CAREER DEVELOPMENT AND PROMOTION GUIDE

The promotions process at Victoria University is evidence-based and impact focused. Table 1 on the next page provides an overview of the performance expectations and evidence required for applicants when applying for promotion. Applicants need to provide evidence not only of their activities in each area, but also the quality and impact of their contribution. The type of evidence is often the same at each classification level, but differentiated by impact, scale, scope, duration and degree of leadership. All academic staff can also use this Guide for career planning and preparation for the Staff Performance and Development Plan (SPDP) reviews, in addition for the purposes of promotion.

Academics at Victoria University will need to identify the Academic Category (that is, Teaching and Research Academic; Research Focused Academic; or Teaching Focused Academic) when applying for promotion. The Academic Category that is identified should align with those used in the SPDP.

The Themes of Academic Activity (that is, Learning and Teaching; Research; and Academic Citizenship and Engagement) and their constituent criteria vary in emphasis, depending on the Academic Category, the Academic Level for promotion and the career trajectory for each individual academic. A case for promotion needs to be built around evidence and impact based on an individual's history, outputs, achievements, relevant impact and experience in academia and industry.

The following Guide covers the criteria for promotion and makes suggestions about where certain types of evidence may be used[1]. **This Guide is not a definitive list and applicants can add other types of evidence depending on their discipline and area of expertise.** The examples are indicative rather than prescriptive or exhaustive. This means that applicants are not expected to have done all the activities listed but to provide evidence against all relevant claims made by the applicant. The Guide will be periodically revised to ensure its relevance and usefulness.

For further information, applicants should refer to Victoria University's Higher Education Promotions Policy and the Higher Education Promotions Procedures, which are to be read in conjunction with this document.

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[1] This Guide has been developed from the following sources: the work of Denise Chalmers *et al* (2014); Curtin University; La Trobe University; and University of Tasmania.

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Table 1. Career Development and Promotion Guide: Summary

As set out below, there are three Academic Categories, with the level of evidence aligned to the various academic levels and academic categories. Details for each of the criteria are set out on pages 3 to 23 of this document.

Academic Categories	1. Teaching and Research Academic, where emphasis is placed on evidence of achievements in the Learning and Teaching Theme and the Research Theme. 2. Research Focused Academic, where emphasis is placed on evidence of achievements in Research Theme. 3. Teaching Focused Academic, where emphasis is placed on evidence of achievements in Learning and Teaching Theme.

Impact Focus

Academic Level	Impact Focus						
	Unit	Course	Discipline	College	Institutional	National	International
Level A	�	▐yellow					
Level B	▐yellow	▐yellow	▐yellow				
Level C	▐yellow	▐yellow	▐yellow	▐yellow			
Level D		▐yellow	▐yellow	▐yellow	▐yellow	▐yellow	
Level E			▐yellow	▐yellow	▐yellow	▐yellow	▐yellow

Themes of Academic Activity and Constituent Criteria

Learning and Teaching

Criterion 1. Design and planning of learning activities.
Criterion 2. Teaching and supporting student learning.
Criterion 3. Assessment and giving feedback to students on their learning and learning support activities.
Criterion 4. Developing effective learning environments, student support and guidance.
Criterion 5. Integration of scholarship.
Criterion 6. Support and guidance in the development of Higher Degree by Research (HDR) supervision and related research courses.

Research

Criterion 1. Participation in research, grants, collaborative research teams and creative/industry-engaged works and projects.
Criterion 2. Established record of achievement in research outputs and impact, including the Scholarship of Learning and Teaching.
Criterion 3. Effective contribution to research partnerships, policy and collaboration.

Academic Citizenship and Engagement

Criterion 1. Professional and community service and leadership within the discipline, industry and community.
Criterion 2. Contribute to academic professional development and leadership.
Criterion 3. Service to course and university organisational units.
Criterion 4. Service related to academic governance and University policy.

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Criteria for the Learning and Teaching Theme				
Criterion 1: Design and planning of learning activities				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Planned learning activities designed to develop students' learning. - Sound knowledge of unit content and material. - Unit outline details learning outcomes, teaching and learning activities and assessment. - Preparation of unit materials. - Peer review of unit materials by unit/course coordinator. - Evidence from student surveys.	- Deep knowledge of the discipline subject area. - Well planned learning activities designed to develop students' learning. - Scholarly/informed approach to learning design. - Thorough knowledge of unit materials and contribution to the course. - Effective and appropriate use of learning technologies. - Effective preparation of tutors and management of teaching teams. - Peer review of unit materials by course coordinator.	Meets the requirements for Level B and: - Deep knowledge of the discipline area. - Innovation in the design of teaching, including use of learning technologies. - Effective preparation and management of tutors and teaching teams. - Leadership in curriculum development and design. - Development of significant curriculum materials. - Benchmarking of a unit or course against similar units/courses.	Meets the requirement for Level C and: - Leadership in effective curriculum development at the program level. - Contribution to the teaching or curriculum and/or discipline at a national level. - External expert peer review of unit/course materials. - Adoption of learning materials by other universities. - Short-listed for a teaching award for curriculum contribution.	Meets the requirements for Level D and: - Leadership role and impact in curriculum design and review, planning and/or development at the national and/or international level. - Significant curriculum or disciplinary contribution through published student learning materials/textbooks. - Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum.

Indicative evidence for the 'Design and planning of learning activities' criterion:

- Unit/course outline and materials.
- Report from unit and/or course coordinator.
- Student surveys and feedback to students on response/outcomes.
- Student feedback from focus groups.
- Tutor feedback on preparation, organisation or mentoring support.
- Feedback from teaching teams.
- Expert peer review on course/program materials and innovation.
- Details of leadership roles and specific contribution.
- Details of mentoring and support of colleagues.
- Letter from Chair of Courses Committee on contribution.
- Awards and citations for learning materials.
- Text book awards.

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Criteria for the Learning and Teaching Theme				
Criterion 2: Teaching and supporting student learning				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Student centred approach to teaching. - Demonstrates an understanding of specific aspects of effective teaching and learning support methods. - Peer review of classroom teaching by colleague. - For relevant items in student survey, average or above average scores in all units taught, for example: - The teacher explains important concepts/ideas in ways that I can understand. - The teacher stimulates my interest in the subject. - I am encouraged to participate in classroom and/or online activities. - The teacher is helpful if I encounter difficulties with the lecture/unit. - Involvement in research honours, research masters and Higher Degree by Research (HDR) supervision where appropriate.	- Student centred approach to teaching. - A range of teaching is undertaken (i.e. different levels/mode). - Effective collaborative teaching approaches. - Regular peer review of various dimensions of teaching by a colleague. - Evidence of innovation and creativity in teaching at the disciplinary level. - Quality of student learning is monitored. - A scholarly approach to teaching. - Contributions to the effective supervision of Honours and Masters level coursework students where appropriate. - For relevant items in student survey, average or above average scores for two consecutive years and in all units taught. - Effective supervision of research honours, research masters and Higher Degree by Research (HDR) supervision.	Meets the requirements for Level B and: - Teaching techniques are successful in enhancing student learning. - Quality of student learning is systematically monitored. - Leadership in innovation and creativity in teaching at the disciplinary and university level. - Peer recognition of quality of teaching (e.g. invitations to teach in other units/courses/universities or short-listed for a teaching award). - Proven ability to deliver high quality teaching across a range of modes and levels. - For relevant items in the student survey, average or above average scores for three consecutive years and in all units taught. - Active and effective record of principal supervision of Higher Degree by Research (HDR) students. - Assist research students in the publication of their research.	Meets the requirements for Level C and: - Peer recognition of quality teaching (e.g. invitations to teach at other universities or awarded a college and/or university teaching award). - Evidence of systematic and integrated development of teaching practices informed by scholarship/research. - Leadership and innovation in teaching practices and supporting students is recognised at a university, disciplinary or national level. - Leadership in supporting colleagues' in their teaching through peer support and review. - Established record of organising Honours and Masters level coursework programs and teaching.	Meets the requirements for Level D and: - Evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or national and/or international level. - Strategic leadership in academic practice in the university, discipline or national and/or international level. - Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. mentoring and coaching). - Established record of leadership in training of Honours and Masters level coursework programs and teaching.

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Criteria for the Learning and Teaching Theme
Criterion 2: Teaching and supporting student learning

Indicative evidence for the 'Teaching and supporting student learning' criterion:

- Student surveys and feedback to students on response/outcomes.
- Student feedback from focus groups.
- Examples of student work/theses.
- Postgraduate student grades and time to completion.
- Systematic monitoring of student learning outcomes.
- Peer review and personal responses to the review and practices.
- Adoption of innovation by others.
- Impact of innovation/initiative within university or wider.
- Impact of mentoring on peers or colleagues.
- Recognition from university national and international peers.
- Short-listed for a teaching award.
- Success in a university, national or discipline teaching award.
- Details of mentoring and support activities that align with key Learning and Teaching strategic objectives.
- Citations, awards, formal acknowledgement of resource development work that supports Learning and Teaching activities.
- Letters of invitation or thanks.
- PhD completions.
- Feedback on PhD supervision.
- Results from external survey such as Postgraduate Research Experience Questionnaire (PREQ).

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Criteria for the Learning and Teaching Theme				
Criterion 3: Assessment and giving feedback to students on their learning and learning support activities				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)

▪ Supports students to develop and demonstrate the intended learning outcomes.
▪ Timely feedback is provided to students:
▪ For relevant student survey items, average or above average scores for two consecutive years and in all units taught, for example:
  o The assessment requirements were clearly stated.
  o The assessment tasks were closely linked to the unit objectives.
  o I receive constructive feedback that assists my learning.
  o I receive feedback in time to help me improve.
	▪ Assessment tasks are well designed to assess the intended learning outcomes.
	▪ Supports students to develop and demonstrate the intended learning outcomes.
	▪ A variety of assessment tasks are used.
	▪ Provides students with clear assessment criteria.
	▪ Provides students with timely and consequential feedback.
	▪ Innovation in assessment in units/degree programs.
	▪ For relevant student survey items, average or above average scores for two consecutive years and in all units taught.
		Meets the requirements for Level B and:
		▪ Innovation in assessment of units/courses.
		▪ Provides leadership in the moderation, planning and delivery of unit and course assessment.
		▪ Monitors and changes assessment practices to improve student learning outcomes.
		▪ Monitors the quality of student learning outcomes (including English language proficiency).
		▪ Assessment and grading of postgraduate theses and projects.
		▪ Undertakes peer review of assessment with other universities.
			Meets the requirements for Level C and:
			▪ Provides leadership in the moderation, planning and delivery of course and degree assessment.
			▪ Successful coordination, support, supervision and management of assessment, standards and feedback to students.
			▪ Successful engagement and demonstration of appropriate knowledge of effective assessment practices.
			▪ Assessment and grading of postgraduate theses and projects.
			▪ Establishes college procedures and processes on peer review of assessment.
				Meets the requirements for Level D and:
				▪ Establishes effective organisational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students.
				▪ Successful leadership and mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation.
				▪ Establishes national and international networks for peer review of assessment.

Criteria for the Learning and Teaching Theme
Criterion 3: Assessment and giving feedback to students on their learning and learning support activities.

Indicative evidence for the 'Assessment and giving feedback to students on their learning and learning support activities' criterion:

- Unit/Course outline with assessment tasks and marking criteria.
- Student surveys and feedback to students on response/outcomes.
- Student feedback from focus groups.
- Student feedback on learning support activities.
- Extracts from a number of units/courses showing variety of assessment tasks.
- Feedback from course coordinator on assessment tasks and student outcomes.
- Examples of innovative assessment tasks.
- Examples of standards of student learning.
- Data evidencing impact of assessment innovation.
- Use of learning analytics.
- Feedback on role in establishing moderation and standards practices.
- Examples of examiner reports and/or independently moderated student work.
- Peer review of course assessment and response to review.
- Examples of policies, practices and their implementation.
- Peer recognition of leadership role and achievements.
- Peer review of assessment from other universities.
- Innovative strategies/models/resources that support learning outcomes.
- Learning support models/strategies that inform the moderation of student assessment.
- Development of learning support models that strengthen teaching activities.

Criteria for the Learning and Teaching Theme

Criterion 4: Developing effective learning environments, student support and guidance

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)

▪ Creates effective learning environments (in classroom/online/work placement etc.).
▪ Directs students to appropriate support and services.
▪ Demonstrates respect and requires students to demonstrate respect for others.
▪ For the relevant Student Survey item, average or above average score for two consecutive years and in all units, for example:
  o The teacher treats me with respect.
  o The teacher is available for consultation (e.g. email, online, face-to-face or telephone).
	▪ Creates effective learning environments (in classroom/online/work placement etc.).
	▪ Directs students to appropriate support and services and follows up to determine outcomes (e.g. language and study skills or counselling).
	▪ Demonstrates respect and requires students to demonstrate respect for others.
	▪ Serves as a student advisor.
	▪ Initiative or innovation in supporting students and creating supportive, engaging learning environments.
	▪ For the relevant Student Survey item, average or above average score for two consecutive years and in all units taught.
		Meets the requirements for Level B and:
		
		▪ Assists staff in providing advice to students.
		▪ Demonstrates effective practice in developing learning communities.
		▪ Initiative or innovation in supporting students and the creation of engaging learning environments which improve the student experience.
		▪ Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of diversity, equality, indigenous culture and traditions, support for students with special needs and support for students in transition.
			Meets the requirement for Level C and:
			
			▪ Initiative or innovation in supporting students and the creation of engaging learning environments.
			▪ Leadership role in promoting effective practices (in curriculum and teaching) in embedding principles of diversity, equality, indigenous culture and traditions, support for students with special needs and support for students in transition.
			▪ Demonstrates a passion for engaging with and support students to maximise their learning.
			▪ Provide strategies to increase student retention.
				Meets the requirements for Level D and:
				
				▪ Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments.
				▪ Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities.
				▪ Conceptualises and implements innovative strategies to exceed expectations and maximum retention of students and clients.
				▪ Develops a retention strategy which encompasses a range of professional and academic staff.

Indicative evidence for the 'Developing effective learning environments, student support and guidance' criterion:

▪ Student surveys and feedback and responses to these.
▪ Informal unsolicited student or peer feedback.
▪ Details of role and engagement in learning communities (formal or informal).
▪ Use of learning analytics showing student engagement with student support services such as Peer–Assisted Study Sessions (PASS) and English Language Proficiency (ELP).
▪ Feedback from students and peers relating to roles (e.g. student advisor or leader in learning communities).
▪ Extent and participation in innovation for student engagement.
▪ Reports evaluating the effectiveness of targeted student support interventions on student retention and progression.
▪ Feedback from peers or students mentored.
▪ Examples of leadership role and outcomes.

Criteria for the Learning and Teaching Theme				
Criterion 5: Integration of scholarship				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Incorporates teaching and learning scholarship into teaching practice and curriculum development. - Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus. - Engagement in professional development related to Teaching and Learning (including engagement in the Scholarship of Learning and Teaching related to discipline and/or participation in teaching and learning conferences/forums).	- Incorporates Scholarship of Learning and Teaching into teaching practice and curriculum development. - Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful). - Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus. - Contribution, authorship or co-authorship of publications, presentations or workshops on teaching and learning. - Contribution and systematic participation in professional development or disciplinary engagement in the Scholarship of Learning and Teaching.	Meets the requirements for Level B and: - Engages in the Scholarship of Learning and Teaching that demonstrates research-informed and/or contemporary teaching within or across disciplines. - Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member). - Contributes to professional development or disciplinary engagement in the Scholarship of Learning and Teaching at a national level (as an individual or team member). - Peer recognition at national level detailing contribution to scholarly teaching practice. - Authorship/co-authorship of publication(s) in a nationally or internationally respected journal relevant to Teaching and Learning.	Meets the requirement for Level C and: - Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader). - Leadership and contribution at the national and/or international level in professional development or disciplinary engagement in the Scholarship of Learning and Teaching. - Peer recognition at the national and/or international level detailing contribution to scholarly teaching practice. - Mentors and supports junior colleagues in the Scholarship of Learning and Teaching. - Authorship/co-authorship and systematic publications relevant to teaching and learning.	Meets the requirements for Level D and: - A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching. - Successful mentoring of others (individuals and/or teams) in the Scholarship of Learning and Teaching. - National or international peer recognition of contribution to Scholarship of Learning and Teaching in discipline, sector, or institution. - Authorship/co-authorship and systematic publications relevant to teaching and learning.

Criteria for the Learning and Teaching Theme
Criterion 5: Integration of scholarship

Indicative evidence for the 'Integration of scholarship' criterion:

- Evidence from unit/course materials demonstrating incorporation of peer-reviewed research from the Scholarship of Learning and Teaching into teaching activities and practice.
- Details of grants and awards (successful and unsuccessful) and outcomes.
- Details of conferences and presentations.
- Copies of publications and details of contribution and impact.
- References and letters from peers.
- Details of mentoring roles and outcomes.
- Details of leadership roles and contribution confirmation by peers.
- Impact of projects, grants and other initiatives for the University or nationally and/or internationally.
- Tertiary Education Quality and Standards Agency (TEQSA) and Office for Learning and Teaching (OLT) recognition as 'Assessor' or 'Expert'.

Criteria for the Learning and Teaching Theme				
Criterion 6: Support and guidance in the development of Higher Degree by Research (HDR) supervision and related research courses				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Active participation in a research course/and or research group (discipline and/or industry engaged). - Assistance in the development of a research course. - Undertake research training provided by Office for Research and other approved professional development.	- Active participation in a research course/and or research group (discipline and/or industry engaged). - Develop a research course. - Undertake research training provided by Office for Research and other approved professional development. - Development of research collaborations based on industry/community needs. - Effective supervision of research honours, research masters and Higher Degree by Research (HDR) supervision.	Meets the requirements for Level B and: - Evidence of research leadership in research course/and or research group (discipline and/or industry engaged). - Provide research mentorship to early career researchers. - Undertake research training provided by Research Office and other approved professional development. - Development of strategic relationships and collaborations based on industry/community needs. - Active and effective record of principal supervision of Higher Degree by Research (HDR) students.	Meets the requirement for Level C and: - Evidence of sustained commitment to the discipline and/or industry engaged research through high quality teaching and contribution to curriculum development. - Undertake research training provided by Office for Research and other approved professional development. - Provide research mentorship to early career researchers. - Attract higher quality research students. - Provide research training at college and/or university level. - Established record as a principal supervisor of successful Higher Degree by Research (HDR) student completions.	Meets the requirements for Level D and: - Evidence of an established strategic commitment to the discipline and/or industry engaged research through high quality teaching and contribution to curriculum development. - Coordinates and leads research training and other approved professional development. - Provide research training at college and/or university level. - Provide sustained leadership in the development of research courses or research groups involving external partners. - Provide sustained research mentorship to early career researchers and other academics in the College. - Extensive record as a principal supervisor of successful Higher Degree by Research (HDR) student completions.

Criteria for the Learning and Teaching Theme
Criterion 6: Support and guidance in the development of Higher Degree by Research (HDR) supervision and related research courses.

Indicative evidence for the 'Support and guidance in the development of Higher Degree by Research (HDR) supervision and related research courses' criterion:

- Timely Higher Degree by Research (HDR) completions.
- Evidence demonstrating incorporation of current peer-reviewed research from the Scholarship of Learning and Teaching into Higher Degree by Research (HDR) supervision methods and practice.
- Post-doctoral research fellowship, nationally competitive or international research fellowship.
- Curriculum development documents.
- External reference group feedback on research course.
- Evidence of research metrics (e.g. the ranking of journal and conference outputs).
- Research training participation and attendance.
- Letters from research students and early career researchers on mentoring support.
- Quality of thesis: external assessors reports.
- Research student feedback.
- Industry feedback/survey regarding impact of research collaboration.
- Industry documents illustrating research impact.

Criteria for the Research Theme				
Criterion 1: Participation in research, grants, collaborative research teams and creative/industry engaged works and projects				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
▪ Participate in applications for competitive funding. ▪ Professional development in applying for grants. ▪ Participation in creative performance and/or industry-engaged activities underpinned by research.	▪ An established record of research outputs in high quality refereed journals and/or creative/industry-engaged works in outlets consistent with the discipline. ▪ National recognition in their field. ▪ A co- or chief-investigator in competitive grant applications.	Meets the requirements for Level B and: ▪ Evidence of an established national reputation and growing international profile through, for example, journal standing, citation indices, independent critical acclaim, industry collaborations, prizes and awards, or invitations to present at prestigious institutions, events or major conferences. ▪ A record of obtaining research income including nationally competitive research grants and/or fellowships. ▪ Undertake activities to achieve a national research profile. ▪ Led creative performance and/or industry-engaged activities underpinned by research.	Meets the requirement for Level C and: ▪ An established record of substantial research income consistent with a national leader in the field of research. ▪ Regular invitations to present at major national and international conferences. ▪ Undertake research activities and projects to achieve a national and international research profile. ▪ Chief investigator on national research projects.	Meets the requirements for Level D and: ▪ Evidence of an exceptional and ongoing research contribution to the chosen field or creative/industry-engaged works. ▪ Leadership of major competitive funding initiatives and/or substantive international consortia in research. ▪ Undertake research activities and research projects to achieve an international research profile. ▪ Lead and manage large research projects.

Criteria for the Research Theme
Criterion 1: Participation in research, grants, collaborative research teams and creative/industry engaged works and projects

Indicative evidence for the 'Participation in research, grants, collaborative research teams and creative/industry-engaged works and projects' criterion:

- Internal or external funding for research and scholarship, including grants from competitive granting bodies such as the National Competitive Grants.
- External funding from industry and/or government agencies for research and scholarship via competitive/tender process.
- Election to learned academy.
- Invited industry/professional conference research presentations.
- Assessor's reports on research grant applications.
- External research grant applications letter of acceptance.
- Citation indices.
- Prizes and awards.
- Invitations to present at prestigious institutions or conferences.
- Peer review of applications by external funding committees.
- Academic appointments co-funded by industry partners.

Criteria for the Research Theme

Criterion 2: Established record of achievement in research outputs and impact, including the Scholarship of Learning and Teaching

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
▪ Conduct research in accordance with the Measurement of Research Activity (MORA) expectations at this level. ▪ Publish/exhibit in high quality journals/outlets, often in collaboration with colleagues, in a manner consistent with disciplinary practice.	▪ Conduct research in accordance with the Measurement of Research Activity (MORA) expectations at this level. ▪ Evidence of quality and impact of outputs, where appropriate, journal ranking, citation indices, patents awarded, reputation and standing of publishing house or other outlets, independent reviews from distinguished scholars or critics.	Meets the requirements for Level B and: ▪ Conduct research in accordance with the Measurement of Research Activity (MORA) expectations at this level. ▪ High quality research/creative works/industry-engaged outputs. ▪ Provide leadership in research grant applications. ▪ Effectively manage research projects. ▪ Record of high quality research outputs.	Meets the requirement for Level C and: ▪ Conducts research in accordance with the Measurement of Research Activity (MORA) expectations at this level. ▪ Highly productive in research outputs with regular publication in high quality journals or outputs in other creative/industry-engaged outlets, consistent with an international reputation in the field. ▪ Editing international works or journals. ▪ Established record of research impact on policy, practice, industry or community. ▪ Established record of high quality research outputs.	Meets the requirements for Level D and: ▪ Conducts research in accordance with the Measurement of Research Activity (MORA) expectations at this level. ▪ An established and ongoing record of publication in high quality peer-reviewed journals or outputs in creative/industry-engaged outlets consistent with leadership in the chosen field. ▪ Evidence of significant citation indices or equivalent esteem measures as appropriate to the field or discipline. ▪ Prizes and awards from prestigious international bodies. ▪ Evidence of substantial impact through the promulgation of ideas and creative works or through application and exploitation of findings, discoveries and inventions.

Criteria for the Research Theme
Criterion 2: Established record of achievement in research outputs and impact, including the Scholarship of Learning and Teaching

Indicative evidence for the 'Established record of achievement in research outputs and impact, including the Scholarship of Learning and Teaching' criterion:

- Australian Research Council (ARC) grant success.
- Authorship and co-authorship of high quality peer-reviewed journal articles, book chapters, monographs or other refereed publications in discipline area, peer-reviewed research publications on the Scholarship of Learning and Teaching, or clinical and professional practice.
- Evidence of quality and impact such as impact factors and/or citation indexes.
- Curate exhibition or creative work of regional, national or international significance.
- Data reflecting impact from Public Leading Right (PLR) or Copyright Agency Limited (CAL).
- Editor or member of editorial board of high quality national or international journal.
- Editorship of a prestigious work of reference.
- Local, regional, national and/or international research awards.
- Competitive grants with industry partner.
- Invitations to distinguished visiting posts.
- Invitations to give external research related lectures.
- External assessor's reports on research quality and impact.
- Evidence of high quality journal publications, measured through SCImago or an equivalent approved through the provisions in the Measurement of Individual Research Activity Policy and Procedures.
- Research income.

Criteria for the Research Theme

Criterion 3 Effective contribution to research partnerships, policy and collaboration

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
▪ Evidence of participation in research collaborations at the discipline and course level.	▪ Evidence of active participation in research collaborations funded by competitive grants at the discipline, course and college level.	Meets the requirements for Level B and: ▪ Effectively manage research partnerships and projects. ▪ Participate in research teams including cross-institutional research teams and industry-based collaborations. ▪ Seek external research funding at discipline and college level.	Meets the requirement for Level C and: ▪ Seek major external research funding at college level. ▪ Participate and provide leadership in research teams including cross-institutional research teams and industry-based collaborations. ▪ Develop and provide leadership in research collaborations involving external/industry partners.	Meets the requirements for Level D and: ▪ Major contributions to government policy development at state, national and international levels. ▪ Contribute to the development of research policy and strategy for the University. ▪ Develop major research initiatives that attract external funding. ▪ Provide leadership in achieving strategic University research directions. ▪ Participate and provide leadership in research teams including cross-institutional research teams, colleges and industry-based collaborations.

Indicative evidence for the 'Effective contribution to research partnerships, policy and collaboration' criterion:

▪ Membership of expert research panels, for example, the Australian Research Council (ARC), National Health and Medical Research Council (NHMRC) or international equivalents.
▪ Contribution to developing national research policy.
▪ Authorship of contracted government, profession and industry reports.
▪ Research commercialisation, patents and licences, registered designs.
▪ Assessor's reports from industry/end-user groups.

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Criteria for the Academic Citizenship and Engagement Theme				
Criterion 1: Professional and community service and leadership within the discipline, industry and community				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Participate in external activities relevant to the discipline/profession and community. - Service to the course or College (such as Open Day). - Actively works to develop and maintain collaborative relationships to achieve common University goals.	- Significant external contributions to the discipline/profession/ industry and community. - Serving in roles in disciplinary, professional or clinical associations at state, national or international levels. - Involvement in the organisation of conferences, conference streams/tracks, including evidence of scale. - Service to the course or College (such as Open Day). - Demonstrates collegiality and involvement in projects/initiatives that support social and environmental sustainability. - Involvement with international students and the community. - Involvement in continuing education for the profession or the community. - Develops and leverages key relationships with internal and external stakeholders that enhance academic outcomes.	Meets the requirements for Level B and: - Success in fostering a collegial environment, collaborations or team building. - Seeks opportunities to capitalise on new and existing relationships resulting in enhancements to teaching, learning and research outcomes. - Service on relevant boards, government bodies and/or committees of industry or community at the local or state level. - Outreach activities to present teaching and/or research. - Successful organisation of conferences, conference streams/tracks, including evidence of registrations. - Contribution and impact of community service. - Delivering invited lectures at local or state for a in relation to professional and discipline activities. - Evidence of active involvement in strategic initiatives of disciplinary, professional or clinical bodies. - Experience in area of clinical/professional expertise.	Meets the requirement for Level C and: - Evidence of leadership in the discipline/profession and in community service. - Coaches colleagues to collaborate, strengthen relationships and establish new connections. - A major contribution to the management and collegiality of the College and/or University. - Contributions to attracting undergraduate/postgraduate students, enhancing student experience/engagement. - Leadership of cross-campus teams in curriculum development. - Identifies and pursues collaborative relationships with industry or other organisations to better position the teaching and learning or research functions of the University favourably. - Initiatives/activities that support the University's pathway plans. - Sharing expertise through public debates and communicating scholarship to the wider public. - Service on relevant boards, government bodies and committees of community organisations at state or national level.	Meets the requirements for Level D and: - Sustained service and leadership to the discipline/profession at the state, national and international levels. - Role models and fosters greater collaboration by striving to unify efforts and encouraging cross-disciplinary thinking. - Promotes better internal and external collaboration across discipline, industry and community. - Attracting funds in research or teaching for colleges. - Involvement in projects/initiatives to support social and environmental sustainability. - Effective and consultative multi-campus management. - Establishment of clinical, community or other relevant facilities to benefit the community. - Number and quality of national and international linkages. - Profile in the public domain as a public intellectual.

CAREER DEVELOPMENT AND PROMOTION GUIDE

Criteria for the Academic Citizenship and Engagement Theme				
Criterion 1: Professional and community service and leadership within the discipline, industry and community				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
			▪ Identifies and recognises colleagues and stakeholders who have contributed to teaching and learning and research success	▪ Media coverage relation to dissemination of one's research, clinical expertise or teaching to the broader community

Indicative evidence for the 'Professional and community service and leadership within the discipline, industry and community' criterion:

- Invitations to represent the University on external boards, reference groups or strategic national organisations.
- Evidence of impact on policy/practice and improving sustainability, including regional sustainability.
- Service on relevant boards, government bodies and committees of community organisations at the local or state level.
- Outreach activities and impact.
- Media coverage related to dissemination of one's research, clinical expertise or teaching to the broader community.
- Evidence of number/quality of linkages in the community.
- Evidence of impact of collaborative relationships with industry or other organisations.

Criteria for the Academic Citizenship and Engagement Theme				
Criterion 2: Contribute to academic professional development and leadership				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
• Participates in the University's Staff Performance and Development Planning (SPDP) process to determine performance and development goals. • Undertakes professional development activities to enhance academic profile by the College and other approved professional development. • College and University workshops/training. • Proactively participates in professional and career development activities in the Scholarship of Learning and Teaching, and in College and University workshops/training. • Successful completion of skills development workshops and seminars. • Conference attendance. • Supervisors reports; annual performance outcomes. • For new employees, Induction for Teaching Program.	• Participates in the University's Staff Performance and Development Planning (SPDP) process to determine performance and development goals. • Takes ownership for own career direction and seeks opportunities to expand own skills and responsibilities. • Postgraduate Diploma/Certificate in university management or leadership-related topics or equivalent courses. • Conference attendance. • Supervisors reports; annual performance outcomes. • For new employees, Induction for Teaching Program and complete Graduate Certificate within Tertiary Education in 3 years.	Meets the requirements for Level B and: • Participates in the University's Staff Performance and Development Planning (SPDP) process to determine performance and development goals. • Translates University goals and strategic direction into team and individual performance and development goals. • Acts as a role model and successfully mentors less experienced staff to build capability and professional development. • Successful mentoring of less experienced staff. • College and University workshops/training. • Successful completion of skills development workshops and seminars. • Relevant conference attendance. • Postgraduate Diploma/Certificate in university management or leadership-related topics or equivalent award. • Masters/PhD in University management, leadership or equivalent degree. • Supervisor(s) reports; annual performance outcomes.	Meets the requirement for Level C and: • Participates in the University's Staff Performance and Development Planning (SPDP) process to determine performance and development goals. • Effective leadership of an academic portfolio within a College (e.g. Associate Dean). • Ensures clarity for staff/team members on role and responsibilities, performance and development expectations, measures and key success. • Successful introduction of capability and professional development in major innovations such as online learning. • Relevant conference attendance. • Specialised relevant skills development workshops and seminars Postgraduate Diploma/Certificate in university management or leadership-related topics or equivalent award. • Masters/PhD in University management, leadership or equivalent degree. • Supervisor(s) reports; annual performance outcomes.	Meets the requirements for Level D and: • Participates in the University's Staff Performance and Development Planning (SPDP) process to determine performance and development goals. • Inspires and mentors staff to achieve academic goals and strategic direction. • Promotes a learning and development culture that supports the University's objectives. • Coaches, develops and empowers staff through challenging opportunities. • Participates in the development of College and University workshops/training. • Management skills development workshops and seminars. • Relevant conference attendance. • Specialised relevant skills development workshops and seminars. • Postgraduate Diploma/Certificate in university management or leadership-related topics or equivalent award.

Criteria for the Academic Citizenship and Engagement Theme				
Criterion 2: Contribute to academic professional development and leadership				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
		• For new employees, Induction for Teaching Program and complete Graduate Certificate within Tertiary Education in 3 years.	• For new employees, Induction for Teaching Program and complete Graduate Certificate within Tertiary Education in 3 years.	• Masters/PhD in university management, leadership or equivalent degree. • Supervisor(s) reports; annual performance outcomes. • For new employees, Induction for Teaching Program and complete Graduate Certificate within Tertiary Education in 3 years.

Indicative evidence for the 'Contribute to academic professional development and leadership' criterion:

- Membership of external professional or industry associations/bodies.
- Participation in workshops/courses at the College and University level.
- Relevant Masters or PhD or equivalent qualification.
- Participation in peer supervision or professional/clinical development learning groups.
- Completion of higher education management/leadership programs through education providers such as the LH Martin Institute.
- Relevant skills development, workshops and seminars.
- Relevant conference attendance.

CAREER DEVELOPMENT AND PROMOTION GUIDE

Criteria for the Academic Citizenship and Engagement Theme				
Criterion 3: Service to course and university organisational units				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
▪ A sustained contribution to the development of a collegial and supportive working environment in a College. ▪ Contribution to administrative activities that support the overall coordination of the course or unit.	▪ Efficient management of internal administrative support roles. ▪ Leadership in the coordination of the course or unit levels. ▪ Effective cross-campus management of cross campus alignment and consultation. ▪ Attracting funds to support development of a course.	Meets the requirements for Level B and: ▪ Efficient and effective performance in an appropriate range of higher-level internal duties and responsibilities at the College level. ▪ Develop and exercise leadership, including a collaborative network, or a College-wide initiative. ▪ Effective management and leadership of tutors, sessional staff in a unit or course.	Meets the requirement for Level C and: ▪ Coordination of a College-wide initiative. ▪ Coordination and successful development of the College ▪ Effective management of the College. ▪ Effective performance of allocated administrative roles. ▪ Undertake activities to improve performance against College and University key performance indicators (KPIs). ▪ Take role as a Director or equivalent.	Meets the requirements for Level D and: ▪ Sustained contribution to leadership and governance within the College or University. ▪ Evidence of extent of activities and their outcomes at the University and strategic levels. ▪ Effective and efficient performance in allocated administrative roles at the University or in strategic projects. ▪ Undertake activities to improve performance against College and University key performance indicators (KPIs).

Indicative evidence for the 'Service to course and university organisational units' criterion:

▪ Successful development or maintenance of unit or course (e.g. enrolment and completion rates).
▪ Feedback from tutors and associated staff in units or courses.
▪ Final report and actions from College or University initiatives.

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Criteria for the Academic Citizenship and Engagement Theme				
Criterion 4: Service related to academic governance and University policy				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
- Participation in review and improvement of unit/course reviews. - Acts in accordance with University Values, Code of Conduct and policies to support an inclusive, diverse, safe, healthy and respectful workplace at all times.	- Effective contribution to, or leadership of, unit/course reviews and improvement. - Service on committees at the course or College level. - Acts in accordance with University Values, Code of Conduct and policies to support an inclusive, diverse, safe, healthy and respectful workplace at all times.	Meets the requirements for Level B and: - Contribution to local implementation of University policy. - Outcomes from formal reviews of projects or from course/College reviews. - Demonstrates awareness of, and sensitivity to, diversity and social issues within the University's student, staff and stakeholder population. - Manages any issues of misconduct, conflicts of interest and illegal, unsafe, unethical or inappropriate work practices or behaviour.	Meets the requirement for Level C and: - Effective service on, and chairing of, committees at College level. - Effective development and implementation of University Policy. - Leadership of unit/course reviews and improvement. - Development of public policy with evidence of the impact of this work. - Invitations from other universities to join review panels for faculties, academic boards and/or research centres. - Facilitates and role models a safe University environment where people are treated with respect, dignity and courtesy. - Acts in accordance with and holds others accountable for behaving in line with the University's Values and Code of Conduct. - Helps others to understand their obligations to comply with legislation, rules, policies and guidelines.	Meets the requirements for Level D and: - Sustained contribution to University governance and regular contributions to policy development. - Productive service on, and chairing of, University and College committees and strategic project groups. - Membership of Excellence in Research Activity (ERA) committees. - Invitation to chair academic reviews at other universities. - Acts in accordance with and inspires others to understand, value and respond to the cultural, educational and social needs of our diverse student, staff and stakeholder population. - Acts in accordance with and promotes a safe and inclusive culture in which people feel comfortable to express their opinions, needs and concerns.

Indicative evidence for the 'Service related to academic governance and University policy' criterion:

- Development of public policy with evidence of the impact of this work.
- Outcomes from formal reviews of projects or from unit/course or College reviews.
- Membership of committees at the course, college and institutional levels.