



Charles Sturt
University

ACADEMIC PROMOTIONS EVIDENCE GUIDE

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Charles Sturt University Academic Promotion Evidence Guide

The purpose of the guide

The purpose of this guide is to assist applicants for promotion in identifying and presenting evidence that supports a case for promotion. It is not possible to provide a definitive list of evidence here as evidence will vary according to applicants' experience and opportunities, however, it is important to keep in mind that lists of activities alone will not normally be sufficient to support a case for promotion, but that the impact and quality of those activities are crucial, and this is where the evidence should lie.

The guide should be read in conjunction with the [Academic Promotion Policy](#), the [Academic Promotion Procedure](#), the [Academic Staff Qualifications and Expectations Procedure](#) and [Schedule VI of the Charles Sturt Enterprise Agreement 2023 – 2025](#).

Promotion assessment criteria

To be eligible to apply for promotion, applicants must meet the performance expectations for their current academic level in the activities required of their position (workload allocation) as assessed in their most recent PPDR. The applicant must be able to attest to this in the Promotion Eligibility Checklist, confirmed by the applicant's supervisor.

To be promoted, applicants must be able to demonstrate that they are capable of meeting at least the University's minimum expectations of performance across all allocated work areas for the academic level to which they are seeking promotion. Part 6 of the promotion application form enables applicants to make the case for this by outlining their key achievements for all areas of their current work allocation (Section 6.1) and projected achievements and growth in all allocated work activity areas should they be promoted (Section 6.2).

It will strengthen an application if the applicant demonstrates achievement at a higher level than their current one across all the workload areas of activity of their current position. However, this is not essential for promotion: outstanding performance in one or two workload areas may be sufficient. Applicants need to both show where they excel in their current level, and how they will meet the expectations of the level to which they are seeking promotion by addressing how they will meet the criteria of that level.

Applicants can select on the Promotion Application Form which areas of academic activity (Teaching; Research/Creative; Professional Activity; and Service) that they are basing their claim for excellence in; and the relative weighting of the selected areas of activity (Parts 4 and 5). For example, applicants who believe that they can demonstrate outstanding performance in both teaching and research, may elect to allocate a weighting of 70% to Research/Creative and 30% to Teaching. This implies zero weighting to Professional Activity and Service. As indicated above, applicants still need to demonstrate adequate performance in these areas, where they constitute a part of their work allocation – a zero weighting simply implies that the applicant is basing their claim for excellence in the weighted areas.

The allocation of weightings across the four areas of academic activity requires careful consideration.

Applicants should allocate the highest weighting to the activities in which they believe that they have made the greatest impact and are able to identify and provide evidence of this. The weightings selected by the applicant in their promotion application are an indication of the academic activities within which they believe they are making the strongest contribution by impact. Allocated weightings do not need to be the same as the proportional allocations of the academic activities within their workload allocation. Percentages need to add to 100%. If an applicant believes that they are excelling equally across all areas of their work allocation, then they should allocate equal percentages to each area.

Some examples that may help clarify the use of weightings. An applicant, whose teaching allocation is 50% may decide that this is their greatest area of impact and allocate a 70% weighting to this activity in their case for promotion, and equal weightings (15% each) to research/creative and service. This does not diminish the achievements in the other work areas, but the higher weighting allocation to teaching alerts the promotion panel that this is the area for which the applicant claims greater achievement, impact and quality, and justifies a greater focus on the evidence for this work area. Similarly, an applicant may wish to focus upon their service contribution to the university, even though their workload allocation is just 10%, by highlighting their contribution (with evidence) with a much higher weighting.

Therefore, the weightings, and associated evidence, applied in Parts 4 and 5 respectively of the promotion application are used by the applicant to point to their areas of greatest achievement, quality and impact, and allow for evidence to be supplied to support this, including for areas that may not currently be in their work allocation, or to a level beyond what would be expected of their current work allocation. Applicants must still demonstrate that they are performing well at their current level across all areas of their current work allocation and are capable of meeting the expectations of the level to which they are seeking promotion (Part 6).

Impact and achievement in all nominated academic activities, will be evaluated by the promotion panels in the light of minimum expectations for academic levels.

Refer to Appendix 1 – Qualifications and expectations of performance for each academic level.

Areas of activity

The University has four areas of academic activity, described in the following table:

- academic positions typically involve activities in only some of these categories, not all,
- an applicant is only expected to demonstrate achievements in areas of activity required of their position to be considered for promotion,
- an applicant may, however, claim an achievement in an area of activity not required of their position.

Area of activity	Includes (but not limited to) achievements
Teaching	<p>Teaching, including leadership in teaching and learning.</p> <p>Designing, developing and reviewing curriculum.</p> <p>Quality assurance of curriculum delivery and of assessment.</p> <p>Publishing learning materials and textbooks.</p> <p>Scholarship of learning and teaching, including reflective practice, and contributions to the Higher Education sector.</p> <p>Professional development in learning and teaching, including development and delivery of programs.</p> <p>Improving teaching practice and student success, including by mentoring or peer review of teaching.</p> <p>Supervising or examining research projects of coursework students (including HDR supervision).</p> <p>Student transition support activities.</p>

	Designing, organising, managing and supervising workplace learning activities.
Research/Creative	<p>Planning, organising and carrying out research or creative works.</p> <p>Publishing or disseminating research findings.</p> <p>Outputs that result in significant benefits, change or recognition (e.g., patents, community consultations, plant breeders' rights, excellence awards, government policy, etc.).</p> <p>Exhibiting or performing creative works combined with critical commentary, evidence of reflection.</p> <p>Obtaining research/creative grant funds with significant outcomes (e.g., publications, creative works, staff mentoring and development).</p> <p>Leadership and mentoring other staff in research or creative activities.</p> <p>Journal editorship.</p> <p>Supervising or examining the research of higher degree by research candidates, or students' research for a research component of a coursework course.</p> <p>Improving research practice.</p> <p>Quality assurance of research.</p> <p>The Research Productivity Index (RPI) Guide provides further advice on achievements and evidence appropriate to the academic level sought. For the purposes of promotion, the points system <u>does not apply</u>, rather the RPI Guide can be used to identify and evidence the nature, scope and impact of research outputs and creative activities.</p>
Professional engagement	<p>Maintaining professional registration.</p> <p>Innovation in professional practice.</p> <p>Providing professional development for other professionals.</p> <p>Participating in professional bodies' standard setting for and quality assurance of the profession.</p> <p>Participating in networking and events to maintain and improve professional practice.</p> <p>Mentoring and supervising of other professionals.</p> <p>Designing, organising, managing and supervising workplace learning activities.</p>
Service	<p>Leading or participating in committees or working groups of the University (e.g., Ethics Committees).</p> <p>Leading or participating in projects to improve academic quality, increase academic productivity or improve students' learning experience.</p> <p>Career mentoring of staff or students.</p> <p>Engagement and outreach to the wider community to recruit students, share knowledge, create partnerships for research, or raise awareness of the value of the University.</p> <p>Undertaking significant leadership roles, such as Course Director, Associate Head of School, Head of School, Subdean, Associate Dean etc.</p>

Levels of achievement

Promotion applicants must demonstrate excellence in nominated (weighted) areas of academic activity, and capability to meet the expectations required of the academic level to which they are seeking promotion. The [Academic Staff Qualifications and Expectations Procedure](#) states the expectations of performance for each academic level.

Increasing levels of leadership need to be specifically addressed as required of the level to which promotion is being sought, and evidence of institutional, national and international impact and reputation provided. All claims of achievement and impact must be realistic and accurate. For example, when claiming achievement(s) of a team, the applicant's role and contribution in that team must be stated.

A guide to evidence in promotion

Academic staff applying for promotion must provide evidence of achievement from the areas of academic activity relevant to their role. Applicants for promotion may elect to nominate one or more areas in which they believe that they have excelled by applying percentage weightings to the four areas of activity.

Potential achievements and evidence in the activity areas of teaching, research/creative, professional engagement and service are outlined in the tables below, separated by academic progression (Levels A to E).

The RPI is a points-based system to assess research activity amongst academic staff to ensure the requirements for research supervision are met. The RPI is not specifically designed for the purposes of promotion, and thus, meeting the minimum category points for each academic level is not an indication that a staff member is eligible for promotion to that level. However, the RPI does provide a guide to the types of achievements that can be considered appropriate within the research/creative activity area, and, as such, can complement the table below.

Tables of achievement and evidence

The tables of achievements and examples of evidence are for reference where an academic staff member who is applying for promotion is claiming an achievement in one of the areas of academic activity.

The tables of achievement and evidence are indicative and are not intended for use as a checklist. Any example of evidence at one level can also count in higher levels or lower levels.

Evidence is quantitative and qualitative, a balance between numbers and narrative. There is no set formula for success in promotion. Committees evaluate each application on its merits, weighing up the mix of evidence each candidate puts forward and the coherent case each candidate makes based on this evidence.

The examples of evidence listed in these tables is not exhaustive. We will continue to refine this guide and welcome the addition of new examples. Suggested inclusions should be emailed to Academicpromotions@csu.edu.au. The Academic Promotion Team will consult with the relevant Divisions.

Teaching activity area

The following list of achievements is based on the Australian University Teaching Standards for promotion to each academic level (<http://uniteachingcriteria.edu.au/>).

Level A

Level	Teaching achievements	Examples of Evidence
Associate Lecturer (Level A)	<ul style="list-style-type: none">Plans learning activities and prepares subject materials.Shows sound knowledge of content and material in subjects in which they teach.Demonstrates an inclusive approach to active learning and student engagement.Uses teaching techniques and learning technologies to enhance students' learning.Demonstrate an understanding of student-centred programs, such as Work-integrated learning (WIL).Engages with authentic assessment practices and promote student success in assessment.Provides timely feedback to students.Demonstrates an understanding of the institutional expectations of effective teaching.Engages and aligns learning and teaching practice with the Education Vision Strategy 2030.Engages with strategies to improve student success and retention in learning activities.Supports sessional staff if these are used in a subject led by the associate lecturer.Demonstrates ratings of at least average over two consecutive years for subject experience survey items relevant to the quality of the applicant's teaching.Demonstrates understanding of the importance of continuous self-review and development.Demonstrates understanding of peer review.	<ul style="list-style-type: none">Curriculum and assessment materials/artefactsInformal unsolicited student feedback or records of student focus groups.Peer review of teaching report.Brief references from sessional staff, subject coordinator, other members of teaching teams and/or course director.Report of ratings of the staff member's teaching from subject experience surveys.Reflective case study of an example of learning and teaching practiceQUASAR reports

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	<ul style="list-style-type: none"> • Demonstrate an understanding of benchmarking activities in order to build capacity in learning and teaching. • Demonstrate an understanding of the scholarship of learning and teaching at a foundational level. • Engage with reward and recognition opportunities at an institutional level. 	
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Level B

Level	Teaching achievements	Examples of Evidence
Lecturer (Level B)	<p>In addition to the achievements listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Teaches in a range of levels and modes. • Innovates in their teaching. • Plans and designs learning and teaching activities and assessments that promote inclusive, engaging, learner-centred environments. • Monitors the quality of students' learning and evaluates own contributions to effective teaching practice. • Aligns practice with the Education Vision Strategy 2030 in the design and/or delivery of learning experiences at Subject level, as a Subject Convenor or Coordination. • Takes a scholarly and evidence-informed approach to learning design and teaching. • Shows thorough knowledge of the material of subjects in which they teach and how these contribute to the course. • Links teaching to current research in the discipline. • Where the lecturer teaches research skills or research component subjects, designs learning activities to engage students in research. • Coordinates subjects well and, if they lead a course, coordinates this well. 	<p>In addition to the examples of evidence listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Expert peer review of teaching and/or curriculum materials. • Brief references from peers on impact of the lecturer's curriculum and/or teaching improvements. • Details of specific contributions in leadership roles, confirmed by brief references from peers. • Brief references from academic leaders on contribution to curriculum and teaching or assessment improvements. • Brief references from staff the lecturer has mentored. <p>Data showing student engagement with student support services.</p>

	<ul style="list-style-type: none"> • Provides learning environments that accommodate students with diverse needs. • Contributes to improvement of student success and retention at a Subject level. • Refers students who need support to relevant services. • Models treating students with respect. • Integrates Indigenous Australia cultural competency into their curriculum and teaching. • Engages in the development and coordination of student-centred programs, such as Work-integrated learning (WIL) at Subject level. • Supervises and mentors students undertaking work integrated learning placements. • Participates in regular peer review of various aspects of their teaching. 	
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Level C

Level	Teaching achievements	Examples of Evidence
Senior lecturer (Level C)	<p>In addition to the achievements listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> • Designs assessment tasks well to assess intended learning outcomes. • Uses a variety of assessment tasks, providing students with clear assessment criteria. • Leads moderation and quality assurance of assessment. • Leads curriculum development at course level. • Applies for teaching grants offering a clear theoretical and scholarly basis for the application. • Supervises postgraduate students' research projects to completion. • Engages alumni to enhance learning and teaching activities. • Collaborates with others to develop learning approaches and 	<p>In addition to the examples of evidence listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> • Data showing impact of assessment innovation. • Brief references from colleagues on the senior lecturer's leadership in assessment innovation and assessment quality. • Details of teaching grants/awards applied for. • Evidence of impact of projects, grants and/or other initiatives at university level, nationally or internationally. • Evidence of recognition as an assessor or expert by the Tertiary Education Quality and Standards Agency or Office of Learning and Teaching. • A summative peer review of curriculum design, completed by a trained peer reviewer using the

	<p>strategies aligned with institutional expectations and/or in quality assurance processes.</p> <ul style="list-style-type: none"> • Contribute to the improvement of student success and retention at a Course level. • Co-authors or contributes to publications, presentations or workshops on learning and teaching. • Develops new curriculum and/or student-centred programs, such as Work-integrated learning (WIL) that help meet a strategic priority of the University. • Innovates in curriculum and teaching to include students from diverse cultures and students with special needs. • Serves as a student advisor. • Develops learning communities and supports students in transition (for example, first-year undergraduate students and first-year postgraduate students). • Receives awards, grants or competitive funding related to learning and teaching, as an individual or member of a team. • Contributes to scholarship of learning and teaching. • Authors or co-authors publication(s) in a nationally or internationally respected journal relevant to learning and teaching. • Leads at university level in developing curriculum that incorporates disciplinary research or engages students in disciplinary research. • Contributes to disciplinary teaching in other units, courses, or unis. 	<p>University's peer review of teaching process.</p> <ul style="list-style-type: none"> • Peer review of the senior lecturer's curriculum by a reviewer external to the University. • Number of students supervised to completion, their time to completion and grades. • Number of students progressing to research degrees. • Prizes/awards gained by students supervised. • Evidence of the senior lecturer's teaching/curriculum materials being adopted by others. • Invitations to present, edit, collaborate that show recognition as a learning and teaching expert. • Reports evaluating the effectiveness of student transition support interventions. • Evidence of conferences, presentations and publications, and of their influence. • References or letters from peers external to the University. • Evidence of influence or projects, grants and/or other improvement initiatives. • References or letters from industry partners indicating alignment between learning and outcomes.
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Level D

Level	Teaching achievements	Examples of Evidence
Associate Professor (Level D)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Mentors and supports colleagues in planning and designing learning activities and curriculum, and/or extending the scholarship of learning and teaching. • Builds capacity in learning and teaching within a School including quality assurance and improvement activities, peer review, scholarship of learning and teaching, dissemination of teaching practices. • Leads external benchmarking of learning activities and assessment. • Contributes to teaching and/or curriculum at a national level. • Engages in external expert peer reviewer of curriculum. • Develops learning and teaching materials/resources/artefacts that are adopted by other institutions. • Is nominated for a teaching award. • Receives a university, national or discipline award for their teaching. • Leads at a national or international level in professional development in learning and teaching • Leads at a national or international level in scholarship of learning and teaching. • Authors or co-authors series of publications relevant to learning and teaching. • Contributes to national or international committees and/or working groups to advance learning and teaching. • Shows sustained innovation in teaching practice and assessment related to work 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Awards and citations for learning materials. • Awards for a textbook the associate professor has authored. • Teaching awards. • References by peers that show recognition of national or international influence on scholarly teaching practice. • Application for teaching fellowship (HERDSA, Higher Education Academy, ANZAHPE). <p>Invitations to present keynote at learning and teaching or discipline conferences.</p>

	<p>integrated learning.</p> <ul style="list-style-type: none"> • Demonstrates sustained engagement in continuing professional development. <p>Demonstrates ratings of at least average over four consecutive years for subject experience survey items relevant to the quality of the applicant's teaching.</p>	
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Level E

Level	Teaching achievements	Examples of Evidence
Professor (Level E)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B), senior lecturer (level C) and professor (level D):</p> <ul style="list-style-type: none"> • Leads curriculum design and review, planning and/or development at national or international level. • Shows sustained engagement in university initiatives that contribute to the improvement of student success and retention. • Significant curriculum or disciplinary contribution through published student learning materials/textbooks. • Contributes to development/review of learning and teaching policies, procedures and/or guidelines for the university and/or faculty. • Demonstrates sustained engagement in leading mentoring and capacity building activities. • A sustained contribution to learning and teaching scholarship. • Sustained leadership in initiatives to involve students in research programs or research projects. • Sustained leadership in work integrated learning at discipline, national or international level. • Sustained recognition by industry or 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Awards and citations for learning materials, textbooks. <p>Nomination for, or success in, a national or international teaching award.</p>

	<p>professional peers</p> <ul style="list-style-type: none">• Contributes to and/or leads professional development courses. <p>Is a member of a panel for review of an academic unit or discipline or a member of a discipline advisory committee in the university or sector.</p>	
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Research/Creative achievements area

The following tables provide examples of activities and evidence in the research and creative activities areas that can be used in making a case for promotion for each academic level. Where required, however, only data that has been entered into CRO by the applicant, and verified by the Research Office, can be considered as evidence. Further detail on the types of activities and outputs that can be used to provide evidence for promotion can be found in the RPI, although RPI points do not constitute evidence for promotion.

Level A

Level	Research/Creative achievements	Examples of Evidence
Associate Lecturer (Level A)	<ul style="list-style-type: none"> • Membership of a research team • Presentations of research findings at national conferences • Contribution to research papers to peer-reviewed journals • Completion of HDR supervisor training • Co-supervision of postgraduate students • Engagement in creative and/or performance activities • Contribution to peer-reviewed creative works exhibited or published in discipline valued outlets (at least minor publishers or outlets of local standing). 	<ul style="list-style-type: none"> • Development of a research plan within PPDR • Listing as a co-investigator on externally funded research grants • Satisfactory progress towards doctoral qualification • Publications in peer-reviewed journals • Creative Works Research Statement. • Peer-reviewed conference papers

Level B

Level	Research/Creative achievements	Examples of Evidence
Lecturer (Level B)	<p>In addition to the achievements listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Publication in peer-reviewed journals • Contribution to externally funded research collaborations • Supervision of honours (or equivalent) students to completion • Supervision or co-supervision of HDR students • Production (and where relevant, exhibition) of peer-reviewed creative works (minor or substantial) • Invitations to present at national 	<p>In addition to the examples of evidence listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Completion of doctoral (or discipline equivalent) qualification • A record of publications with evidence of impact, such as citation indices • Contributions to policy, patents awarded etc. • Named investigator on externally funded research grant • Research impact Case Studies (see RPI) • Research Engagement Narratives (see RPI)

	<p>conferences</p> <ul style="list-style-type: none"> • Invitations to examine HDR theses • Commissioned Reports • Emerging standing in discipline 	<ul style="list-style-type: none"> • Invitations from journals to review manuscripts • Invitations from conference organisers to review manuscripts
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Level C

Level	Research/Creative achievements	Examples of Evidence
Senior Lecturer (Level C)	<p>In addition to the achievements listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> • Development of collaborative research partnerships • Chief-investigator on research grant applications • Primary supervisor of HDR students • Mentoring junior staff in research or creative enterprises • Sustained growth in national conference presentations, publications and citations, relevant to the discipline • Production of peer-reviewed creative works (substantial or major) • Recognition of standing in discipline at a national level 	<p>In addition to the examples of evidence listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> • Individual research award • Evidence of HDR completions • Listed as Chief Investigator on externally funded research or creative work grant • Appointment as Associate Editor of peer reviewed journal • Significant role in organising committee of national conference relating to discipline • Documented evidence of mentoring staff (e.g. Conscia program)

Level D

Level	Research/Creative achievements	Examples of Evidence
Associate Professor (Level D)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • National and/or international recognition for research or creative achievements • High level of productivity in research or creative outputs relative to discipline expectations • Team leadership in research or creative activities • Chief investigator on externally funded national research or creative projects • Mentorship at School, Faculty or cross-Faculty level • Conducts industry collaborative research projects • Leads creative projects that impact upon creative practice beyond the projects themselves (i.e., impact on practice within a creative discipline) • Major exhibitions at national or international level • Emerging recognition of standing in discipline at an international level 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Established record of research income, as Chief Investigator • Regular invitations to present at major national or international conferences or industry events • Chair of Organising Committee for significant national conference • Established record of impacts on industry practice and/or policy • Track record of publications on research or creative practice, which exceeds disciplinary norms (e.g. citations or patents) • Significant external awards/recognition based on research/creative works (e.g. Fellowship) • Associate Editor of a high quality international peer-reviewed journal • Acting as peer-reviewer for major external grant schemes (e.g. ARC). • Leading externally funded grants with multi-agency participation • Leadership of a significant research group within the university (or across organisations) with evidence of mentoring junior staff • Significant track record of HDR student completions as Principal Supervisor

Level E

Level	Research/Creative achievements	Examples of Evidence
Professor (Level E)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B), senior lecturer (level C) and professor (level D):</p> <ul style="list-style-type: none"> • International recognition for research or creative achievements and leadership • Leadership of international and/or national, cross institutional, research teams (note: National may be appropriate for some disciplines) • Contribute to the development of strategic research or creative directions/policy for the University • Mentorship of early and mid-career staff • Evidence of international (or in some disciplines national) standing 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Editorship of high-quality (e.g. Q1) international journal • Invitations from Government or industry to evaluate, revise or develop policy at State, National or International level • Effective leadership of large research group (e.g., CSU Research Centre, ARC Centre of Excellence) • Evidence of successful mentorship of early career academic staff such as significant achievements of mentored staff in research or creative domains, with a clear indication of how this mentorship contributed to the achievements • Leading large (compared to discipline norms) externally funded grants with multi-agency participation <p>Outstanding publication track record, with indicators (e.g. citations) well in excess of disciplinary norms.</p> <p>Commissioned major creative works</p> <ul style="list-style-type: none"> • Industry or government engagement that results in significant contracts for the University • Fellowship of society or similar with significant national or international standing • Appointment to external panel of significant standing (e.g. ARC College of Experts) • Outstanding track record of HDR student completions as Principal Supervisor

Professional engagement activity area

Level A

Level	Professional engagement achievements	Examples of Evidence
Associate Lecturer (Level A)	<ul style="list-style-type: none"> • Maintains professional registration. • Attends professional conferences. • Attends professional development activities. • Participates in professional networks/communities of practice. • Applies new professional knowledge/practice in teaching Supports and mentors students to prepare for their profession. 	<ul style="list-style-type: none"> • Brief references from students, sessional staff, subject coordinator, other members of teaching teams and/or course director and/or practicing professionals.

Level B

Level	Professional engagement achievements	Examples of Evidence
Lecturer (Level B)	<p>In addition to the achievements listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Supervises students in advanced professional practice • Participates in course professional accreditation work for the course in which they teach. • Supervises students' applied research • Participates in applied research activities • Engages with external professional practitioners to understand current practice, arrange and support student placements • Presents at professional conferences • Participates in activities of professional association or professional regulator 	<p>In addition to the examples of evidence listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> • Conference programs. • Brief references from external professional practitioners, professional association members, members of regulatory body. • Figures on success rate of students' applied research.

Level C

Level	Professional engagement achievements	Examples of Evidence
Senior Lecturer (Level C)	<p>In addition to the achievements listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> Leads establishment and quality assurance of relationships with placement providers for applied research and/or student placements Leads course professional accreditation for the course in which they teach Participates in activities of professional association to review professional standards, influence government policy Contributes to professional development activities for the profession Public commentator on developments in the profession Contributes to leading professional networks and/or communities of practice Leads applied research projects to improve professional practice Publishes applied research outputs in professional journals Supervises higher degree by research students' applied professional research projects 	<p>In addition to the examples of evidence listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> Evidence of impact of professional practice innovations Evidence of the impact of applied research projects and research outputs Articles/footage/recordings in which the staff member commented on developments in the profession Data on completion of doctoral students Brief references from faculty/university academic leaders Invitations to present at professional conferences

Level D

Level	Professional engagement achievements	Examples of Evidence
Associate Professor (Level D)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> Officer of professional association or member of regulatory body (e.g., council or board) Leads projects to improve 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> Evidence of professional or regulatory board (or equivalent) membership Brief references by peers that show recognition of national influence on

	<p>professional standards at a national level</p> <ul style="list-style-type: none"> • Recognised as a significant public commentator on the profession • Co-author of submissions or reports to government on the profession • Invited to review professional courses at other institutions • Substantial record of influential applied research and publications on professional practice • Awards for contribution to the profession • Edits a professional journal 	<p>professional practice</p> <ul style="list-style-type: none"> • Brief references from other leading public commentators on the profession • Invitations to present keynote at professional conferences <p>Evidence of awards</p>
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Level E

Level	Professional engagement achievements	Examples of Evidence
Professor (Level E)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B), senior lecturer (level C) and professor (level D):</p> <ul style="list-style-type: none"> • Leads professional standards improvement at a national or international level • Recognised nationally or internationally as a leader in their profession: for example, fellow of professional association • Invitations to be keynote speaker at international professional conferences and/or professional development events • Distinguished record of leading applied research and research publications that define practice in the profession • Fellow or officer of international professional body • Advisor to governments and non-government organisations on policy relevant to the profession • National or international awards for contribution to the profession. 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Brief references from political leaders, senior civil servants <p>Authorship of books/manuals that have made a significant contribution to practice within the profession</p>

Service

For every type of service to the university, its operation and strategy, the expectation is that the staff member will demonstrate the outcome of the activity and the impact they have had. For example, the staff member will need to demonstrate what difference they have made to learning, teaching, research and/or academic quality, how have they actively supported their discipline/ School/Faculty and/or the university achieve strategic objectives, how they have contributed to improvements/ innovations/solutions, and/or how they have influenced others and built capacity.

Level A

Level	Service achievements	Examples of Evidence
Associate Lecturer (Level A)	<ul style="list-style-type: none"> Participates in assessment quality activities. Contributes to subject and course review. Leads a subject or subject offering. 	<ul style="list-style-type: none"> Supervisor's confirmation of achievements through PPDR. <p>Brief references from colleagues on effectiveness of contributions.</p>

Level B

Level	Service achievements	Examples of Evidence
Lecturer (Level B)	<p>In addition to the achievements listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> Leads assessment quality activities. Convenes or coordinate subjects. Leads a course. Contributes to course review. Suggests academic quality improvements. Participates in academic policy review consultation. Participates in school committees. Participates in community engagement activities. Participates in recruitment activities. <p>Initiates school activities to strengthen collegial culture.</p>	<p>In addition to the examples of evidence listed for associate lecturer (level A):</p> <ul style="list-style-type: none"> Brief references from school academic leaders on effectiveness of contributions to committees, reviews, engagement activities. Evidence of improvements to enrolments, progression, completions in subjects/courses led. Evidence of effectiveness of academic quality improvements. Brief references from school leaders or recruitment managers on effectiveness of contributions to community engagement activities. Brief references from community groups

Level C

Level	Service achievements	Examples of Evidence
Senior Lecturer (Level C)	<p>In addition to the achievements listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> Leads one or more courses 	<p>In addition to the examples of evidence listed for associate lecturer (level A) and lecturer (level B):</p> <ul style="list-style-type: none"> Evidence of improvements to academic quality and efficiency

	<ul style="list-style-type: none"> • Leads course reviews. • Chairs a school or faculty committee. • Leads a school or faculty working party. • Leads a substantial school or faculty project to improve academic quality. • Participates in a faculty and/or university committee or working party. • Leads course review. • Leads community engagement activities. • Be a promotion/career mentor for level A and B staff. • Serves as a peer reviewer. • Contributes to academic leadership networks and communities of practice within the University. • Participates in academic leadership networks / communities of practice beyond the University. • Presents on innovations in academic leadership and/or academic quality assurance at external conferences and professional development events. <p>Publishes influential papers in peer-reviewed journals on academic leadership.</p>	<p>from reviews and improvement work.</p> <ul style="list-style-type: none"> • Brief references from academic leaders within and beyond the University regarding effectiveness of contributions. <p>Brief references from staff mentored or peer reviewed.</p>
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Level D

Level	Service achievements	Examples of Evidence
Associate Professor (Level D)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Leads a faculty or university improvement initiatives. • Leads an organisational unit review or restructure to improve quality and efficiency. • Be a promotion mentor or career mentor for level C staff. • Chairs university committees and working parties. • Completes an additional 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B) and senior lecturer (level C):</p> <ul style="list-style-type: none"> • Evidence of performance improvements from review, restructure or sustained leadership of an academic unit. • Brief references from community leaders on effectiveness and impact of contributions. <p>Evidence of qualification completion and self-reflection on outcomes</p>

	<p>qualification in academic leadership.</p> <ul style="list-style-type: none"> • Leads a school or large unit of a division or portfolio effectively. • Builds sustained relationships with communities and/or industry, raising the University's profile in the region and increasing recruitment. • Contributes to leadership of academic leaders' networks and communities of practice beyond the university. • Is invited to present at conferences and professional development events for academic leaders. • Acts as an external examiner/assessor/reviewer • Actively contributes expertise to industry and community activities, such as judging prizes, industry/professional associations, roundtables, participating in outreach projects • Forges new external collaborations and partnerships. 	<p>achieved.</p>
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Level E

Level	Service achievements	Examples of Evidence
Professor (Level E)	<p>In addition to the achievements listed for associate lecturer (level A), lecturer (level B), senior lecturer (level C) and professor (level D):</p> <ul style="list-style-type: none"> • Leads faculty or university improvement initiatives. • Leads review or improvement of a faculty, division or portfolio to improve quality and efficiency. • Leads a faculty, division or portfolio of the University effectively. • Demonstrates a distinguished record of supporting communities served by the University. • Contributes to submissions to government on higher 	<p>In addition to the examples of evidence listed for associate lecturer (level A), lecturer (level B), senior lecturer (level C) and associate professor (level D):</p> <ul style="list-style-type: none"> • Brief references from political leaders, senior civil servants on effectiveness and impact of contribution.

	<p>education policy.</p> <ul style="list-style-type: none"> • Shows sustained leadership of academic leaders networks and communities of practice nationally and internationally. • Receives acknowledgment at a national or international level as an influential leader in university management practice. • Be a promotion mentor or career mentor for level D staff. • Completes a master degree in academic leadership. 	
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Supervisor's Role

The statement(s) from the applicant's supervisor(s) will advise the committee whether the supervisor considers that:

- a. the applicant is meeting performance expectations, including agreed objectives and values-based behaviours, for their position at their current academic level, and
- b. confirm, as far as is possible, evidence stated by the applicant to support their case for promotion.

Appendix 1. Qualification and expectations of performance for each academic level

The following extracts from the Enterprise Agreement and the Academic Staff Qualifications and Expectations Procedure define the required qualification and expectations of performance for each academic level of position:

- a. Schedule VI of the [Enterprise Agreement](#) states the expected levels of performance.

Mainstream academic employees

Level A

A Level A academic will work with the support and guidance from more senior academic employees and is expected to develop their expertise in teaching and research with an increasing degree of autonomy.

A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching at the University, at a level appropriate to the skills and experience of the employee, engage in scholarly, research and/or professional activities appropriate to their profession or discipline, and undertake administration primarily relating to their activities at the University. The contribution to teaching of Level A academics will be primarily at undergraduate and graduate diploma level.

Level B

A Level B academic will undertake independent teaching and research in their discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other employees, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to their profession or discipline.

They will normally undertake administration primarily relating to their activities at the University and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the University.

Level C

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching they will make original contributions, which expand knowledge or practice. in their discipline.

A Level C academic will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit an interdisciplinary area at undergraduate, honours and postgraduate level. They will normally play a major role or provide a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the University.

Level D

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.

A Level D academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline. They will make original and innovative contributions to the advancement of scholarship, research and teaching in their discipline.

Level E

A Level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline within the University and within the community, professional, commercial or industrial sectors.

A Level E academic will have attained recognition as an eminent authority in their discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level.

A Level E academic will make original, innovative, and distinguished contributions to scholarship, researching and teaching in their discipline. They will make commensurate contribution to the work of the University.

Research academic employees (inclusive of creative disciplines)

Level A

A Level A research academic will typically conduct research/scholarly activities under limited supervision either independently or as a member of a team and will normally hold a relevant higher degree.

A Level A research academic will normally work under the supervision of academic employees at Level B or above, with an increasing degree of autonomy as the research academic gains skills and experience.

A Level A research academic may undertake limited teaching, may supervise at undergraduate levels and may publish the results of the research conducted as sole author or in collaboration. They will undertake administration primarily relating to their activities at the University.

Level B

A Level B research academic will normally have experience in research or scholarly activities, which have resulted in publications in refereed journals or other demonstrated scholarly activities.

A Level B research academic will carry out independent and/or team research.

A Level B research academic may supervise postgraduate research students or projects and be involved in research training.

Level C

A Level C research academic will make independent and original contributions to research which have a significant impact on their field of expertise.

The work of the research academic will be acknowledged at a national level as being influential in expanding the knowledge of their discipline. This standing will normally be demonstrated by a strong record of published work or other demonstrated scholarly activities.

A Level C research academic will provide leadership in research, including research training and supervision.

Level D

A Level D research academic will make major original and innovative contributions to their field of study or research, which are recognised as outstanding nationally or internationally.

A Level D research academic will play an outstanding role within the University and their discipline and/or profession in fostering the research activities of others and in research training.

Level E

A Level E research academic will typically have achieved international recognition through original, innovative and distinguished contributions to their field or research, which is demonstrated by sustained and distinguished performance.

A Level E research academic will provide leadership in their field of research, within the University and their discipline and/or profession and within the scholarly and/or general community. They will foster excellence in research, research policy and research training.

- b. The Academic Staff Qualifications and Expectations Procedure states:
- i. the level of qualification an academic staff member is expected to have for appointment or promotion to each academic level of position,
 - ii. how a staff member may be assessed as having a combination of qualification(s), achievements and experience equivalent to the expected level of qualification,
 - iii. criteria for such assessment, and
 - iv. the level of performance expected of staff at each academic level.

In considering an academic promotion application, promotion decision-makers will:

- a. consider the applicant's achievements and impact since their last promotion, or over the last 5 years, whichever is the shortest, but
- b. expect to see recent achievements which demonstrate that the applicant's career trajectory has reached the academic level to which they are seeking promotion (and that the career trajectory is not level or downwards).

An applicant is expected to demonstrate that their achievements have had the scope of influence and breadth/depth of effect that is expected at the academic level to which they are seeking promotion:

- a. It is not sufficient to list achievements: the applicant must explain:
 - i. how the achievements have been influential, and
 - ii. provide evidence of their influence/effect.

Promotion decision-makers will only expect an applicant to demonstrate achievements in proportion to their opportunity to achieve. They may accept fewer achievements as demonstrating the required standard where, for example, an applicant:

- a. has been working part-time,
- b. has had substantial carer responsibilities,
- c. has had substantial parental leave,
- d. has had a lengthy period of ill health or injury that has reduced their capacity to achieve, or
- e. is living with a disability that reduces their capacity to achieve.

Assessing promotion applications of First Nations academic staff

In considering promotion applications from First Nations academic staff, supervisors, promotion decision-makers and evaluators are expected to bear the following contextual factors in mind:

- a. It may take longer for First Nations staff to develop an academic career trajectory and academic identity that is integrated with their First Nations identity.
- b. First Nations staff are likely to feel isolated in the institution.
- c. First Nations staff are likely to have a substantial, largely invisible, part of their academic workload which reduces their time for other academic achievements, of:

- i. supporting and mentoring other First Nations staff and students to help them overcome the challenges of participating as an Indigenous person in a postcolonial university,
 - ii. being an adviser on Reconciliation and Indigenous cultural competence to other staff, students, committees and working parties,
 - iii. mediating between other staff and traditional First Nations communities.
 - iv. This part of their workload should be recognised as a valuable service contribution to the University's strategic efforts to achieve Reconciliation and build its own Indigenous cultural competence.
- d. First Nations staff are likely to value collective outcomes and emphasise communal achievements, rather than claiming achievements as their own. They may not claim as much individual credit for an achievement as a non-Indigenous applicant would.

Accordingly, supervisors, promotion decision-makers and evaluators should be asking themselves the following questions when considering the promotion application of a First Nations staff member:

- a. What has been the effect of the applicant being a First Nations person on the roles assigned to them, their workload and outcomes?
- b. How has the applicant helped develop relationships between their traditional community(ies) and the University?
- c. How has the University, faculty or school used their expertise, and what effect has this had on their performance/productivity?
- d. What additional roles have they played as a First Nations expert/representative?
- e. What effect has the nature or mode of their research had on its productivity and outcomes?
- f. Are they playing an important role in building a supportive First Nations academic community across the University?
- g. How have they constructed their career and roles? Should they be receiving credit for collective outcomes of partnerships that they have helped establish with First Nations communities?

Required qualifications or equivalent

The [Academic Staff Qualifications and Expectations Procedure](#) states:

- a. the level of academic qualification required for appointment or promotion to each academic level, and
- b. the process and criteria for assessment of a staff member's combination of qualification(s), achievements and experience as equivalent to a higher qualification.

Once an academic staff member has been assessed by the University's Qualifications and Equivalence Assessment Panel as having a qualification(s), achievements and experience equivalent to a higher qualification, they meet the qualification requirement for promotion to an academic level that requires that higher qualification and therefore the absence of the qualification will not be a factor in the promotion decision.