
ACADEMIC PROMOTIONS: TEACHING AND 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 on the basis of teaching and research. 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 when preparing their application 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 prizes effective leadership and teamwork, and encourages applicants to showcase their achievements as leaders and members of successful 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.

The following evidence matrix gives examples of performance and achievement at each level of appointment across the three required areas of activity:

- Teaching
- Research
- Leadership and engagement

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.

For academics applying for promotion on the basis of Teaching-focused or Research-only, separate matrices are available on the [Academic Promotions website](#).

Minimum Standards of Academic Levels – Level B

A Level B academic will undertake teaching and research without the need for close supervision in his or her 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 co-ordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the co-ordination of an award program of the institution.

Table1: Evidence types for promotion to Level B, Teaching and research

Type of evidence	Teaching	Research	Leadership and Engagement
<p>Independently peer-reviewed outputs and other independent measures of quality and impact</p>	<ul style="list-style-type: none"> • Peer review of teaching practice by school or LTLT evaluator • Development of curriculum/subjects • Effective participation in curriculum planning and review • Peer review by school or LTLT evaluator of constructively aligned curriculum and evidence of student engagement • Co-supervision of Honours students to timely completion • Co-supervision of HDR students to timely completion • Participation in La Trobe funded curriculum, teaching and learning project • Paper at LTLT conference • Innovation in online, blended or face-to-face curriculum leading to improved student learning • Publications, prizes, awards or presentations of research students 	<ul style="list-style-type: none"> • Co-authorship or authorship of high quality 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 ERA ranking, impact factors and/or citation indexes where available; translation of work into other languages • Receipt of research funding, either as individual or having made a significant contribution to a successful team application • Co-supervision of Honours students to timely completion • Co-supervision of HDR students to timely completion • Professional contract and consultancy reports for government, industry etc • Invited external lectures/seminars on 	<ul style="list-style-type: none"> • Efficient and effective performance of allocated administrative roles • Efficient and effective service on committees at the School or program level • Other service to program/Department or School • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Active participation and engagement with alumni • Attendance at Open Day, graduations, etc • Contribution to local implementation of University policy (e.g., Regional Plan, Future Ready Strategic Plan) • Involvement in continuing education for the profession or the community • Contribution to building relationships at local and national level • Relevant conference attendance • Service on relevant boards, government bodies and committees of community

		specialist topics <ul style="list-style-type: none"> • Research awards • Refereed conference presentations • Active participation in, contribution to and preparation of relevant conferences/workshops • Editorial work- books and/or journals 	organisations at the local or state level <ul style="list-style-type: none"> • Involvement in continuing education for the profession or the community
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • Completion of 2-day LTLT teaching program or equivalent • Completion of first subject in Graduate Certificate of Higher Education • Completion of professional development opportunities related to student success, student retention and/or online and blended delivery, e.g. LTLT programs • Participation in La Trobe or equivalent teaching and learning conferences or workshops • Completion of HDR supervision training 	<ul style="list-style-type: none"> • Postdoctoral research fellowship • Participation in school/faculty/university workshops/seminars on improving research performance or commercialisation, e.g. through the RED Unit • Membership of relevant professional or disciplinary association • 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 • Membership of relevant disciplinary or professional or industry association
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"> • Independent reviews of publications/creative works • Assessor reports from external discipline experts, such as PhD examiners • Local or state media coverage related to disseminating one's own research or clinical (professional) expertise to the broader community 	<ul style="list-style-type: none"> • Assessment from Head of School and Pro Vice-Chancellor • Outcomes from formal reviews of projects or from program/school or faculty reviews

MSAL - Level C - Senior Lecturer

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching he or she will make original contributions, which expand knowledge or practice in his or her 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 or an interdisciplinary area at undergraduate, Honours and postgraduate level. He or she 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 co-ordination of a large award program or a number of smaller award programs of the institution.

Table 2: Evidence types for promotion to Level C, Teaching and research

Type of evidence	Teaching	Research	Leadership and Engagement
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Peer review of teaching practice by school or LTLT evaluator • Development or maintenance of a subject or course • Peer review by school or LTLT evaluator of constructively aligned curriculum with evidence of high levels of student engagement and/or improved student success/retention rates • Effective management and leadership of tutors and associated staff in a subject • Effective subject co-ordination • Participation in La Trobe or nationally funded curriculum, teaching and learning project/conference • Participation in innovative course level curriculum design, development and review, which reflects developing best practice nationally and internationally, utilising various modes of delivery • Delivery of peer-reviewed paper at national teaching and learning conference • University or OLT teaching excellence citation • Curriculum adopted at another university • Publication of textbook material or textbook and evidence of use at another institution 	<ul style="list-style-type: none"> • Co-authorship or authorship of high quality 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 ERA ranking, impact factors and/or citation indexes where available • Translation of work into other languages • Contribution to partnerships and/or commercialisation agreements • Successful leadership of individual or team applications for internal and external grant funding • Mentoring colleagues • Refereed conference presentations • Invitations to visiting posts, fellowships, lecture series • Research awards • Editorial work- books and/or journals • Development and publication of novel 	<ul style="list-style-type: none"> • Significant contribution to local implementation of University policy (e.g., Regional Plan, Future Ready Strategic Plan) • Effective leadership at department level • Effective and reliable contribution to committees • Significant contribution to building relationships with potential domestic partners and international partners • Membership of relevant disciplinary or professional or industry association • Service on relevant boards, government bodies and committees of community organisations at the local or state level • Activities designed to influence professional practice • Involvement in continuing

	<ul style="list-style-type: none"> • Supervision of HDR students to timely completion, including as primary supervisor • School, College or University award for supervision/mentoring • Clinical experience and postgraduate qualification in that clinical/professional field • Successful completion of subjects in Graduate Certificate in Higher Education • Evidence of career outcomes for research students • Publications, prizes, awards or presentations of research students • Mentoring colleagues, with evidence of improved practice by mentee 	<p>models of care delivery or other professional innovations that influence professional practice at a national level</p> <ul style="list-style-type: none"> • Contribution to organising/chairing at disciplinary conference • Evidence of career outcomes for research students • Publications, prizes, awards or presentations of research students • Co-supervision of HDR students to timely completion • Leadership or management of teams and/or research groups • Establishment and funding for shared research/facility • Mentoring colleagues, with evidence of improved research practice by mentee 	<p>education for the profession or the community</p> <ul style="list-style-type: none"> • Publication of legal or clinical/professional casenotes • Delivering invited lectures at local or state for a in relation to professional or discipline activities • Contributions to outreach activities for underrepresented groups • Professional contract and consultancy reports for government, industry etc. • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni
<p>Academic preparation and ongoing professional development</p>	<ul style="list-style-type: none"> • Clinical experience and postgraduate qualification in that clinical/professional field • Participation in national learning and teaching conferences or specialised teaching and learning workshops • Membership of OLT or equivalent disciplinary associations/networks • Successful completion of first subject in Graduate Certificate of Higher Education 	<ul style="list-style-type: none"> • Participation in school/faculty/university workshops/seminars on improving research performance, e.g. RED Unit. • Membership of relevant professional or disciplinary association • Effective use of Overseas Study Program (OSP) to develop international experience/networks 	<ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars related to leadership and management • 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"> • Independent reviews of publications/creative works • Assessor reports from ARC and NHMRC or equivalent • Local or state media coverage related to disseminating one's own research or clinical (professional) expertise to the broader community 	<ul style="list-style-type: none"> • 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
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MSAL - Level D - Associate Professor

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 make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in his or her discipline. He or she will make original and innovative contributions to the advancement of scholarship, research and teaching in his or her discipline.

Table 3: Evidence types for promotion to Level D, Teaching and research

Type of evidence	Teaching	Research	Leadership and Engagement
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Peer review of teaching practice by College or LTLT evaluator • Assessors reports from national learning and teaching leaders • Positive external peer review of constructively aligned curriculum and evidence of high levels of student engagement and/or evidence of improved student success and/or retention rates • Evidence of teaching innovation in blended, online or face-to-face delivery leading to improved student learning • Significant contribution to University strategic projects in curriculum development, e.g. the Essentials, Digital Learning Strategy • Successful leadership or co-leadership of nationally/internationally grant-funded teaching and learning project • Invited keynote at national teaching and learning conference • Participation in national curriculum, teaching and learning project/conference • Participation in international teaching and 	<ul style="list-style-type: none"> • Refereed articles in high quality journals, book chapters, books published by international academic presses, in discipline area or clinical or professional practice • Curated exhibition or creative work of national significance • Evidence of quality and impact of research such ERA ranking, impact factors and/or citation indexes where available, particularly Web of Science. • Successful leadership of individual or team applications for national competitive grant funding • Major research contracts and/or consultancies • Co-supervision of HDR students to timely completion • Leadership of RFAs and DRPs • Leadership of successful research teams • Mentoring colleagues with evidence of resultant improvements to research practice 	<ul style="list-style-type: none"> • Leadership, maintenance and development of a discipline, program or an academic area • Leadership of implementation of implementation of University strategy (e.g., Future Ready Strategic Plan, Regional Plan) • Effective leadership in a College capacity, e.g. Head of Department • Effective contribution to and leadership of committees at School or College level • Leadership of successful cross-campus collaboration or coordination in teaching or research • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni • Leadership of reviews of projects or program/school or Faculty reviews • Success in fostering a collegial environment, collaborations or team building • Contribution to/leadership of clinical professional or discipline-related organisations

	<ul style="list-style-type: none"> learning conferences or specialised workshops • University or OLT teaching award for curriculum, teaching and learning • Curriculum adopted at another university • Publication of textbook material or textbook and evidence of use at another institution • Co-supervision of HDR students to timely completion • Mentoring and/or providing peer feedback to colleagues, with evidence of resultant improved practice • School, faculty or University award for supervision/mentoring • Clinical experience and postgraduate qualification in that clinical/professional field • Evidence of career outcomes for research students • Publications, prizes, awards or presentations of research students • Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally • Building and owning partnerships in teaching and learning with potential domestic and international partners 	<ul style="list-style-type: none"> • Demonstrated leadership in discipline or professional field nationally • Development of game-changing research partnerships • Invited conference presentations at national and international level • National research awards • Translation of work into other languages • Editor or member of editorial board of high quality journal • Editorial work – books and/or journals • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level • Research commercialisation, patents and licenses, registered designs • Establishment and funding of shared research equipment/facility • Membership of ARC/NHMRC panels or equivalent • Contribution to developing national research policy • Successful organisation of national conferences, conference streams/tracks, including evidence of scale 	<ul style="list-style-type: none"> • Service on relevant boards, government bodies and committees of community organisations at the state or national level • Influence on professional practice in a clinical/professional field nationally, as a result of teaching, scholarship and innovation • Publication of legal or clinical/professional casenotes • Delivering invited lectures at local or state fora in relation to professional activities • 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 • Provide pro-bono expert evidence e.g. expert witness, professional advisor in communities as a La Trobe representative
<p style="text-align: center;">Academic preparation and ongoing professional development</p>	<ul style="list-style-type: none"> • Graduate Certificate in Higher Education or equivalent • Master’s degree in higher education teaching and learning or equivalent • Completion of mentoring training 	<ul style="list-style-type: none"> • Participation in school/faculty/university workshops/seminars on improving research performance or managing research • Effective use of Overseas Study Program (OSP) to develop international linkages and raise impact of research • Completion of mentoring training • Completion of research leadership training facilitated by the RED Unit. 	<ul style="list-style-type: none"> • Short-course of postgraduate diploma/certificate in management of leadership-related topics • Specialised relevant skills development workshops and seminars • Leadership and management training

<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 national teaching and learning leaders 	<ul style="list-style-type: none"> • National reviews of publications/creative works • Assessor reports from ARC and NHMRC or equivalent • Local or state media coverage related to disseminating one's own research or clinical (professional) expertise 	<ul style="list-style-type: none"> • Positive assessment by College leaders • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or faculty reviews • References supporting claims of significant clinical or professional experience or claims of service on external bodies
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MSAL - Level E – Professor

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

A Level E academic will have attained recognition as an eminent authority in his or her 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 his or her discipline. He or she will make a commensurate contribution to the work of the institution.

Table 4: Evidence types for promotion to Level E, Teaching and research

Type of evidence	Teaching	Research	Leadership and Engagement
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Positive external peer review of teaching practice by College or LTLT evaluator • Positive external peer review of subject/courses with evidence of strong student engagement and learning • Leadership of University strategic projects in curriculum development (e.g., the Essentials) • Successful leadership of international/national grant-funded teaching and learning projects • Mentoring of colleagues with evidence of resultant improvements to practice • Supervision of Honours, Masters and PhD students to timely completion • Participation in international curriculum, teaching and learning project/conference • Participation in specialised teaching and learning workshops • University or OLT teaching award for 	<ul style="list-style-type: none"> • Refereed articles in top tier international journals, or book chapters or books published by international academic presses, in discipline area or clinical or professional practice • Curated exhibition or creative work of national or international significance • Evidence of quality and impact of research such ERA ranking, impact factors and/or citation indexes where available, especially Web of Science. • Translation of work into other languages • Successful leadership of individual or team applications for national competitive funding • Leadership of collaborative national or international research projects • Establishment and leadership of high-performing research teams and research discussion groups • Lead role in development of partnerships with government, industry, third-sector • Publication of textbook material or textbook and evidence of use at another institution • Leadership of RFAs/DRPs 	<ul style="list-style-type: none"> • Leadership/management of local implementation of University policy (e.g. University Research Plan) • Effective leadership or chairing of College and University committees • Leadership, maintenance and development of a discipline, program or an academic area • Effective leadership in a College capacity, e.g. Head of School • Leadership of successful cross campus collaboration or coordination in teaching or research • Leadership of school/College/University workshops/seminars on improving research performance • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni • Success in fostering a collegial environment, collaborations or team • Contribution to/leadership of clinical professional or discipline-related organisations

	<p>curriculum, teaching and learning</p> <ul style="list-style-type: none"> • Curriculum adopted at other universities • School, College or University award for supervision/mentoring • Evidence of teaching innovation leading to improved student learning • Evidence of career outcomes for research students • Publications, prizes, awards or presentations of research students 	<ul style="list-style-type: none"> • Mentoring colleagues • Supervision of HDR students with timely completion • Major professional contract and consultancy reports for government, industry etc • Invitations to visiting posts, fellowships, lecture series and keynote presentations • Election to learned academy • National and international research awards • Building and maintenance of ground-breaking partnerships • Editor or member of editorial board of major national or international journal • Editorial work – books and/or journals • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at an international level • Research commercialisation, patents and licenses, registered designs • Establishment and funding of shared research equipment/facility • Membership of ARC/NHMRC panels • Contribution to developing national research policy • Attraction and support of post-doctoral or other research fellows and self-funded research associates • Successful organisation of national conferences, conference streams/tracks, including evidence of scale 	<ul style="list-style-type: none"> • Service on/leadership of relevant boards, government bodies and committees of community organisations at the state or national level • Strong influence on professional practice in a clinical/professional field nationally, as a result of teaching, scholarship and innovation • Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally • Publication of legal or clinical/professional casenotes • Delivering invited keynotes 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 • Development of public policy with evidence of impact of this work • Honorary positions and professional work
<p>Academic preparation and ongoing professional development</p>	<ul style="list-style-type: none"> • Graduate Certificate in Higher Education or equivalent • PhD in teaching and learning or equivalent 	<ul style="list-style-type: none"> • Participation in school/faculty/university workshops/seminars on improving research performance or leading research • Effective use of Overseas Study Program (OSP) 	<ul style="list-style-type: none"> • Short course or postgraduate diploma/certificate in management or leadership-related topics • Experience in an area of clinical (professional) expertise and relevant qualifications in that

		to develop international linkages and raise impact of research	clinical (professional) field <ul style="list-style-type: none"> • Executive leadership and management training • Coaching and mentorship training
Feedback, evaluations and assessments from colleagues, managers, external partners etc	<ul style="list-style-type: none"> • Excellent student feedback on teaching • Letters of reference from international experts in curriculum, teaching and learning 	<ul style="list-style-type: none"> • International reviews of publications/creative works • Assessor 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, clinical (professional) expertise or teaching to the broader community 	<ul style="list-style-type: none"> • Positive assessment of management and leadership roles by College leaders • 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 • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or faculty reviews • 360 degree evaluation • Public recognition, honorary status and awards for professional or community service