
ACADEMIC PROMOTIONS: RESEARCH

La Trobe University values its research specialists and encourages applications for academic promotion based on excellence in research.

Our promotions process is evidence-based. This matrix makes suggestions about where certain types of evidence might be used to support an application for promotion. However, it is neither exhaustive nor prescriptive. Applicants are **NOT** expected to include every evidence type listed here, and may include other evidence types that are not listed here. The same evidence should not be cited in more than one area.

Applicants should take care 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 academic level, but differentiated by expected impact, scale, scope, duration, degree of leadership, for example. There are three tiers of evidence:

- Independently peer-reviewed outputs or other independent measures of quality and impact
- Academic preparation and ongoing professional development
- Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc.

The most highly regarded evidence is that in the first tier, of independently peer-reviewed outputs or other independent measures of quality and impact. Applicants are encouraged to seek such evidence and to submit it as part of their application for promotion.

La Trobe also prizes effective leadership and teamwork, and encourages applicants to showcase their achievements as leaders, mentors and members of successful research teams.

For each level, the corresponding Minimum Standard of Academic Level (MSAL) is provided. This is the minimum standard of achievement that is required for promotion to that level.

Research-focused applicants are required to demonstrate a higher standard of achievement in research than those applying on the basis of both teaching and research.

The following evidence matrix gives examples of performance and achievement at each level of appointment across four criteria for research:

- Publications
- Income
- Impact and esteem
- Research culture

While the *Collective Agreement 2014* stipulates that Scholarship of Teaching be considered research for the purposes of workload allocation, a workload allocation for Scholarship of Teaching is usually only made for teaching-focused staff. Thus, evidence types for Scholarship of Teaching do not appear in this matrix. Teaching-focused staff are to use a different evidence matrix ('Evidence Matrix: Teaching'), found on the [Academic Promotions website](#).

Research applicants are expected to demonstrate achievement in the broad categories of Teaching and Leadership and Engagement, with examples of evidence provided for both categories in the tables below. Applicants should not use the descriptors as a set of headers, but rather should use the examples to help construct a narrative which explains the case they are making.

MSAL - Level B - Research Fellow

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.

Table 1: Evidence types for achievement in research, Level B

| Type of evidence | Publications | Income | Research culture | Impact and esteem |
|---|---|---|---|---|
| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> • Co-authorship or authorship of peer-reviewed journal article, book chapter, monograph or other refereed publications in discipline area, or clinical or professional practice • Curated exhibition or creative works • Evidence of quality and impact of research such as ERA rankings, impact factors and/or citation indexes • Refereed conference presentations | <ul style="list-style-type: none"> • Successful competitive grant application • Receipt of research funding from industry/government partnership, either individual or as a significant contribution to a team project • Receipt of funding from consultancies, either as individual or as a significant contribution to a team project • Successful significant contributions to team applications for internal/external grant funding | <ul style="list-style-type: none"> • Supervision or co-supervision of Honours and/or postgraduate students, to timely completion • Participation in RFAs and DRPs • Effective participation in research partnerships • Effective participation in research teams • Evidence of career outcomes for research students • Publications, prizes, awards or presentations by research students • Active participation in, contribution to and preparation of relevant conferences or specialised meetings | <ul style="list-style-type: none"> • Invited external lectures/seminars on specialist topics • Research awards • Editorial work - books and/or journals • Independent reviews of publications/creative works • Sole-authored publications • Translation of work into other languages • Postdoctoral research fellowship • Contribution to professional contract and consultancy reports for government, industry, third-sector and/or professional practice organisations • Contribution to the development of commercial products or services |
| Academic preparation and ongoing professional development | <ul style="list-style-type: none"> • Normally have completed PhD; postdoctoral research fellowship • Completion of research development training | <ul style="list-style-type: none"> • Completion of grant-writing training opportunities, e.g., provided by RED Unit • Effective analysis of | <ul style="list-style-type: none"> • Completion of HDR supervision training • Participation in school/faculty/University workshops/seminars on improving | <ul style="list-style-type: none"> • Membership of relevant professional or disciplinary association |

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| | opportunities, e.g. provided by RED Unit. | feedback from unsuccessful applications for funding, with evidence of improved success rates in future applications | research performance or commercialisation | |
| Feedback, evaluations and assessments from colleagues, managers, external partners etc | <ul style="list-style-type: none"> • Independent reviews of publications/creative works | <ul style="list-style-type: none"> • Assessor reports on grant applications | <ul style="list-style-type: none"> • Reports by College leaders | <ul style="list-style-type: none"> • Assessor reports from external discipline experts, such as PhD examiners • Local or state media coverage related to disseminating one's own research or expertise to the broader community • Evidence of innovative use of social media or other forms of digital communication to disseminate one's own research or expertise to the broader community |

Table 2: Evidence types for Teaching and for Leadership and Engagement, Level B

| Type of evidence | TEACHING | LEADERSHIP AND ENGAGEMENT |
|---|---|---|
| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> • Co-supervision of Honours and/HDR students to timely completion • Contribution to undergraduate or postgraduate teaching delivery • Contribution to development of undergraduate postgraduate curriculum/subjects • Evidence of teaching innovation leading to improved student learning • Participation in strategic University teaching and learning projects, e.g., Hallmark Program, Essentials • Incorporation of research work into teaching delivery at undergraduate or postgraduate level • Publications, prizes, awards or presentations of research students | <ul style="list-style-type: none"> • Efficient and effective performance of allocated administrative roles • Efficient and effective performance of allocated leadership roles • Effective service on committees at the department or program level • Other effective service to Department, School or College • Contribution to local implementation of University policy, e.g., Regional Plan, Future Ready Strategic Plan • Attendance at Open Day, graduations etc • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Active participation and engagement with alumni • Service on relevant boards, government bodies and committees of community organisations at the local or state level • Involvement in continuing education for the profession or the |

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| | | community • Contribution to building relationships at local and national level |
| Academic preparation and ongoing professional development | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars, e.g. provided by LTLT • Completion of HDR supervision training | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars • Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field |
| Feedback, evaluations and assessments from colleagues, managers, external partners etc | <ul style="list-style-type: none"> • Excellent student feedback on teaching • Assessor reports from La Trobe colleagues and supervisors | <ul style="list-style-type: none"> • Positive assessment by College leaders • Outcomes from formal reviews of projects or from program/school or College reviews |

MSAL - Level C - Senior Research Fellow

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

The work of the research academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her 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.

Table 3: Evidence types for achievement in research, Level C

| Type of evidence | Publications | Income | Research Culture | Impact and esteem |
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| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> • Co-authorship or authorship of peer-reviewed journal articles, book chapters, monograph or other refereed publications in discipline area, or clinical or professional practice • Curated exhibition or creative works • Refereed conference presentations | <ul style="list-style-type: none"> • Successful leadership of individual or team applications for internal and external grant funding • Effective contribution to team applications for significant competitive grant funding • Research contracts or consultancies | <ul style="list-style-type: none"> • Supervision of Masters and PhD students to timely completion • Participation in RFAs and DRPs • Participation in research partnerships • Contribution to organising/chairing at disciplinary conference held at La Trobe University • Leadership or management of professional teams and /or research groups • Evidence of career outcomes for HDR students • Publications, prizes, awards or presentations by research students • Mentoring and development of the research performance of junior colleagues • Significant contribution to | <ul style="list-style-type: none"> • Evidence of quality and impact of research such as ERA rankings, impact factors and/or citation indexes • Provision of professional contract and consultancy reports for government, industry, third-sector and/or professional practice organisations • Work with partners to develop commercial products or services • Contribution to organising/chairing at disciplinary conference • Significant contribution to public dialogue and debate, culture and the arts • Initiation and maintenance of research partnerships with government, industry, third-sector and/or professional practice organisations • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level • Invitations to become a member of government, industry, third-sector and/or professional practice committees and advisory boards |

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| | | | University strategic research initiatives | <ul style="list-style-type: none"> • Invitations to visiting posts, fellowships, lecture series • Research awards • Editorial work - books and/or journals • Translation of work into other languages • Assessor reports from external discipline experts, such as PhD examiners • Role of Chief Investigator on successful grant applications • Evidence of active involvement in strategic initiatives of disciplinary, professional or clinical bodies • Publication of legal or clinical/professional casenotes |
| Academic preparation and ongoing professional development | | <ul style="list-style-type: none"> • Completion of grant-writing training opportunities, e.g., provided by RED Unit • Effective analysis of feedback from unsuccessful applications for funding, with evidence of improved success rates in future applications | <ul style="list-style-type: none"> • Completion of HDR supervision training • Participation in school/College/University workshops/seminars on improving research performance or commercialisation | <ul style="list-style-type: none"> • Membership of relevant professional or disciplinary association • Effective use of Outside Study Program to develop international experience/ networks |
| Feedback, evaluations and assessments from colleagues, managers, external partners etc | <ul style="list-style-type: none"> • Independent reviews of publications/creative work | <ul style="list-style-type: none"> • Assessor reports on grant applications | <ul style="list-style-type: none"> • Positive assessment College leaders • 360 degree feedback on mentoring | <ul style="list-style-type: none"> • ARC/NHMRC (or equivalent) assessor reports • Independent reviews of publications/creative works • Local or state media coverage related to disseminating one's own research or expertise to the broader community • Evidence of innovative use of social media or other forms of digital communication to disseminate one's own research or expertise to the broader community |

Table 4: Evidence types for Teaching and for Leadership and Engagement, level C

| Type of evidence | TEACHING | LEADERSHIP AND ENGAGEMENT |
|--|---|---|
| <p>Independently peer-reviewed outputs and other independent measures of quality and impact</p> | <ul style="list-style-type: none"> • Supervision of HDR and Honours students to timely completion • Contribution to development of undergraduate postgraduate curriculum/subjects • Contribution to teaching delivery at undergraduate or postgraduate level • Evidence of teaching innovation leading to improved student learning • Participation in strategic University teaching and learning projects, e.g., Hallmark Program, Essentials • Incorporation of research work into teaching delivery at undergraduate or postgraduate level • Publications, prizes, awards or presentations of research students | <ul style="list-style-type: none"> • Efficient and effective performance of allocated administrative roles • Effective performance of leadership roles at Department, School or College level • Effective service on committees at the Department, School or College level • Other effective service to program/Department or School • Contribution to local implementation of University policy, e.g. University Research Plan, Future Ready Strategic Plan • Involvement in projects/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni • Service on relevant boards, government bodies and committees of community organisations at the local or state level • Involvement in continuing education for the profession or the community • Contributions to outreach activities for underrepresented groups • Contributions to initiatives/activities that support the University’s regional plan |
| <p>Academic preparation and ongoing professional development</p> | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars • Completion of HDR supervision training | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars • Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field |
| <p>Feedback, evaluations and assessments from colleagues, managers, external partners etc</p> | <ul style="list-style-type: none"> • Excellent student feedback on teaching • Assessor reports from La Trobe colleagues and supervisors | <ul style="list-style-type: none"> • Positive assessment by College leaders • Outcomes from formal reviews of projects or from program/school or College reviews • References supporting claims of significant clinical or professional experience or claims of service on external bodies • Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at local or state level • Public recognition, honorary status and awards for professional or community service |

MSAL - Level D - Principal Research Fellow/ Associate Professor

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

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

Table 5: Evidence types for achievement in research, for Level D academics

| Type of evidence | Publications | Income | Research culture | Impact and esteem |
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| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> • Refereed articles in high quality journals, book chapter, monograph or other refereed publications in discipline area, or clinical or professional practice, with proven impact factors • Curated exhibition or creative works of national significance • Refereed conference presentations | <ul style="list-style-type: none"> • Successful leadership of individual or team applications for internal and external grant funding • Effective contribution to team applications for significant competitive grant funding • Significant research contracts or consultancies | <ul style="list-style-type: none"> • Supervision of Honours and HDR students to timely completion • Leadership of RFAs and DRPs • Development of game-changing partnerships • Leadership or management of professional teams and /or research groups • Significant contribution to local implementation of research strategic initiative, e.g. Research Plan, RFA Plan • Successful organisation of national conferences, conference streams/tracks, including evidence of scale • Mentoring and development of the research performance of colleagues • Establishment of and funding for shared research equipment/facility • Evidence of career outcomes for HDR students • Publications, prizes, awards or | <ul style="list-style-type: none"> • Evidence of quality and impact of research such as ERA rankings, impact factors and/or citation indexes • Leadership of work with partners to develop commercial products or services with significant scale or potential • Significant contribution to public dialogue and debate, culture and the arts • Initiation and maintenance of partnerships with government, industry, third-sector and/or professional practice organisations • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level • Major professional contract and consultancy reports for government, industry, third-sector and/or |

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| | | | <p>presentations by research students</p> <ul style="list-style-type: none"> • Guest presentations at RED unit | <p>professional practice organisations</p> <ul style="list-style-type: none"> • Research commercialisation, patents and licenses, registered designs • Leadership positions on government, industry, third-sector and/or professional practice committees and advisory boards • Invited conference presentations at national or international level • Invitations to visiting posts, fellowships, lecture series • Editor or member of editorial board of high quality or international journal • National research awards • Editorial work - books and/or journals • Independent reviews of publications/creative works • Election to learned academy • Translation of work into other languages • Role of Chief Investigator on successful grant applications • Panel membership for ARC/NHMRC or other research grants agencies • Contribution to/leadership of clinical professional or discipline-related organisations |
| <p>Academic preparation and ongoing professional development</p> | <ul style="list-style-type: none"> • Relevant specialist training and development opportunities | <ul style="list-style-type: none"> • Relevant specialist training and development opportunities | <ul style="list-style-type: none"> • Participation in school/faculty/University workshops/seminars on improving research performance or commercialisation • Completion of research leadership training, e.g. provided by RED Unit | <ul style="list-style-type: none"> • Effective use of Outside Study Program to develop international experience/ networks |

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| | | | <ul style="list-style-type: none"> • Coaching and mentorship training | |
| <p>Feedback, evaluations and assessments from colleagues, managers, external partners etc</p> | <ul style="list-style-type: none"> • National reviews of publication/creative works | <ul style="list-style-type: none"> • ARC/NHMRC (or equivalent) assessor reports | <ul style="list-style-type: none"> • 360 degree feedback on mentoring • Positive assessment from Head of School and College Pro Vice-Chancellor | <ul style="list-style-type: none"> • Assessors reports on quality and impact from leaders in the discipline or area of clinical/professional practice • State or national media coverage related to disseminating one's own research or expertise to the broader community • Evidence of innovative use of social media or other forms of digital communication to disseminate one's own research or expertise to the broader community |

Table 6: Evidence types for Teaching and for Leadership and engagement, level D

| Type of evidence | TEACHING | LEADERSHIP AND ENGAGEMENT |
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| <p>Independently peer-reviewed outputs and other independent measures of quality and impact</p> | <ul style="list-style-type: none"> • Supervision of Honours students to timely completion • Co-supervision of HDR students to timely completion • Contribution to teaching delivery at undergraduate or postgraduate level • Contribution to development of undergraduate or postgraduate curriculum/subjects • Evidence of teaching innovation leading to improved student learning • Publications, prizes, awards or presentations of research students • Participation in strategic University teaching and learning projects, e.g., Hallmark Program, Essentials • Incorporation of research work into | <ul style="list-style-type: none"> • Leadership, maintenance and development of a discipline, program or an academic area • Effective leadership in a College capacity, e.g. Head of Department • Leadership of successful cross-campus collaboration or coordination in research • Effective leadership of committees at School or College level • Significant contribution to or leadership of local implementation of University policy, e.g. University Research Plan, Future Ready Strategic Plan • Involvement in project/initiatives to support social and environmental sustainability • Active involvement with international students • Engagement with alumni • Leadership of reviews of projects or program/school or College reviews • Service on relevant boards, government bodies and committees of community organisations at the state or national level • Invitations to provide continuing executive education programs, or in-service education nationally • Delivering invited lectures at local or state fora in relation to professional or discipline activities • Significant involvement in initiatives/activities that support the University's regional plan • Provide pro-bono expert evidence e.g. expert witness, professional advisor in communities as a La Trobe representative |

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| | teaching delivery at undergraduate or postgraduate level | |
| Academic preparation and ongoing professional development | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars • Short-course of postgraduate diploma/certificate in management of leadership-related topics • Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field |
| Feedback, evaluations and assessments from colleagues, managers, external partners etc | <ul style="list-style-type: none"> • Excellent student feedback on teaching • Assessor reports from La Trobe colleagues and supervisors | <ul style="list-style-type: none"> • Assessment by Head of School, A/PVC and PVC • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or College reviews • References supporting claims of significant clinical or professional experience or claims of service on external bodies • Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at state and national level • Public recognition, honorary status and awards for professional or community service • Evidence of impact on profession such as leadership in professional development, mentoring |

MSAL - Level E - Research

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

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

Table 7: Evidence types for achievement in research, Level E

| Type of evidence | Publications | Income | Research culture | Impact and esteem |
|---|---|--|---|--|
| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> • Refereed articles in high quality journals, book chapter, monograph or other refereed publications in discipline area, or clinical or professional practice, with proven impact factors • Curated exhibition or creative works of national or international significance • Refereed conference presentations at international level | <ul style="list-style-type: none"> • Successful leadership of individual or team applications for significant grant funding • Receipt of major research funding from industry/ government partnership • Receipt of funding from major consultancies | <ul style="list-style-type: none"> • Supervision of Masters and PhD students to timely completion, including as primary supervisor • Leadership of RFAs and DRPs • Leadership of game-changing partnerships • Leadership or management of professional teams and /or research groups • Leadership of implementation of strategic research initiatives, e.g., Research Plan • Successful organisation of conferences, conference streams/tracks at La Trobe including evidence of scale and international reach • Mentoring and development of the research performance of colleagues • 360 degree feedback on mentoring • Establishment and funding for shared research equipment/facility • Evidence of career outcomes for HDR students | <ul style="list-style-type: none"> • Evidence of quality and impact of research such as ERA rankings, impact factors and/or citation indexes • Leadership of partnerships to develop commercial products or services with significant scale or potential • Leadership of collaborative national or international research projects • Leadership of events and activities in our communities • Highly significant contribution to public dialogue and debate, culture and the arts, • Invitations to address national or international fora • Lead role in development of partnerships with government, industry, third-sector and/or professional practice organisations • Development and publication of novel models of care delivery or other professional innovations that |

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| | | | <ul style="list-style-type: none"> • Publications, prizes, awards or presentations by research students | <p>influence professional practice at national and international levels</p> <ul style="list-style-type: none"> • Leadership of government, industry, third-sector and/or professional practice committees and advisory boards at the national and international levels • Contribution to developing national policy • Invitations to visiting posts, fellowships, lecture series • Editor or member of editorial board of high quality or international journal • Editorial work - books and/or journals • Election to learned academy • Translation of work into other languages • Major professional contract and consultancy reports for government, industry etc. • Role of Chief Investigator on successful grant applications • Panel membership for ARC/NHMRC or other research grants agencies • National or international research awards • Research commercialisation, patents and licenses, registered designs • Attraction and support of post-doctoral or other research fellows and self-funded research associates |
| Academic preparation and ongoing | | | <ul style="list-style-type: none"> • Participation in and school/faculty/University workshops/seminars on improving | <ul style="list-style-type: none"> • Effective use of Outside Study Program to develop international experience/ networks |

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| professional development | | | <ul style="list-style-type: none"> research performance or commercialisation Coaching and mentorship training Completion of research leadership training, e.g. provided by RED Unit | <ul style="list-style-type: none"> Completion of research leadership training Completion of training and development in management and executive leadership |
| Feedback, evaluations and assessments from colleagues, managers, external partners etc | <ul style="list-style-type: none"> International reviews of publications/creative work | <ul style="list-style-type: none"> ARC/NHMRC (or equivalent) assessor reports | <ul style="list-style-type: none"> Positive assessment by Head of School and College Pro Vice-Chancellor | <ul style="list-style-type: none"> Assessors reports on quality and impact from national and international leaders in the discipline or area of clinical/professional practice National or international media coverage related to disseminating one's own research or expertise to the broader community Evidence of innovative use of social media or other forms of digital communication to disseminate one's own research or expertise to the broader community |

Table 8: Evidence types for Teaching and for Leadership and engagement, Level E

| Type of evidence | TEACHING | LEADERSHIP AND ENGAGEMENT |
|---|--|---|
| Independently peer-reviewed outputs and other independent measures of quality and impact | <ul style="list-style-type: none"> Supervision of Honours students to timely completion Co-supervision of HDR students to timely completion, including as primary supervisor Contribution to teaching delivery at undergraduate or postgraduate level Contribution to development of postgraduate curriculum/subjects Evidence of teaching innovation leading to improved student learning Participation in strategic University | <ul style="list-style-type: none"> Effective leadership or chairing of College and University committees and strategic project groups Effective leadership, maintenance and development of a discipline, program or an academic area Effective leadership in a College capacity, e.g. Head of School, Associate Pro Vice-Chancellor (Research) Leadership of successful cross campus collaboration or coordination in research Effective leadership of committees at College level Leadership/management of local implementation of University policy, e.g. University Research Plan, Future Ready Strategic Plan |

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| | <p>teaching and learning projects, e.g., Hallmark Program, Essentials</p> <ul style="list-style-type: none"> • Incorporation of research work into teaching delivery at undergraduate or postgraduate level • Publications, prizes, awards or presentations of research students | <ul style="list-style-type: none"> • Leadership of project/initiatives to support social and environmental sustainability • Active involvement with international students • Engagement with alumni • Contribution to/leadership of clinical professional or discipline-related organisations • Service on or leadership of relevant boards, government bodies and committees of community organisations at the state or national level • Invitations to provide continuing executive education programs, or in-service education nationally • Publication of legal or clinical/professional casenotes • Delivering invited lectures at local or state for a in relation to professional or discipline activities • Evidence of impact on profession such as leadership in professional development, mentoring • Invitation to chair external academic reviews at other universities • Leadership and maintenance of collaborative relationships with, or acting as advisor and consultant to, industry and other organisations • Honorary positions and professional work |
| <p>Academic preparation and ongoing professional development</p> | <ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars | <ul style="list-style-type: none"> • Short course or postgraduate diploma/certificate in management or leadership-related topics • Executive leadership and management training • Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field |
| <p>Feedback, evaluations and assessments from colleagues, managers, external partners etc</p> | <ul style="list-style-type: none"> • Student feedback on teaching, related to supervision • Assessor reports from La Trobe colleagues and supervisors | <ul style="list-style-type: none"> • Positive assessment of management and leadership roles by College leaders • Success in fostering a collegial environment, collaborations or team building • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or faculty reviews • 360 degree evaluation • References supporting claims of significant clinical or professional experience or claims of service on external bodies • Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at state and national level • Public recognition, honorary status and awards for professional or community service |