiatives. I have received \$61,838AUD for the development of the Wellbeing Literacy Program, and \$68,022AUD for the cultural adaption of the Wellbeing Literacy Program for indigenous communities. This income is via two grants from Richmond Fellowship Queensland. These two programs aim to support individuals in their learning about wellbeing literacy. We are also integrating our own learning from the development of these programs back into our teaching of the MAPP program (i.e., into the Wellbeing, Design, Delivery and Evaluation subject) regarding the importance of cultural considerations in all aspects across design, delivery, and evaluation of a wellbeing initiative. Another example would be the Foundations of Wellbeing program with a \$30,000AUD grant from PukaUp to develop educational materials for an online wellbeing program.

2.1.6 Publication of educational texts and resources. Over my career I have published many education texts and resources ($n = 6$) and will give three examples here. Firstly, I published the first APA reference manual which taught students how to reference in APA format by using a colour coding scheme (Curriculum Vitae book number four – ‘APA referencing and citing in a nutshell’, 2nd ed). Second, I published a three-book series (Curriculum Vitae book numbers two, three, and five) interviewing almost all of the predominant positive psychologists in the field (44 in total, including individuals such as Barbara Fredrickson, Mihaly Csikszentmihalyi, Felicia Huppert, Adam Grant, Lea Waters, Todd Kashdan, Sonja Lyubomirsky, and Ed Diener). I am particularly proud of the third volume in this series in which I interviewed only leading female positive psychologists to bring light to their important work. Lastly, I created an unpublished workbook in 2011 (‘Positive psychological assessment: A practical introduction to empirically validated research tools for measuring wellbeing’) which has been used in many wellbeing workshops, and also provided as a resource to our MAPP students. This 48-page workbook includes most of the main and most popular measures related to positive psychological assessment, along with important considerations (e.g., ethics and copyright).

2.1.7 *Scholarly publications on teaching, learning, curriculum, and assessment.* I am proud of the recent publication related to the scholarship of teaching: 'The impact of a wellbeing program imbedded in university classes: The importance of valuing happiness, baseline wellbeing and practice frequency' (Curriculum Vitae journal article publication number 19). This article aligns with the UoM emphasis of putting Students at the Heart, and of focusing on student experience.

2.2 *Engagement.*

2.2.1 *Alumni and external partner involvement in student mentoring programs.* In addition to helping found MAPPsaa and run their first conference (see section 1.2.3), I have also helped CWS provide various masterclasses with visiting academics and practitioners ($n = 4$), and made these available to the MAPP community (alumni) and current students.

2.2.2 *Curricular and extra-curricular opportunities designed to foster student entrepreneurship.* Throughout my teaching of the subject Wellbeing Design, Delivery, and Evaluation, I focus on the cultivation of wellbeing programs using many delivery methods (e.g., via technology such as apps and web-based solutions, through to workbooks and one-on-one coaching). Tracking back to the first online wellbeing program I created in 2010, The Tuesday Program (which is still free and online at present), I use examples of all the products I have created (e.g., Work on Wellbeing, Assessing Wellbeing in Education, Foundations of Wellbeing, Wellbeing Literacy Program, My Wellbeing Planner) as opportunities for students to become entrepreneurs in the wellbeing space. I have even included specific content into the MAPP program on the wellbeing of entrepreneurs.

2.2.3 *Initiatives advancing equity and supporting student diversity.* I start all my teaching with an authentic acknowledgement to country, and I take time to welcome students, focusing also on using their names and preferred pronouns. I use strategies in my classroom and online teaching to ensure that all students have a voice and opportunity (e.g., varying small group breakout rooms).

2.2.4 *Engagement with government, business, professions, and communities informing curriculum design and delivery.* I have a long track record of engagement with government, from my work on the Wellbeing and Public Policy conference series, to helping with developing wellbeing frameworks and assessing wellbeing at a national level. These experiences have shaped both my curriculum design and delivery at the CWS, for example government interest in illbeing vs wellbeing has influenced the subject Critical Review of Wellbeing Science. Experiences with businesses and schools have led to two book chapters on assessment of wellbeing drawing from these case studies (Curriculum Vitae chapter six in schools, and chapter 15 in workplaces) which have also translated into MAPP teaching.

2.2.5 *Engagement grants and other engagement income.* Section 3.1.2 below outlines many grants and consultancies. Those most specifically associated with teaching (and the teaching of wellbeing) include the Wellbeing Literacy Program (\$61,838AUD) and Wellbeing Literacy Program cultural adaption (\$68,022AUD), Foundations of Wellbeing program (\$30,000AUD) which teaches wellbeing skills to employees more generally, and the University of Melbourne Global Classrooms Grant (\$5,000AUD).

2.2.6 *External teaching, learning, and curriculum consultancies.* I have taught in multiple countries as an invited lecturer, including in-person at, for example, New Zealand, Japan, China, Indonesia, Turkey, and Portugal, and online to audiences in, India, United States, and Mexico and many others.

2.2.7 *Expert educational advice to government and peak bodies.* As indicated in section 1.2.4, my work on the Wellbeing and Public Policy series of three conferences positioned me to advise various government departments and various international and state governments on the topics of wellbeing assessment, and wellbeing frameworks and policy (e.g., NZ Treasury, Statistics NZ, South Australian government).

2.2.8 *Other.* I embrace the recent emphasis on high-quality teaching (Australian Universities Accord Panel Discussion Paper Consultation - 22 February 2023) where strengthening teaching quality in higher education is recognised as a critical element in ensuring strength in the sector, supporting the specific UoM and MGSE institutional commitments to support quality teaching (e.g., the MGSE Academic Performance Guidelines). I believe that teaching lies at the very heart of creating high-quality learning environments and in producing graduates of very a high calibre. I have brought to my teaching approach the Quality Teaching Model³ which underpins my teaching professional development. This model is an evidence-based, practical framework that helps academics generate constructive feedback and develop meaningful

³ Patfield, S., Gore, J., Prieto, E., Fray, L., & Sincock, K. (2022). Towards quality teaching in higher education: Pedagogy-focused academic development for enhancing practice. *International Journal for Academic Development*, 1-16. DOI: 10.1080/1360144X.2022.2103561

evidence to transform teaching and learning. It focuses on three core dimensions of good teaching practice: 1) intellectual quality: developing a deep understanding of important ideas, 2) quality learning environments: ensuring positive classrooms that boost student learning, and 3) significance: connecting learning to students' lives and the wider world. I use this framework to focus and improve my teaching quality.

2.3 Quality and Impact.

2.3.1 *Student evaluation of teaching.* My student evaluations of teaching reflect an exceptional standard, well above MGSE and UoM averages, that have been sustained over time. Below I present these results. Please note Student Evaluation Surveys (SES) were paused during COVID-19, so no data is available for 2021.

- EDUC90750 – Leading Schools Through Leading Self. Average of all questions means (2018=4.03, 2019=4.05, 2020=4.28, 2022=3.67), overall average = 4.01.
- EDUC90787 - Principles of Positive Psychology. Average of all questions means (2018=4.30, 2019=4.38), overall average = 4.34.
- EDUC90788⁴ & EDUC91042 - Applications of Positive Psychology. Average of all questions means (2018=4.31, 2019=4.53, 2022-online=4.21, 2022-in person=4.23), overall average = 4.32.
- EDUC90790 - Capstone in Positive Psychology. (2022=4.69).
- EDUC91046 - Wellbeing Design, Delivery & Evaluation (2022=4.60)

This equates to an overall SES average of 4.39 (range 0 - 5; higher is positive). There was also a 39.3% response rate across all the above subject evaluations, reflecting a much higher than usual engagement and providing greater confidence to the validity and accuracy of the scores. Also, of particular note, one of the 10 questions in the SES during 2018 to 2020 (not in 2022 which just asked six questions) asks about how “well taught” the subject was, and across all the above subjects I averaged 4.27/5 (higher than MDHS Level E benchmark of 4.1/5; no MGSE benchmarks available). For the same period, I also averaged 4.51/5 for the subject being delivered to a “high standard”.

2.3.2 *Peer review of teaching and curriculum effectiveness.* As mentioned in section 1.1.3, I co-led a major review of teaching and learning across the whole of the CWS teaching program while Chair of the Teaching and Learning Management committee (early 2020 to mid-2022). One of our recommendations was to initiate peer review of teaching to strengthen teaching and learning, and peer review of teaching is also an initiative now in MGSE. One outcome here was that I organised a lecturer from the UoM drama school to visit the CWS and provide guidance to junior staff on engaging teaching styles and practices (e.g., intonation of voice, pause). Aligned with this I was invited on the UoM prestigious College of Reviewers, which was initiated as an expert peer review of teaching program.

2.3.3 *Curriculum relevance.* The MAPP program at CWS is regarded as one of the best, if not the best, MAPP program globally. It is distinctive to others in its cutting-edge content around implementation science, critical review of the science base, its systems informed approaches, and its focus on design and evaluation of wellbeing initiatives in particular. To make the curriculum relevant and fit for purpose, I have focused heavily on pedagogical development. Over the past five years I have strongly contributed to the research and development of MAPP program pedagogy where the learning encompasses a combination of flexible and enriched virtual learning with a work integrated approach. As part of the development of new subjects (e.g., Wellbeing Design, Delivery, and Evaluation, Critical Review of Wellbeing Science, Systems Informed Approaches to Change), to continually improve existing subjects, and to utilise my knowledge from completion of the Post-Graduate Certificate in Tertiary Teaching (2011), I have explored a range of pedagogical approaches to suit our learner needs and worked with our MAPP teaching team to refine our approach. In short, applied aspects and application needs are embedded within the program, whilst still allowing critical self-reflection.

2.3.4 *Originality and sustainability of curriculum redesign.* The three new certificates (in Wellbeing Coaching, in Wellbeing Leadership, and in Wellbeing Science) all point to developing a sustainable suite of offerings that meet current and future market needs. They are also original in the sense that there are currently no other similar offerings in the market at present. Both the specific subjects of Wellbeing Leadership and Wellbeing Coaching are currently being designed with new pedagogical approaches and innovative work-integrated learning designs. For example, greater use of real-world case studies.

⁴ 90788 was the 25-point version of the subject, 91042 is the 12.5-point version after the MAPP restructure.

2.3.8 *Awards and prizes for teaching and learning.* In section 1.3.10 I highlighted that in 2020 I was awarded the MGSE Teaching Excellence Award as leader of the MAPP program. Although I noted this as a leadership award, it is also a teaching award that additionally reflects the quality of my teaching.

2.3.9 *Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teachers.* I have commented already quite extensively on my leadership of major teaching programs, so here I highlight my mentoring of less experienced staff. I have mentored staff in the MAPP program, and especially at my appointment at the WRC at SAHMRI, but also throughout my career across all positions. My mentoring of more junior staff began in 1999 when I was the senior tutor of the philosophy program at the University of Waikato and has grown since. I also played a significant mentor role when I was psychology Head of Department at the Open Polytechnic (12 staff).

2.3.10 *Graduate employment placements.* There is no formal data regarding graduate employment placements, however having been coordinator of the MAPP program for five years, and having played a key role in the establishment of MAPPsaa, I observe that our graduates go on to make major impacts in industry (e.g., launching their own wellbeing consulting businesses) and within their current work environment (e.g., Wellbeing Leader roles, or specific wellbeing program responsibilities).

3. Research and Research Training: 30% Weighting

My research agenda, as showcased in my Curriculum Vitae, highlights original, path-setting research of international significance with wide-ranging contributions to the advancement of the field of positive psychology. Much of this research has been informed and enhanced by funding and partnerships with industry.

3.1 *Activity.*

3.1.1 *Publications.* I have published 73 peer reviewed journal articles, 17 book chapters and five books. Additional publications are noted in my Curriculum Vitae, including two dissertations, nine reports, five online publications, and one conference proceeding. International reach and collaboration are demonstrated with almost half of my publications (47%; SciVal 2012-2021) including at least one international collaborator as a co-author.

3.1.2 *Research grants and external research income.* I have obtained or had a leadership role in research and consultancy funding to a total of \$1,908,294AUD equivalent (2009 - 2023). As my research program seeks to understand, and then change the determinants of human wellbeing on larger scales in sectors of need and influence, my research funding generally includes many consultancies related to these themes. The largest to date was the Sovereign New Zealand Wellbeing Index obtained and led by Professor Grant Schofield from 2012 to 2016 (\$1,200,000NZD from the project). More recently (last three years) I have obtained substantial funding (\$85,000AUD) to investigate the wellbeing and mental health of the entire legal profession in a three-year longitudinal project (2020 to 2023), a \$61,838AUD grant to develop a Wellbeing Literacy Program (and an additional \$68,022AUD to culturally adapt the Wellbeing Literacy Program to an indigenous context), and \$30,000AUD to develop an online wellbeing program called Foundations of Wellbeing. I have also secured \$15,000AUD for a project implementing whole school wellbeing strategy in 2022-2023, \$70,290AUD for a project to develop an online wellbeing planning tool called the My Wellbeing Planner, \$10,000AUD from BeyondEdge to create a bespoke wellbeing assessment battery, and a \$5,000AUD University of Melbourne Global Classrooms Grant. In addition, the Rosemary Bryant Foundation Discovery Grant (2019) of \$47,000AUD, and subsequent Nursing and Midwifery Health Program Victoria Service evaluation consultancy of \$70,000AUD (2021) – both lead by Dr R. Jarden. All grants and consultancies have been appropriately managed with all deliverables and agreements met to date.

3.1.3 *RHD supervision.* I have supervised to completion 10 PhD, one doctorate, and five masters students. An additional four PhD, and two masters are in process. I have examined seven doctorates, nine masters, and four honours dissertations. One particular strength of my supervision has been a focus on career building post RHD study. I discuss openly what a career in academia entails, how academia is changing, and also how RHD study can be leveraged in industry and government. This approach has led to the students I have supervised to go on and make major impacts in wellbeing science fields. For example, former student Dr Lucy Hone has founded and developed the largest wellbeing consultancy business in New Zealand (The New Zealand Institute of Wellbeing and Resilience). Additionally, the eclectic nature of these supervisions has forced me to invest in specific research professional development in order to become proficient in various methodologies and techniques (for example, the use of structural equation modelling, random-intercept cross-lagged panel analysis, latent growth-curve modelling, multivariate analysis of variance, multivariate regression, and various forms of qualitative analysis such as discourse analysis, phenomenological inquiry, grounded theory, thematic analysis, and ethnographic research).

3.1.4 Editorships and curatorships. It has been a considerable undertaking to conceive, lead, launch, grow, and manage one of the most prolific journals in the field of positive psychology and wellbeing science: the open access International Journal of Wellbeing, and has been an honour and pleasure to do so. This has included leading the editorial team, whose core values are so well aligned with my own: integrity, respect, authenticity, and collaboration. Significant achievements of this journal whilst under my leadership included securing ongoing funding to maintain a wholly open access status, obtain financial security via grants for many years into the future, and recently becoming indexed. The statistics that the International Journal of Wellbeing has been able to amass over its 12 years of publishing are impressive by any standard. As of 2021 the initial impact factors are: CiteScore 2.3; SJR 0.646; SNIP 1.065; Resurchiefy (Scopus 2-year) IS 3.6. It should also be noted that these are early-stage metrics for this journal, which will rise as the data collected fills the assessment periods. Our own analysis reveals an average of 76 citations and 6,400 full-text independent downloads per article from the 210 articles we have published in the period 2011-2022. This makes the International Journal of Wellbeing one of the most, if not the most, read journals in the field. It is also one of the most impactful with metrics similar to the Journal of Positive Psychology for example. It has taken many years of strategic planning and leadership, consultation, and collaboration for this journal to become indexed; delays specifically due to one of its greatest strengths - its interdisciplinary nature. The significance of now being indexed and securing ongoing open access status is key to supporting social justice by avoiding the 'paywall' and ensuring access to rigorous and novel research findings for all, especially practitioners. We have also published on this inspiring journey itself (Curriculum Vitae book chapter publication number 14 – 'The International Journal of Wellbeing: An open access success story'). Beyond the International Journal of Wellbeing, I serve or have served in editorial roles for the Journal of Medical Internet Research (Mental Health), Journal of Positive School Psychology, Journal of Happiness and Health, Journal of School and Educational Psychology, The Journal of Happiness and Wellbeing, and Journal of Positive Psychology and Wellbeing.

3.2 Engagement.

3.2.1 Engagement with disciplinary communities and government, business, professional and community organisations. My engagement has evolved from the scientist-practitioner model and feedback loop and is also related to my stated mission about understanding and improving human wellbeing. This means that during my everyday academic working week, I am in constant contact with industry across my teaching and research platforms. I am educating, consulting, and responding to industry needs, which has resulted in the development of many tools and programs such as the Work on Wellbeing and Assessing Wellbeing in Education assessment tools, the Foundations of Wellbeing Program, and more recently the My Wellbeing Planner and the Wellbeing Literacy Program. In many cases these tools and programs have or are being used for research. For example, the Work on Wellbeing assessment platform is being used to collect all the data for the longitudinal New Zealand Law Research project mentioned above. The alignment between my teaching and research also provides a strong scientific foundation for these tools and programs. Another example would be my consulting work with schools, and in particular my recent work with Strathcona Girls Grammar. Here the consulting work was to develop a whole school wellbeing strategy, however this has led to a MGSE masters research project in evaluating the implementation of this strategy.

3.2.2 Public engagement efforts embedded in research proposals. In my development of research proposals, all have stemmed from consultation and engagement with industry and, where appropriate, public/consumer representatives were consulted or authentically engaged through co-design and co-production. Again, the 2022-2023 Strathcona project is a pertinent example of this in action.

3.2.3 Engagement grants and other engagement income. My external grant and consultancy income was noted in 3.1.2 above. Here I give three examples of how this income impacts both research and teaching.

3.2.3.1 Strathcona Girls Grammar. In this funded project, I was sought out and engaged by industry due to my professional reputation in the area of positive education. I lead this project, based on a model of co-design and co-production to support Strathcona Girls Grammar to develop a positive education strategy. The project has both delivered on and exceeded the funders expectations in terms of outcomes, and has been instrumental in developing a model and method for a field changing and next level iteration of positive education⁵. In addition to the income and first research output (with a second masters research output also to come), I have integrated this as another example

⁵ Submitted - Jarden, A., Downie, A., Finter, K., & Jarden, R. (2023). Next level flourishing in education: A case study of 'wholebeing'. In G. Arslan & M. Yıldırım (Eds.), *Handbook of Positive School Psychology Interventions: Evidence-Based Practice for Promoting Youth Mental Health*. Springer.

of my practical application of wellbeing science and knowledge translation in the design of wellbeing strategy and implementation for our students in the MAPP program in the subject 'Wellbeing Design, Delivery, and Evaluation'.

3.2.3.2 Foundations of Wellbeing. In this funded project I was sought out and engaged by an industry leader in the mental health space (PukaUp). They had realised there was demand in the market for a proactive and preventative mental health solution based on wellbeing science, so I was commissioned to provide evidence-based learning resources across 10 wellbeing skill-building modules. This engagement was successful, with all aspects of the program delivered and the client highly satisfied.

3.2.3.3 Wellbeing Literacy Program. This funded work arose from a key academic output (Curriculum Vitae journal article number 14 'Wellbeing literacy: A capability model for wellbeing science and practice'), which was the result of a large program of work by many in the CWS and the Wellbeing Literacy research stream (Wellbeing literacy being the intentional use of language about and for wellbeing). Here the funding was to specifically build a wellbeing literacy program that could be used in industry, in the first instance by a large (500+ staff) mental health provider (Richmond Fellowship Queensland) who were also seeking a proactive and preventative mental health solution with their staff and the clients they work with. The core idea of this research program was understanding how wellbeing is conceptualised through language, what language is used about wellbeing, and how that language is used in the service of wellbeing.

3.2.4 Significant media contributions. I am regularly in the media and have made major contributions across radio, print, and television. Over the last 10 years I have featured in various national and international pre-eminent media including: Psychology Today, The Huffington Post, Live Happy, Mindfood, Good Health, Radio New Zealand, Radio Live, ABC Radio, 3AW Radio, TV3, TV1, Prime TV, the New Zealand Herald, Stuff, North & South, The Advertiser, The Dominion Post, the ABC, The Conversation, Pursuit, The Age, BBC, and the Sydney Morning Herald. Beyond formal media, I have also been on various podcasts discussing key issues in the field of wellbeing science. My aim here has been to increase the quality of science communication regarding wellbeing, but also to translate the science into practically actionable information for the public. One such recent example of this was talking to Lisa Leong from ABC radio on February 2023 on the very popular show This Working Life where I talked on 'Essentialism, simplification and the slow movement'.

3.2.5 Collaborative development of cross-disciplinary research programs with national and international partnerships beyond the academy. I have a very strong inter-disciplinary knowledge of wellbeing, from psychology, to philosophy, to economics, to public policy and beyond. One example would be the recent (2023) Global Classrooms grant which enables collaboration between students and lecturers in our MAPP program, and with the Coaching Psychology program at the Royal College of Surgeons in Dublin. This grant and collaboration would not have been possible without the strength of my international relationships with key staff there (e.g., Professor Christian van Nieuwerburgh) which was foundational to establishing this project. As another example, I was sought out for my strong national professional standing for an externally funded project to design and develop the subject 'Interdisciplinary approaches to wellbeing' for the Central Queensland University (CQU) MAPP program.

3.2.6 External research-based consultancies. Sections 3.1.2 and 3.2.3 above note many consultancies; from mental health providers (e.g., Richmond Fellowship Queensland), to mental health advocacy groups (e.g., Puka-Up), to schools (e.g., Strathcona Girls Grammar, Geelong Grammar) and more. Here I have used these engagements to further understand the needs of industry and how this links back to my stated aims and passions and the strengths and knowledge I can bring to help assist their challenges. For example, the Strathcona Girls Grammar work began as a consultancy about developing a positive education framework and strategy, however through using my industry experience developed at the WRC (in particular co-design and Appreciative Inquiry), this led to identifying that what the school both wanted and needed was a more comprehensive solution (i.e., incorporating illbeing, resilience, health and performance) than just wellbeing (all outlined in the publication in footnote 5 on page 13).

3.2.7 Start-up companies, including student start-ups, and evidence of uptake/adoption. I founded, as start-ups, two web-based assessment tools: Work on Wellbeing in 2012 and Assessing Wellbeing in Education in 2015. I will briefly describe both below.

3.2.7.1 Work on Wellbeing. I developed and scaled up this company to be one of the largest wellbeing assessment companies nationally and globally, and this was acquired in 2022 by The Langley Group and continues to thrive today. The impetus for this start-up was to create a tool for practitioners to conduct more robust and scientifically sound wellbeing assessments to lift assessment standards and practices with the organisations and customers that

consultants were working with. This assessment tool is used internationally by small, mid-sized, and large companies, such as St John, Schneider Electric, Sanofi, Reserve Bank of Australia, Revlon, and Salesforce as just some examples.

3.2.7.2 Assessing Wellbeing in Education. Like Work on Wellbeing, I also developed and scaled up this company to be one of the largest wellbeing assessment companies specifically in the school sector (acquired in 2020). Assessing Wellbeing in Education helps schools conduct wellbeing assessments across various age groups in their context, with the particular scientific challenge here being that wellbeing is assessed differently in different age groups (e.g., using emoticons and colours for younger students).

3.2.7.3. Start-ups in development. Various start-ups, all linked to CWS research, are in the process of commercialisation. These include 1) Foundations of Wellbeing which is an online wellbeing skill building course, and has been trialled with large corporates in Australia (e.g., MacDonalds Restaurants, Reece Plumbing, and MGSE at UoM), 2) the My Wellbeing Planner which helps individuals plan for wellbeing in a mentoring and coaching context and has been in the market for three years, 3) and the Wellbeing Literacy Program and Culturally Adapted Wellbeing Literacy Program, which helps develop the language for and about wellbeing to build wellbeing capability.

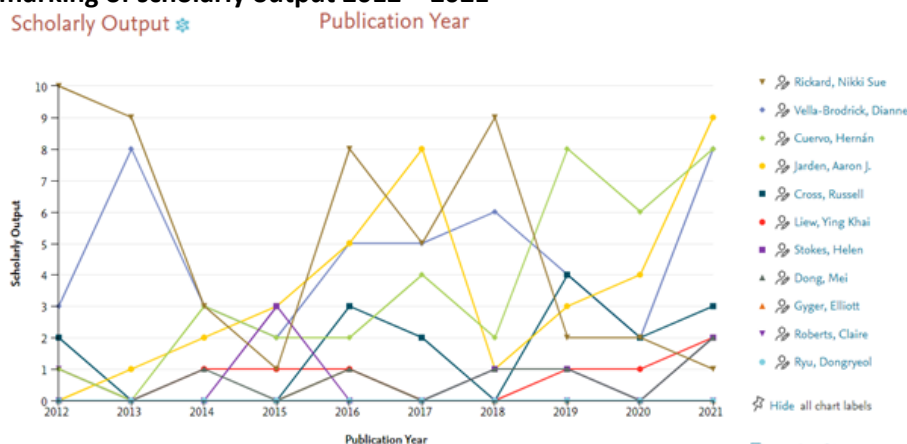
Across these start-ups, and in particular the ones developed whilst at the University of Melbourne (all in 3.2.7.3), it is noticeable that they stand alone in the market as being truly unique (i.e., there are no other online tools that help individuals plan for wellbeing, or to develop wellbeing literacy).

3.2.7 Licenses executed, license income received. According to the MGSE Business Development Director, I set a faculty precedent to negotiate and be the first to receive royalties for a pilot program - the Foundations of Wellbeing program. These royalties were from the online wellbeing program being trialled by large corporates (e.g., Reece Plumbing, McDonalds Restaurant Brands) and were negotiated based on my professional reputation and commercial experience when Head of Research at WRC at SAHMRI, where we also negotiated such deals on a regular basis. The overall aim in this work was threefold: 1) to develop products that are useful to the field of wellbeing science and its practitioners, 2) to develop products that can aid in research, and 3) to develop a more sustainable and long-term revenue stream for CWS, MGSE and University.

3.3. Quality and impact

3.3.1 Publication standing. The publications noted in 3.1.1 are in high impact, quality, and highly regarded journals and publishers (e.g., Q1 ranking via Scimago). For example, 73 peer reviewed journal articles in top tier journals (with 21 of these 23 over the last 3 years in Q1 journals: or 91%), including in all the major journals related to positive psychology (Journal of Positive Psychology, International Journal of Wellbeing, Journal of Happiness Studies, Frontiers in Psychology, International Journal of Applied Positive Psychology). This includes a Field Weighted Citation Impact of 1.77⁶ (2012-2021, Scopus). The 17 book chapters are also with quality publishers (Cambridge University Press, Palgrave, Routledge, Sage, Springer, Wiley-Blackwell). The growth trajectory of my scholarly outputs across the last decade (source: SciVal, 15 April 2023), benchmarked against full professors promoted in 2022 across the University (including all three from MGSE – Cross, Stokes, Cuervo), and two CWS full professors (Rickard & Vella-Broderick) are illustrated in Figure 1 below (Aaron Jarden yellow line).

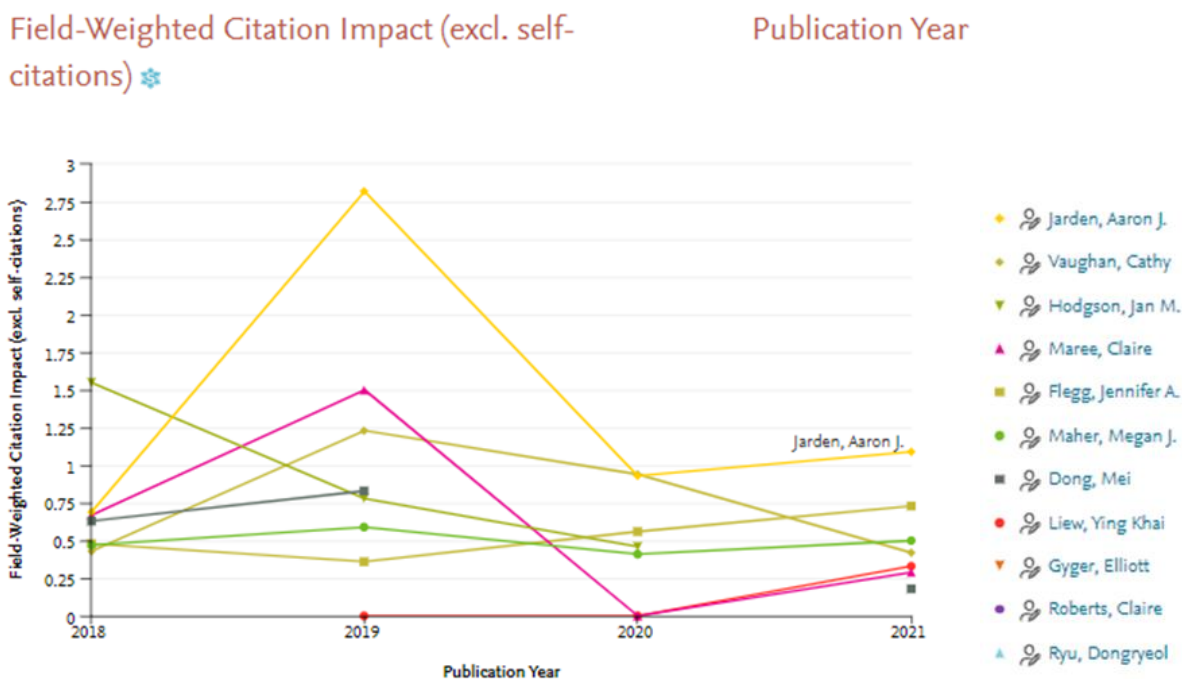
Figure 1. Local benchmarking of scholarly output 2012 – 2021



⁶ Field-Weighted Citation Impact (FWCI) - FWCI of greater than 1.00 indicates publications have been cited more than would be expected based on world average for similar publications. FWCI is calculated using the number of citations received by an individual's publications and comparing with the average number of citations received by all other similar publications in Scopus.

The dip in outputs around 2018-2019 reflects an employment role change lag where for all of 2017 and 2018 I was Head of Research at the Wellbeing and Resilience Centre (SAHMRI). This role was not directed at publishing research outputs specifically but setting up internal research systems and processes and conducting research for internal and funder reporting. Nonetheless, this publication trajectory continues to grow with seven publications in 2022, two in 2023 (as of April) and another three submitted and three more now under review for 2023. Of particular and important note is that my scholarly outputs (see Figure 1 above) and field-weighted citation impact (see Figure 2 below) is exemplary when benchmarked against other 2022 University of Melbourne Level E successful promotion academics (Aaron Jarden yellow line).

Figure 2. Local benchmarking of field-weighted citation impact



This also includes 25.8 citations per publication (SciVal 2012-2021), and 2,428 citations since 2018 (Google Scholar).

Figure 3. Local benchmarking of citation count (2018-2021)

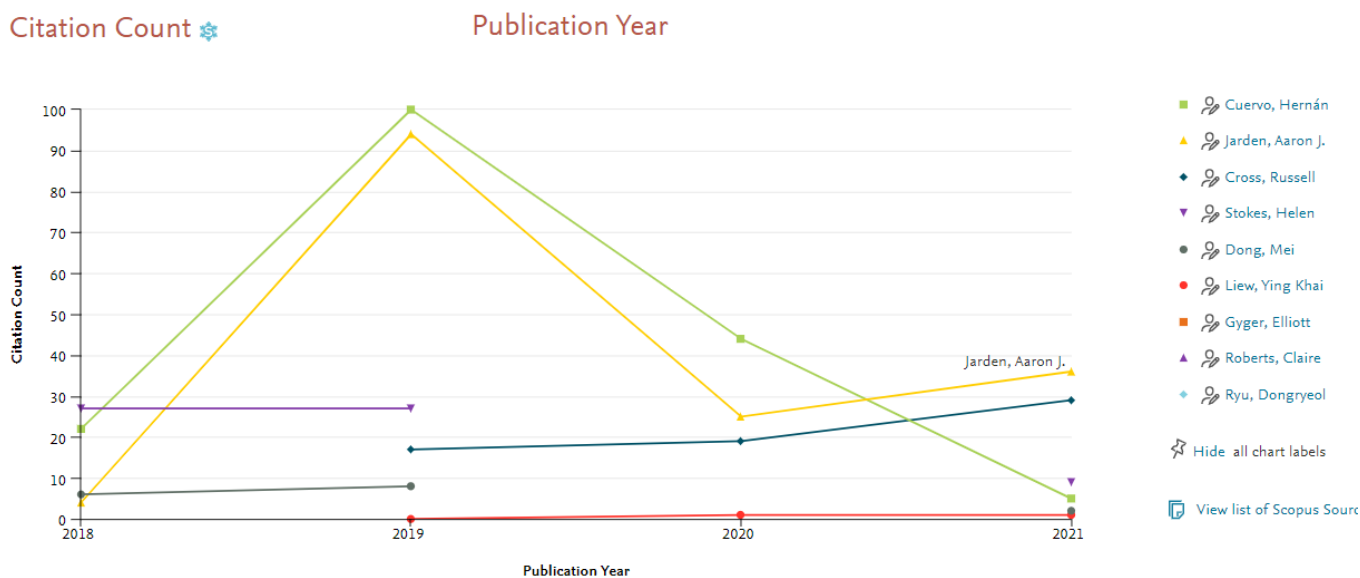











Figure 3 above illustrates my citation count and again includes the three MGSE 2022 successful Level E promoted academics (Cross, Stokes, Cuervo), and five more from the University in 2022 that were promoted to Level E. My research contribution metrics benchmarked against the Faculty of Medicine, Dentistry and Health Sciences (MDHS) Academic Performance Framework Guidelines (2018) for level E, and the MGSE (MGSE) Performance Framework Guidelines (202), are reported in Table 1.

Table 1. Research metrics benchmarking Level E.

	 # pub last 3-years	 # pubs top 10% most cited last 3-years	 Current supervision	 Current advisory roles	 Funding for team
MDHS APF benchmark	12	4	2-3 GR (principal)	1 GR panel	3+ research staff
Aaron Jarden	30 [‡]	5 [§]	4 PhD, 2 Masters, 1 PhD mentorship	5 Chair, 2 panel member	6 funded positions
	 # pub last 5-years	Not specified	 Current supervision	 Current advisory roles	 Funding
MGSE APF benchmark	15	-	Lead supervisor of GR students	3 Chair	Hold \$100,000+ in funding
Aaron Jarden	45	-	4 PhD, and 2 Masters	5 Chair, 2 panel member	\$375,150

Notes: [§]SciVal (2019-2021), [‡]Curriculum Vitae (2020-2022); MDHS APF = Faculty of Medicine, Dentistry and Health Sciences Academic Performance Framework; MGSE APF = Melbourne Graduate School of Education Academic Performance Framework.

3.3.2 H index. My H index with Google Scholar is 22, Scopus 14, and Dimensions 14. Figures 4 and 5 below highlight local benchmarking of H index and H5 index (H5 index is the H index for articles published in the last five complete years) against three MGSE 2022 successful Level E promoted academics (Cross, Stokes, Cuervo), and five more from the University in 2022 that were promoted to Level E.

Figure 4. Local benchmarking of H-index (2018-2021)

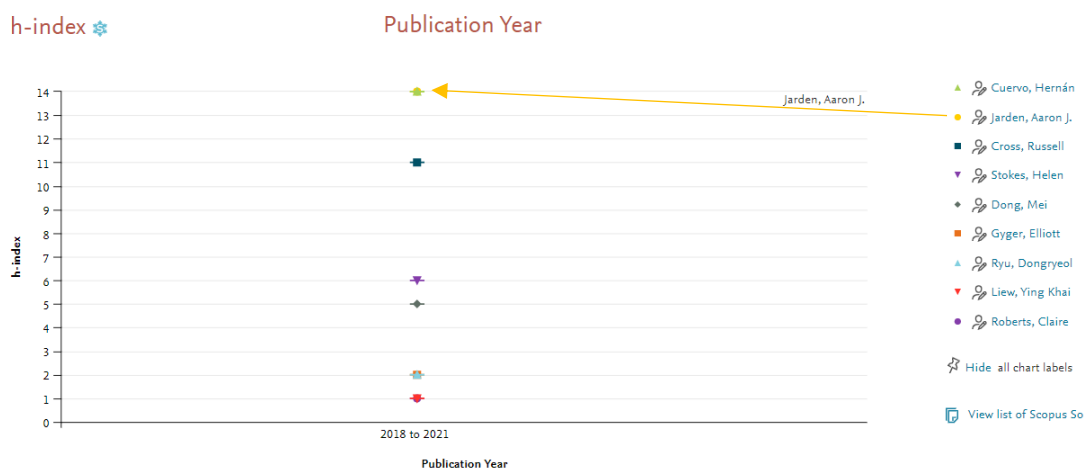
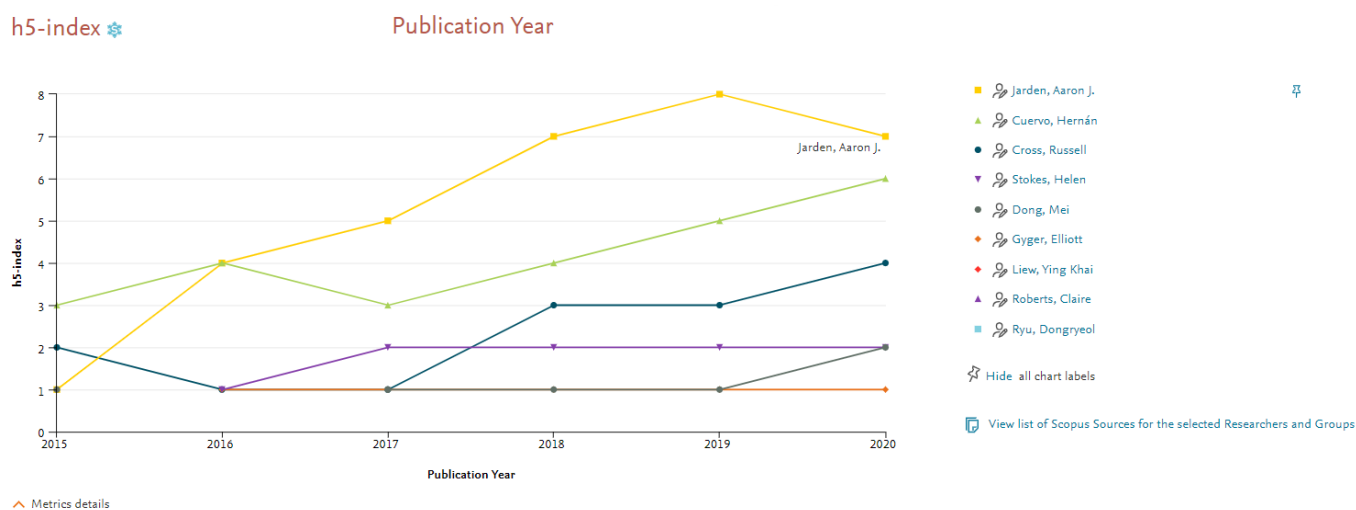


Figure 5. Local benchmarking of h5-index (2015-2020)



3.3.3 RHD supervision. As noted in section 3.1.3, I have supervised to completion 10 PhD, one doctorate, and five masters students. An additional four PhD, and two masters are in process. All but one of the students I have supervised over my career have completed (one withdrew from their candidature within the first year for personal reasons – co-supervised with Professor Lindsay Oades). In almost all cases these supervisions have led to completion and included peer reviewed publications, many of which have had a large impact on the field and have been well cited. For example, the article ‘Measuring flourishing: The impact of operational definitions on the prevalence of high levels of wellbeing’ (Curriculum Vitae number 56) with PhD student Hone being cited 488 times (Google Scholar). Other articles have instigated important conversations in the positive psychology community. For example, the article ‘Epistemological fruit salad: Broadening methodology in positive psychology research to develop contextualised interventions and understandings of well-being’, with student Hamling (Curriculum Vitae number 25) starting debate and inquiry into the balance of methods and methodology in positive psychology research. The article by student Bharara ‘A prototype analysis of New Zealand adolescents’ conceptualisations of wellbeing’ (Curriculum Vitae number 29) provided evidence that wellbeing conceptualisations and pathways vary considerably for younger age groups and also by socio-economic status.

3.3.4 Invitations to review. For journals, I regularly review a substantial amount and this experience further develops my knowledge base and keeps me abreast of innovations and shifts in the field of wellbeing science and positive psychology. With my editorial role with the International Journal of Wellbeing I have screened every submission to the journal to date (some 3,065 submissions), and reviewed in detail all published articles (213), as well as more that did not pass review. I also have reviewed for all the main journals related to positive psychology, and I have reviewed for other journals for which I have editorial roles (noted in section 3.1.4 above), but also more broadly for well recognised, high impact journals such as the Journal of Personality and Social Psychology (impact factor 8.46) and Journal of Adolescent Health (impact factor 7.89). Beyond journals, I was also invited to review grant applications for two years for the Health Research Council of New Zealand between 2012-2013 – New Zealand’s premier funding agency awarding many millions in grants each year. My role on this review and decision-making board demonstrated early career leadership as I was a Senior Lecturer at the time – all 11 others on the board were full professors. This experience not only honed my grant writing skills (by dissecting other’s grant applications in detail), but it also taught me the importance of writing specifically to the grant requirements, objectives and needs in order to increase likely success.

3.3.5. Invited keynotes. Across my career I have been the invited keynote speaker and opening conference keynote speaker in many countries and for the main conferences in the field of positive psychology. Examples include opening keynotes in Istanbul (Turkey), New Delhi (India: online), and Jakarta (Indonesia). Recently (May 2023) I have been invited as a keynote speaker to the second largest conference in the field of positive psychology, the European Network of Positive Psychology’s bi-annual conference in Austria 2024. This invitation is related to my thought leading research around ‘What is bigger and better than wellbeing?’. I have also been invited, and attended as a guest, international events, such as the World Government Summit (Dubai, 2018). Most recently I’ve been invited to provide a full day workshop for practitioners by the IPPA congress committee, these workshops are highly regarded and competitive and demonstrate my status as a leading practitioner.

3.3.6 Awards and prizes for research and/or technology transfer. In 2016 while at Auckland University of Technology (AUT) I was awarded AUT ‘Leading Researcher’ status, a coveted award which reflects research quality. My research itself has also won awards, for example my work in the Resilience Futures Project (Curriculum Vitae numbers 35 & 38) won a highly competitive and internationally recognised Red Dot Design Award for its sophisticated methodology where we trained support workers to deliver wellbeing skill training in real time and at point of contact to disengaged youth in Adelaide, Australia.

3.3.7 Translation and adoption of research. Two projects stand out in the translation and adoption of research - the International Wellbeing Study and the Ethical Guidelines for Positive Psychology Practice. Firstly, the International Wellbeing Study, which I conceived, developed, and launched in 2009, was the first in-depth (i.e., 150 questions in the assessment battery) international research study based on positive psychology topics and its developing measurement instruments. This unfunded study was translated into 15 additional languages (Spanish, Norwegian, Chinese, Italian, Portuguese, German, Russian, Finnish, Persian, French, Dutch, Slovak, Hungarian, Czech, and Slovene) through building research collaborations. Here I led the overall project, including a core group of six researchers, which enabled me to increase my research networks internationally, including collaborating with 15 language facilitators, six research assistants and 46 collaborators. Secondly, the Ethical Guidelines for Positive Psychology Practice have been translated into ten languages (German, Russian, Portuguese, Persian, Spanish, Danish, French, Arabic, Turkish, and Greek – the

Chinese version is about to be published in June 2023). This key project has both increased my positive psychology networks and also, most importantly, developed a solid ethical foundation for positive psychology practice in non-western countries.

3.3.8 Development of valued-added practices and approaches in communities, industries, and government through engaged research projects. In the community of positive education, I have added substantially with the provision of new frameworks (e.g., wholebeing; see footnote page 13) and assessment tools (e.g., Assessing Wellbeing in Education). In the positive psychology community (i.e., MAPP students, and MAPP graduates – MAPPsaa), I have provided value in supporting the formation of MAPPsaa and its first conference. The Ethical Guidelines also stand out here as great value to positive psychology practitioners. In industry the programs I have led (e.g., Foundation of Wellbeing) have been, and are being, used by large corporates (e.g., by MacDonalDs Restaurants, Reece Plumbing). In government, founding the Wellbeing and Public Policy conference series has helped kickstart conversations in government about wellbeing (rather than just illbeing or mental ill health), and I have helped by providing guidance on the development of the New Zealand Treasury Wellbeing Framework, and with Statistics New Zealand on measuring wellbeing.

3.3.9 Influential leadership of major cross-disciplinary research projects with external partners, leadership of research teams, mentoring of less experienced researchers. In many ways the International Journal of Wellbeing is itself a major cross-disciplinary research project, with the inclusion of editors from the fields of economics, philosophy, humanities, and psychology. I have amassed and led this team from the journal's inception. I also led the research team at the WRC as Head of Research, have led large scale major research projects (e.g., the International Wellbeing Study) and lead many research studies and research teams presently (e.g., the New Zealand Law Wellbeing Research Study).

4. Other Requested Information.

In the following section I comment on my five best publications (as required), and my plans for the next three years (as required), and I end with a summary of major career achievements and a general concluding statement.

4.1 Five best publications regarding their contribution to the field. Highlighted with grey background in my Curriculum Vitae (Peer reviewed journal articles 7, 14, 52; Book 1; Book chapter 15) are the five publications that have made major contributions to the field of positive psychology. Below I explain the significance of each of these outputs.

4.1.1 Article 7: Ethical guidelines for positive psychology practice. This article is a fundamental and essential article for the field of positive psychology, and in particular applied positive psychology, and it is currently being integrated into most MAPP programs globally as core reading. The article also relates to my teaching and leadership of the MAPP program. These guidelines, over four years in the making and with consultation of all major stakeholders in the field, pave the way for the field to move towards formal accreditation in the future and a Code of Ethical Practice. However, the guidelines also provide guidance for students of applied positive psychology and for practitioners as to safe and ethical practice, of which it is essential in itself, but also to safeguard the reputation of this developing field. Article 32 in my Curriculum Vitae ('Developing ethical guidelines for positive psychology practice: An on-going, iterative, collaborative endeavour') goes into depth explaining the development of these guidelines, in particular how they are novel and specifically fit for purpose for applied positive psychology in comparison to other applied fields and their guidelines and codes.

4.1.2 Article 14: Wellbeing literacy: A capability model for wellbeing science and practice. This concept article proposes the capability model of wellbeing literacy as a new model for wellbeing science and practice. Here wellbeing literacy is defined as a capability to comprehend and compose wellbeing language, across contexts, with the intention of using such language to maintain or improve the wellbeing of oneself, others, or the world. The proposed capability model of wellbeing literacy adds to wellbeing science by providing a tangible way to assess mechanisms learned from wellbeing interventions, and it provides a framework for practitioners to understand and plan wellbeing communications. As such this work fills a gap and provides leverage for developing sophisticated wellbeing interventions – ones that first build on individuals' or community's wellbeing literacy. This is the next advance in applied positive psychology, or what are known as 'positive psychology interventions'. Only with wellbeing literacy can interventions then have more impact. Such a realisation has already been demonstrated by the commissioning of a Wellbeing Literacy Program based on this publication (see section 3.2.3.3, Richmond Fellowship Queensland). This publication also positions the CWS and MGSE as thought leaders in this space.

4.1.3 Article 52: Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being. Drawing from data from the International Wellbeing Study (IWS: which I founded and led), this important and highly

cited article (e.g., 563 citations as of May 2023; FWCI 9.01 – SciVal; JIF: 6.08) tested whether hedonia (the experience of positive emotional states and satisfaction of desires) and eudaimonia (the presence of meaning and development of one's potentials) represent one overarching wellbeing construct or two related dimensions. Up to this point there had been much discussion and debate in the field, with both traditions stretching back in time. However, the distinction had not been tested empirically. We found a latent correlation of .96, which suggested negligible evidence for the discriminant validity between hedonia and eudaimonia. Using the IWS we were able to do identical analyses in subsamples of seven geographical world regions, which revealed similar results around the globe. This study has gone on to be replicated in a different dataset, and has provoked thought and discussion within the positive psychology community and more broadly with thousands of full-text reads (PlumX metrics) and is in the 99th percentile (Scopus).

4.1.4 Book 1: *Wellbeing, recovery and mental health*. This trailblazing book is the first to bring together three bodies of knowledge – wellbeing, recovery, and more broadly mental health. This book has been particularly well received by the mental health community (e.g., people using and working in services, clinicians and administrators, leaders, wider community) because it provides and clarifies overlaps and cross-fertilisation opportunities between the bodies of knowledge. It also draws from a wide array of international experts to present innovations taking place within the mental health system (e.g., wellbeing-informed new therapies, e-health approaches, and peer-led recovery communities). I was a co-editor of the book, but also contributed to five chapters in this influential book (Curriculum Vitae book chapter numbers nine through 13).

4.1.5 Chapter 15: *Positive psychological assessment for the workplace*. Up until the publication of this chapter there was a distinct paucity of evidence-based recommendations on wellbeing assessment in organisations. Practitioners commonly commented at conferences and industry events that wellbeing assessment was a huge challenge. This chapter made the case for the need for empirically validated wellbeing assessments in workplace, especially related to evaluating workplace wellbeing programs and initiatives (their impacts on wellbeing and organisational performance indicators). In the chapter we critically appraised current workplace wellbeing assessment practices, drawing on various published literature. The chapter provided concrete suggestions for practitioners about both *what* should be assessed in organisations, and *how* wellbeing should be assessed. This was also the chapter in which I launched the 'Me, We, Us' framework (as a systems tool for evaluating and building wellbeing in organisations) which is now hugely popular in organisations and schools, both in Australia and globally (e.g., a google search of "me, we, and us" + Jarden returns thousands of hits related to this model across multiple professions).

4.2 *Looking ahead, next three years*. Looking ahead over the next three years my goals are to continue to develop my research agenda addressing 'what is wellbeing?' and expand this agenda in three domains by exploring 'who is responsible for wellbeing?' (aligning with my work in wellbeing and public policy), 'what is better than wellbeing?', and 'what is the relationship of wellbeing to other important concepts such as illbeing, resilience, health, and performance?'. I also aim to increase research funding, grant applications, continue commercialisation activities, and I anticipate writing a sole author book on novel ways to wellbeing. This book has been outlined and letters to potential publishers with example chapters in progress. I am also looking to contribute more comprehensively towards the University initiatives that relate to my areas of expertise such as student wellbeing and 'positive universities'. I anticipate forthcoming work regarding staff wellbeing following on from 'Students at the Heart' (given how strongly the two are interrelated). Lastly, I will be aiming to continue strong leadership by developing and increasing research collaborations with more top tier (top 50 ranked) universities.

4.3 *Summary of major career achievements*.

4.3.1 *Leadership and Service*. I have been coordinator of the MAPP program at UoM for five years, Head of Research at the WRC (SAHMRI) for two years, Managing Editor of the International Journal of Wellbeing including Special Issues Editor for 12 years, President of the New Zealand Association of Positive Psychology for 8 years, and Head of Psychology Department at the Open Polytechnic of New Zealand for 2 years. I have been recommended, seconded, and appointed to many committees, both as a member and as Chair. These committees extend from local to international committees related to the field of positive psychology, such as Chair of CWS's Teaching and Learning Committee, CWS's Business Engagement and Management Committee, the 3D LNR Human Ethics Committee, Chair of the Wellbeing in Higher Education Network, the Ethical Guidelines for Positive Psychology Practitioners working group, and currently the Experience Design Committee for the 7th World Congress on Positive Psychology (Vancouver, July 2023). Lastly, I have been conference lead and convenor for six influential conferences (three Wellbeing and Public Policy and three New Zealand Association of Positive Psychology).

4.3.2 Teaching and Learning. I lead the MAPP program in CWS and have taught all, and coordinated most, of the seven subjects within it. I have also taught for five years into MGSE's Masters of Instructional Leadership subject 'Leading Schools Through Leading Self'. I have achieved an overall Student Evaluation Survey (SES) result average of 4.39/5 (potential range 0 - 5; higher is positive) and consistently engage in the improvement process. I was commissioned to develop a MAPP subject (one of four 25-point subjects in Central Queensland University's new MAPP program). I have led novel innovations in MAPP curriculum design that sets the program apart globally, positions it at the frontier of wellbeing science, and achieves greater global reach. I have and do leverage strong international professional networks and high-quality connections to secure world class experts to support development of cutting-edge and evidence-based curriculum. I have been Chair of the CWS Learning and Teaching Management and also Operations Committees, overseeing strategic teaching improvements for all of our programs, and aligning with Faculty and UoM directives and directions, and also new innovations.

4.3.3 Research and Research Training. I have 73 peer reviewed journal articles, 17 book chapters and five books with a Field Weighted Citation Impact of 1.77⁷ (2012-2021, Scopus). My H index with Google Scholar is 22, Scopus 14, and Dimensions 14, and research and consultancy funding to a total of \$1,908,294AUD equivalent (2009 - 2023). I have supervised 10 PhD, one doctorate, and five masters students to completion, have an additional four PhD, and two masters in process, and have examined seven doctorates, nine masters, and four honours dissertations. I have conceived, led, launched, developed, and managed one of the most prolific journals in the field of positive psychology and wellbeing science, the International Journal of Wellbeing. I have developed innovative and novel tools and programs such as Work on Wellbeing and Assessing Wellbeing in Education assessment tools, The Tuesday Program, the Foundations of Wellbeing Program, and more recently the My Wellbeing Planner and the Wellbeing Literacy Program. My many consultancies continue to grow - from mental health providers (e.g., Richmond Fellowship Queensland), to mental health advocacy groups (e.g., Puka-Up), to schools (e.g., Strathcona Girls Grammar, Geelong Grammar) and beyond. I am consistently and frequently invited as keynote speaker and opening conference keynote speaker in many countries and for the main conferences in the field of positive psychology. Examples of these would be opening keynotes in Istanbul (Turkey), New Delhi (India: online), and Jakarta (Indonesia). Recently (May 2023) I have been invited as keynote at the second largest conference in the field of positive psychology, the European Network of Positive Psychology's bi-annual conference in Austria 2024. I have also been invited to international events such as the World Government Summit (Dubai, 2018).

4.4 General concluding statement. In this argued case I have demonstrated a high level of sustained achievement, with a steep upward trajectory in achievements in the period prior to this application. In my Performance Development Reviews (PDRs) (yearly and triennial) I have been rated as meeting or exceeding expectations, and in my review in 2022 it was noted that "Aaron is clearly on track towards a promotion". I was described as making "a major contribution to CWS [Centre for Wellbeing Science] and MGSE", as "essential to our teaching programs and research agenda" with a "demonstrated ability to manage the load and strategic changes that have occurred in his work roles", and that "publication quality and quantity is to be commended". I anticipate this high level of achievement to continue with my established global networks and the strength of my interprofessional and industry relationships which continue to grow. My wide body of contributions and achievements exhibit sustained development over time and exceptional performance worthy of promotion to full professor (Level E).

Lastly, thank you for your time and consideration of my application.

⁷ Field-Weighted Citation Impact (FWCI) - FWCI of greater than 1.00 indicates publications have been cited more than would be expected based on world average for similar publications. FWCI is calculated using the number of citations received by an individual's publications and comparing with the average number of citations received by all other similar publications indexed in Scopus.

Performance relative to opportunity – Aaron Jarden

Over my career there have been substantial disruptions and leadership role requirements that have primarily impacted my research opportunities. Major disruptions include 1) my first eight years working for a teaching-focused educational organisation, 2) disrupted and fractional appointments over 4 years, 3) working in a role focused on building team and organisational research capability with limited capacity for progressing research beyond a strategic development role, 4) substantial COVID-19 workload and relational impacts, and 5) significant and frequent national and international relocations.

Firstly, my appointment at the Open Polytechnic of New Zealand from 2006 to 2014 (eight years) was a teaching only role, with no allocation or Key Performance Indicators related to research. As a teaching-focused tertiary organisation, there was also no research infrastructure. Although research was allowed, no resources with regard to time or funding were available. The impact of this was a delay in building and establishing my research career, especially impacting on networking capability and developing broader research relationships due to the lack of support (workload or financial) for conference attendance which was costly and lengthy from New Zealand. This impacted on my ability to build networks and collaborations, or to access an academic research mentor. I spent this time in my first academic appointment honing my teaching, coordination, and later leadership skills when I became Head of Department.

Secondly, I was Research Fellow at Auckland University of Technology's Human Potential Centre from mid 2012 to late 2016 in a .5 position. While at Auckland University of Technology I joined the Psychology Department also on a .4 basis from 2015 to 2017, with my primary focus being the creation of a new positive psychology subject, and supervising RHD students. These appointments were challenging internally being across two different facilities. During the period of time working across both roles (4.5 years), I was working 33% less than fulltime equivalent over the 4.5-year period (employed the equivalent of $[(2.5 \text{ years} \times .5) + (.4 \times 2 \text{ years})] = 3.05$ 3.05 FTE over 4.5 years, which is .67 FTE over 4.5 years (or approx 2/3). The impact of this was that I did not have the time to establish research, instead spending my time outside of these roles consulting with industry (e.g., NZ government on wellbeing assessment and frameworks) and establishing networks across New Zealand. I also established the International Journal of Wellbeing and as Manager Editor, and this strategic leadership position impacted my time to progress and establish my own research. The lack of full-time work also put financial pressure on our family with a young child which resulted in significant time to address family and financial commitments.

Thirdly, as mentioned in my argued case, my role as Head of Research at the Wellbeing and Resilience Center (WRC; also formally Senior Research Fellow at Flinders University, seconded full-time to the Wellbeing and Resilience Center) was not focused on progressing my own research agenda, rather I was establishing research strategy. This disruption is reflected in the argued case where I noted "The dip in outputs around 2018-2019 reflects an employment role change lag where for all of 2017 and 2018 I was Head of Research at the Wellbeing and Resilience Centre (SAHMRI). This role was not directed at publishing research outputs specifically, but at setting up internal research systems and processes and conducting research for internal and funder reporting". Here I was leading a team of five relatively junior academics with a goal to teach and develop these novice researchers so we could research the quality and impacts of the WRC's programs we were developing and delivering state-wide. My key leadership tasks (and associated Key Performance Indicators) were to establish research infrastructure and processes to ensure the long-term sustainability of the WRC. This focus was, therefore, on leadership and teaching junior staff within this role which impacted my own research opportunities.

Fourthly, I could not have predicted the COVID-19 pandemic, and the significant global and local impacts this would have on my career in the ensuing years. The impacts of the pandemic for me, that have persisted across the years 2020 to 2023, included: 1) intense home schooling our 9 then 10 year old daughter, working in a very confined home-work environment (two academics and a 9-10 year old working in one room; 263 days lockdown in total) and in addition caring for our daughter outside of school hours and term times when afterschool care, holiday programs and family supports (all in NZ) were not available due to COVID, 2) substantially increased teaching responsibilities and obligations (e.g., leading the conversion of our Masters of Applied Positive Psychology program to online delivery at short notice, supporting MAPP teaching staff to adapt to online teaching, and supporting both staff and MAPP students where possible during COVID-19 and still now, 3) reduced ability to attend conferences and workshops to present research, network with actual and potential collaborators, and organise future research and grants, and cancellation of the 4th Wellbeing and Public Policy Conference (I was event organiser) which was underway for 2021, 4) key staff changes in my current workplace (CWS); e.g., our Centre founder left, I assisted new international staff into the organisation and Centre, who were struggling with no other family in Australia) during COVID, and 5) not being able to visit family in New Zealand for support (previously we would visit two to three times a year). The above COVID-19 related points took up the vast majority of my time across 2020 to the end of 2022, leaving very little time for research, and in particular impacting my intended plans for several grant applications inclusive of preventing my submission of a \$1.4million AUD Medical Research Future Fund (MRFF) Million Minds grant.

Lastly, I have experienced disruptions by significant national (both within New Zealand, and within Australia) and international relocations (from New Zealand to Australia) required in order to build my academic career. From my first appointment move from Christchurch NZ to Wellington NZ, then to Auckland NZ, then to Adelaide in South Australia, then to Melbourne. Each move has, in its own way, taken a toll, but also impacted my available time and effort and the need to form new relationships on each occasion, as well as learn and understand each organisation's people, culture, values, and priorities. This has all taken time away from research in particular.

The above Performance Relative to Opportunity case highlights that, although with the frequent travel disruptions, while I have been in academia for 22 and a half years, more half of this (14 years: 8 at the Open Polytechnic, 4 at Auckland University of Technology, 2 at the Wellbeing and Resilience Center) I was in employment positions where there was no resource, responsibility, nor KPIs to support progression of my individual research agenda. Had I been in a full-time Teaching and Research career across 22 years, I would have thus expected at least double, probably more, the Research outputs and grant funding with that extent of opportunity. Nonetheless, across this time I invested heavily instead in leadership and engagement with industry, and in quality teaching.

HOD Report for Assoc. Professor Aaron Jarden, application for promotion to Level E.

HOD Professor Lindsay G Oades, Deputy Dean, MGSE.

Dear Promotions Chair,

Thank you for this opportunity to provide an HOD report, for Associate Professor Aaron Jarden who is applying for promotion to Level E, within MGSE, at the University of Melbourne. When interpreting the codified benchmarks for promotion, and considering Level E positions at the University of Melbourne, I ensure that I take the whole of career lens, alongside the general principle of whether they are indeed a scholar who has something “to profess” ie they actually have a position on which they have a developed track record of scholarship, commensurate with the research intensity and ranking of the University of Melbourne. Hence, when examining the whole of career of A/P Jarden there are many skills, attributes and accomplishments that clearly lead to his current internationally recognised scholarship which examines rigorously conceptions, antecedents and consequences of wellbeing. He has developed a compelling integrated narrative to his work.

I have known of A/P Jarden’s work since 2008, and first met him in 2010. I became his direct supervisor and also was Director of the Centre for Wellbeing Science (where A/P Jarden is located) until Nov 1, 2022. Hence, I have overseen Aaron for almost the entirety of his employment at MGSE. I have co-published and co-supervised research students also with A/P Jarden and hence I am very well positioned to comment on his development, performance and trajectory. I note that within his argued case for Professor, A/P Jarden has nominated the following weightings – Leadership and Service, 40%, Learning and Teaching 30% and Research and Research Training 30%. This comes as little surprise to me, as I consider A/P Jarden as an “all rounded” academic, able to contribute well in each of the three workforce categories. I will now comment on these categories in that order, highlighting key points and whether he has the level of activity and quality in each area, rather than simply summarising what is already in his case.

In terms of leadership and service (40%), A/P Jarden has demonstrated a whole of career propensity to provide leadership and service, or seek leadership opportunities and specifically work on leadership development- and seek leadership through innovation of ideas. Three significant leadership roles he has held at the University of Melbourne include Coordination of the Master of Applied Psychology since July 2018 until now. This is a significant and challenging program to oversee, in part due to its premium pricing, and not always prominent to some in the MGSE community. A/P Jarden has overseen the evolution of this program, its restructure and assisted towards development of on-line aspects of the program.

A second formal key leadership contribution has been his role with the LNR Research Committee and related publications on ethics in positive psychology.

A third, but less explicit leadership role that AP Jarden has performed was during his role of chair of the Business and Innovation Committee within the Centre for Wellbeing Science. As

Centre Director, I tasked AP Jarden to assist and encourage staff towards more Category 2-3 work, and to liaise more closely with RIC etc. AP Jarden has done this related to his own projects, and influencing his peers to do similarly. Or stated more directly, I have asked AP Jarden to assist me in leading innovation and change cultures, which he has done with vigour and positive tangible outcomes.

A/P Jarden also mentions leadership and service in terms of the International Journal of Wellbeing (IJW). He has been involved in the growth of this internationally recognised interdisciplinary journal from its inception. This involved foresight and persistence over multiple years. It is a good example of impact of his leadership and service, as in n 2020 full texts of IJW articles were viewed over 1 million times from 210 countries, averaging 42 Google Scholar citations.

In terms of Learning and Teaching (30%) AP Jarden was awarded an MGSE award for teaching excellence. His Subjective Evaluation Scores are well above 4 and he quotes an overall average of 4.39. His teaching has been across multiple subjects and several different courses at MGSE, orbiting around applications of positive psychology and wellbeing. Linking with leadership also, he has a sustained record of seeking to improve curriculum, program structures, peer review of teaching and was also very willing to seek new markets for teaching in Asia, which was thwarted due to the pandemic. AP Jarden is also commended for his scholarship on teaching, and relating wellbeing to education, particularly higher education.

In terms of Research and Research Training (30%), I note AP Jarden's comments within ROPE, regarding his opportunities towards research output have come more recently, particularly whilst at the University of Melbourne. Notwithstanding this, he has published 73 peer reviewed journal articles, 17 book chapters and 5 books. He reports that he has obtained or had a leadership role in research and consultancy funding to a total of \$1,908,294AUD equivalent (2009 - 2023). He has supervised 11 doctoral level students to completion. AP Jarden has included a comprehensive benchmarking of his citation impact. Importantly he has a linear increase in his h-index each year, which is consistent with the claims in his ROPE statement. I believe since his relocation to Melbourne, he is now realising his research potential, and has done so whilst being coordinator of the Masters of Applied Positive Psychology.

In my view, AP Jarden does have a coherent and scholarly claim in his area of expertise, particularly lay conceptions of wellbeing. He has demonstrated leadership and service, at the activity and quality level becoming of a Level E academic at the University of Melbourne. He has also demonstrated the same within learning and teaching. Whilst he has rated Research and Research Training at 30%, I would argue combined with his ROPE comments regarding early career opportunities, he has a research program and trajectory commensurate with a Level E academic.

On a broader note, AP Jarden as a human being is a strong organisational citizen, as demonstrated by his list of committee and leadership involved, and all rounded contribution at the University of Melbourne. His conduct and behaviour towards peers is generous. Moreover, he is a staff member who seeks and acts upon feedback.

It is for all of the listed reasons, I strongly endorse the promotion of Associate Professor Aaron Jarden to Level E at the University of Melbourne. He has the whole of career achievement combined with a coherent claim to profess.

Regards

Professor Lindsay G.Oades

Deputy Dean

MGSE