
ACADEMIC PROMOTIONS: TEACHING

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

Our promotions process is evidence-based. This matrix makes suggestions about where certain types of evidence might be used to support an application for academic 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, but can be cited in a different area than specified here, where appropriate.

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, and duration, 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, and as members of successful teaching teams.

For each level, the teaching-focused sections of the corresponding Minimum Standard of Academic Level (MSAL) are provided. This is the minimum standard of achievement in teaching 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 teaching (covering the three criteria of teaching delivery, curriculum design, and leadership in teaching). The matrix also provides examples of performance and achievement in research and scholarly activity (including but not limited to Scholarship of Teaching), and leadership and engagement.¹ 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.

¹ Teaching Scholars applying for promotion to Level B, and who do not have a workload allocation for Other activities, are not expected to address the leadership and engagement criteria in their application.

MSAL – Level B - Lecturer

A Level B academic will undertake teaching... without the need for close supervision in his or her discipline or related area. In ... 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 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.

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

TEACHING			
Type of evidence	Teaching Delivery	Curriculum Development	Teaching Leadership
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 (at the same or more senior level) Peer review by school or LTLT evaluator of evidence of student engagement Evidence of teaching innovation leading to improved student learning and/or improvements in student success and retention rates Evidence of other contributions to increasing student learning or engagement Incorporation of research work into teaching delivery 	<ul style="list-style-type: none"> Peer review by school or LTLT evaluator of constructively aligned curriculum and evidence of student engagement Evidence of curriculum innovation leading to improved student learning and/or improvements in student success and retention rates. Evidence of curriculum innovation aligned with University strategic priorities (e.g. the Essentials) 	<ul style="list-style-type: none"> Supervision of Honours students Co-supervision of HDR student to timely completion Paper at La Trobe Curriculum Teaching and Learning colloquia Publications, prizes, awards or presentations of honours students Member of La Trobe University teaching and learning conference or seminar organising committee Participation in implementation of University or College strategic priorities in teaching (e.g., Radical Learning Strategy, the Essentials)
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> Completion of 2-day LTLT teaching and learning program First subject in the Graduate Certificate of Higher Education Participation in specialised workshops/seminars related to teaching delivery (e.g., online and blended delivery) 	<ul style="list-style-type: none"> Paper at La Trobe Curriculum Teaching and Learning colloquia Participation in specialised workshops/seminars related to curriculum development in blended, online, or face-to-face modes. 	<ul style="list-style-type: none"> Completion of HDR supervision training

	<ul style="list-style-type: none"> • Participation in tutor training workshop facilitated by LTLT 		
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"> • Assessor reports from La Trobe colleagues and supervisors 	<ul style="list-style-type: none"> • Positive assessment from Head of School and/or College Pro Vice-Chancellor • Excellent student feedback on teaching (relating to supervision)

Table 2: Evidence types for achievement in Research and Scholarship and in Leadership and Engagement, Level B

Type of evidence	RESEARCH AND SCHOLARSHIP	LEADERSHIP AND ENGAGEMENT
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Authorship or co-authorship of high quality refereed publications in discipline, scholarship of teaching or clinical or professional practice • Curated exhibition or creative work • Awarding of University of external research funding • Awarding of University teaching and learning grants • Co-supervision of HDR students to timely completion • Membership of disciplinary or teaching and learning research group • Participation in La Trobe funded curriculum, teaching and learning project • Contribution to successful team application for internal or external grant funding • Contribution to contract research and consultancy projects • Editorial work - books and/or journals in discipline or scholarship of teaching • Presentation at La Trobe teaching and learning conference, colloquia or workshop • Presentation at disciplinary conference • Research awards • Invited external lectures/seminars on specialist topics • Contribution to public dialogue and debate, culture and the arts 	<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 school or program level • Other service to 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 initiatives (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 • Service on relevant boards, government bodies and

		committees of community
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • Membership of relevant professional or disciplinary association • Contribution to teaching and learning research group • Participation in specialised workshops and training opportunities related to increasing research performance, e.g., RED Unit program, Scholarship of Teaching seminar series • Completion of HDR supervision training 	<ul style="list-style-type: none"> • Membership of relevant disciplinary or professional or industry association • Specialised relevant skills development workshops and seminars • 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"> • Assessor reports from La Trobe colleagues and supervisors 	<ul style="list-style-type: none"> • Positive assessment by Head of School and Pro Vice-Chancellor • Outcomes from formal reviews of projects or from program/school or College reviews

MSAL – Level C – Senior Lecturer

A Level C academic will make a significant contribution to the discipline at the national level. In ...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... 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... 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 3: Evidence types for achievement in Teaching, Level C

TEACHING			
Type of evidence	Teaching Delivery	Curriculum Development	Teaching Leadership
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 (at the same or more senior level) University or Office of Learning and Teaching (OLT) excellence citation Incorporation of research work into teaching delivery School, Faculty or University award for postgraduate supervision/mentoring Evidence of innovation in teaching delivery leading to enhanced student engagement and learning Incorporation of research work into teaching delivery Implementation of student success and retention strategies leading to improved retention and success rates 	<ul style="list-style-type: none"> Peer review of constructively aligned curriculum with evidence of high levels of student engagement and learning Development of postgraduate and/or undergraduate curriculum aligned with University strategic priorities in education (e.g. the Essentials) Participation in University or nationally funded curriculum project Curriculum adopted at another university Publication of textbook material or textbook and evidence of use at another institution Paper at LTLT Colloquia related to curriculum development Participation in national teaching and learning conferences or specialised teaching and learning workshops Participation in University curriculum 	<ul style="list-style-type: none"> Subject co-ordination Supervision of HDR and Honours students with timely completion Mentoring of colleagues with evidence of resultant improvements to teaching practice Evidence of career outcomes for HDR and honours students Publications, prizes, awards or presentations by HDR and honours students School, College, University or external award for teaching, including postgraduate supervision/mentoring OLT excellence citation Contribution to organising/chairing at disciplinary conference Contribution to implementation of University or College strategic priorities in teaching (e.g., Radical Learning Strategy, the Essentials) Leadership of specialised La Trobe workshops/seminars/conferences related to teaching Peer feedback provided to others on their teaching resulting in improvements to teaching practice

		approval and review panels.	
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • First subject in the Graduate Certificate of Higher Education • Participation in specialised workshops/seminars related to teaching delivery (e.g., online and blended delivery) 	<ul style="list-style-type: none"> • Paper at La Trobe Curriculum Teaching and Learning colloquia • Participation in specialised workshops/seminars related to University curriculum priorities, e.g., blended/online learning, the Essentials. 	<ul style="list-style-type: none"> • Completion of HDR supervision training • Membership of relevant disciplinary or professional or industry association • Short course or postgraduate course in leadership and management
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"> • Assessor reports from La Trobe colleagues and supervisors 	<ul style="list-style-type: none"> • Positive assessment from Head of School and College Pro Vice-Chancellor • Excellent student feedback on teaching (relating to supervision) • Review of papers for national teaching and learning conferences and journals • Local or state media coverage related to disseminating one's own teaching expertise to the broader community

Table 4: Evidence types for achievement in Research and Scholarship, and in Leadership and Engagement, Level C

Type of evidence	RESEARCH AND SCHOLARSHIP	LEADERSHIP AND ENGAGEMENT
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Publication of peer-reviewed sole or co-authored articles in scholarly disciplinary or teaching and learning journals with proven impact factors, e.g. Web of Science • Curated exhibition or creative work of regional or national significance • Supervision of HDR students to timely completion • Mentoring of colleagues with evidence of resultant improvements to research practice • Significant contribution to high-performing research teams and discussion groups • Delivery of peer-reviewed paper at national teaching and learning conference • Receipt of an external research grant, award or citation, including scholarship of teaching grants, awards and citations 	<ul style="list-style-type: none"> • Significant contribution to local implementation of University policy (e.g., Regional Plan, Future Ready Strategic Plan) • Efficient and effective performance of allocated administrative roles • Effective performance of leadership roles at Department level • Effective and reliable service on committees at the Department, School or College level • Other effective service to program/Department or School • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni • Significant contribution to building relationships with potential domestic partners and international partners

	<ul style="list-style-type: none"> • Research contracts and/or consultancy • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level • Invitations to visiting posts, fellowships, lecture series • Editorial work - books and/or journals • Publication of textbook material or textbook and evidence of use at another institution • Delivering invited lectures at local or state fora in relation to discipline activities • Contribution to developing national policy • Participation in funded research teams related to discipline or to teaching and learning 	<ul style="list-style-type: none"> • 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 • Publication of legal or clinical/professional casenotes • Outcomes from formal reviews of projects or from program/school or faculty reviews • 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 • Activities designed to influence professional practice • Evidence of active involvement in strategic initiatives of disciplinary, professional or clinical bodies • Professional contract and consultancy reports for government, industry etc.
<p>Academic preparation and ongoing professional development</p>	<ul style="list-style-type: none"> • Presentation at national teaching and learning conferences or specialised teaching and learning workshops • Successful completion of subjects in Graduate Certificate in Higher Education • Participation in specialised workshops and training opportunities related to increasing research performance, e.g. RED Unit programs 	<ul style="list-style-type: none"> • Specialised relevant skills development workshops and seminars related to profession, discipline or community involvement • 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"> • Assessor reports from La Trobe colleagues and supervisors • Local or state media coverage related to disseminating one's own research, expertise or teaching to the broader community 	<ul style="list-style-type: none"> • Positive assessment by Head of School and College Pro Vice-Chancellor • 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 – Associate Professor

A Level D academic will normally make an outstanding contribution to... 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... and teaching in his or her discipline.

Table 5: Evidence types for achievement in Teaching, Level D

TEACHING			
Type of evidence	Teaching Delivery	Curriculum Development	Teaching Leadership
<p>Independently peer-reviewed outputs and other independent measures of quality and impact</p>	<ul style="list-style-type: none"> • Positive external peer review of teaching practice by faculty or LTLT evaluator (at the same or more senior level) • Positive external peer review of constructively aligned curriculum with evidence of high levels of student engagement and learning • Evidence of innovation in teaching delivery leading to high levels of student engagement and learning and/or improvements in success and retention rates • Awarding of OLT National Teaching Fellowship • Successful leadership or co-leadership of nationally/internationally grant-funded teaching delivery project • Participation in curriculum approval and review panels at other universities 	<ul style="list-style-type: none"> • Positive external peer review of constructively aligned curriculum with evidence of high levels of student engagement and learning • Evidence of curriculum innovation aligned with University strategic priorities e.g. the Essentials • Significant contribution to University strategic projects in curriculum development, e.g. the Digital Learning Strategy • Successful leadership or co-leadership of nationally/internationally grant-funded curriculum project • University or OLT award recognising contribution to curriculum development • Curriculum adopted at another University • Participation in curriculum approval and review panels at other universities • Development of post-graduate subjects and courses 	<ul style="list-style-type: none"> • Course and subject co-ordination • Co-supervision of HDR students to timely completion • Supervision of Honours students • Mentoring of colleagues leading to improved learning outcomes for students • Peer feedback provided to others on their teaching leading to improved learning outcomes for students • Leadership of implementation of University or College strategic priorities in teaching (e.g., Radical Learning Strategy, the Essentials) • Invited keynote at national teaching and learning conference (may be discipline specific) • Evidence of career outcomes for research students • Publications, prizes, awards or presentations by research students. • Peer feedback provided to others on their teaching resulting in improved learning outcomes for students • OLT citation or Fellowship • Convenor of national teaching and learning seminar • Successful organisation of national conferences, conference streams/tracks, including evidence of scale • Leadership of school/College/University

			workshops/seminars on improving teaching performance <ul style="list-style-type: none"> • Success in fostering a collegial environment, collaborations or team building
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • Participation in specialised workshops/seminars related to teaching delivery (e.g., online and blended delivery) 	<ul style="list-style-type: none"> • Paper at national curriculum conference • Participation in specialised workshops/seminars related to curriculum development 	<ul style="list-style-type: none"> • Coaching and mentorship training • Short course or postgraduate course in leadership and management
Feedback, evaluations and assessments from colleagues, managers, external partners etc	<ul style="list-style-type: none"> • Assessors reports from national teaching and learning leaders • Excellent student feedback on teaching 	<ul style="list-style-type: none"> • Excellent student feedback on teaching (relating to curriculum) 	<ul style="list-style-type: none"> • Excellent student feedback (relating to supervision) • Positive assessment from Head of School and College Pro Vice-Chancellor • Local or state media coverage related to disseminating one’s own research, clinical (professional) expertise or teaching to the broader community

Table 6: Evidence types for achievement in Research and Scholarship, and in Leadership and Engagement, Level D

Type of evidence	RESEARCH AND SCHOLARSHIP	LEADERSHIP AND ENGAGEMENT
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Publication of peer reviewed sole or co-authored articles in scholarly disciplinary or teaching and learning journals with proven impact factors • Curated exhibition or creative work of national significance • Review papers for international teaching and learning conference or journal • Successful leadership or co-leadership of funded national research project, including a national teaching and learning project • Successful leadership of individual or team applications for national competitive grant funding • Research contracts or consultancies • Mentoring of colleagues leading to demonstrated improvements in research practice • Invited keynote at national teaching and learning conference • Delivering invited lectures at local or state for a in relation to teaching activities 	<ul style="list-style-type: none"> • Effective leadership, maintenance and development of a discipline, program or an academic area • Effective leadership in a College capacity, e.g. Head of School • Effective leadership of implementation of University policy, e.g. Regional Plan, Future Ready Strategy Plan • Leadership of successful cross-campus collaboration or coordination in teaching or research • Significant contribution to and leadership of committees at School or College level • Significant involvement in initiatives/activities that support the University’s regional plan • Involvement in project/initiatives to support social and environmental sustainability • Involvement with international students • Engagement with alumni

	<ul style="list-style-type: none"> • Major professional contracts with government and industry • Election to learned academy • Awarded teaching and learning fellowship • Editor of high quality disciplinary or teaching and learning journal • Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level • National research awards, including OLT awards and citations • Membership of OLT/ARC/NHMRC panels • Contribution to national research policy 	<ul style="list-style-type: none"> • Leadership of reviews of projects or program/school or Faculty reviews • 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 • Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally • Building and owning partnerships with potential domestic and international partners • Publication of legal or clinical/professional casenotes • Evidence of impact on profession such as leadership in professional development, mentoring • Provision of pro-bono expert evidence e.g. expert witness, professional advisor in communities as a La Trobe representative
<p>Academic preparation and ongoing professional development</p>	<ul style="list-style-type: none"> • Presentation at international teaching and learning conferences or specialised workshops • Successful completion of Graduate Certificate in Higher Education • Active member of international teaching and learning network or association • Masters degree in higher education teaching and learning or equivalent qualification • Participation in specialised workshops and training opportunities related to increasing research performance 	<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 • Short-course of postgraduate diploma/certificate in management of leadership-related topics
<p>Feedback, evaluations and assessments from colleagues, managers, external partners etc</p>	<ul style="list-style-type: none"> • Assessor reports from national teaching and learning leaders • Local or state media coverage related to disseminating one's own research, expertise or teaching to the broader community 	<ul style="list-style-type: none"> • Assessment by College leaders • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or faculty reviews • Contribution to/leadership of clinical professional or discipline-related organisations • 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

MSAL – Level E – Professor

A Level E academic will provide leadership and foster excellence in... 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... and teaching in his or her discipline. He or she will make a commensurate contribution to the work of the institution.

Table 10: Evidence types for achievement in Teaching, Level E

TEACHING			
Type of evidence	Teaching Delivery	Curriculum Development	Teaching Leadership
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 faculty or LTLT evaluator (at the same or more senior level) • Positive external peer review of subject/courses with evidence of strong student engagement and learning • Evidence of implementation of student retention strategies leading to improved retention and success rates • Awarding of OLT National Teaching Senior Fellowship or other international teaching and learning fellowship • Invited keynote at international teaching and learning conference • University or OLT award for excellence in teaching and learning 	<ul style="list-style-type: none"> • Positive external peer review of curriculum developed by academic • Evidence of strong student engagement and learning resulting from curriculum designed by academic • Evidence of curriculum innovation aligned with University strategic priorities (e.g. the Essentials) • Successful leadership of international/national grant-funded curriculum projects • Curriculum adopted at other universities • Development of postgraduate and undergraduate curricula 	<ul style="list-style-type: none"> • Co-ordination of subjects and courses • Co-supervision of HDR students, including as primary supervisor • Supervision of Honours students • Mentoring of colleagues with evidence of improved teaching practice in mentee • Effective leadership of University strategic projects related to teaching and learning, e.g., the Essentials, Hallmark Program • Successful leadership of international/national grant-funded teaching and learning projects • Participation in international teaching and learning conferences or specialised workshops (may be discipline specific) • Successful organisation of national conferences, conference streams/tracks, including evidence of scale • Evidence of career outcomes for research students • Publications, prizes, awards or presentations by research students • Awarding of OLT citation, Fellowship or Senior Fellowship or other international teaching and learning fellowship • Success in fostering a collegial environment, collaborations or team building

Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • Participation in specialised workshops/seminars related to teaching delivery (e.g., online and blended delivery) 	<ul style="list-style-type: none"> • Paper at national or international curriculum conference • Participation in specialised workshops/seminars related to curriculum development 	<ul style="list-style-type: none"> • Coaching and mentorship training • Short course or postgraduate course in leadership and management
Feedback, evaluations and assessments from colleagues, managers, external partners etc	<ul style="list-style-type: none"> • Excellent student feedback on teaching leading to improved student engagement and outcomes • Letters of reference from international experts in curriculum, teaching and learning 	<ul style="list-style-type: none"> • Letters of reference from international curriculum experts 	<ul style="list-style-type: none"> • Excellent student feedback on teaching; excellent feedback on HDR supervision • Local or state media coverage related to disseminating one's own research, expertise or teaching to the broader community

Table 11: Evidence types for achievement in Research and Scholarly Activity, and in Leadership and Engagement, Level E

Type of evidence	RESEARCH AND SCHOLARLY ACTIVITY	LEADERSHIP AND ENGAGEMENT
Independently peer-reviewed outputs and other independent measures of quality and impact	<ul style="list-style-type: none"> • Publication of peer reviewed sole or co-authored articles on investigations into discipline or teaching and learning in top tier international journals with proven impact factors • Curated exhibition or creative work of national or international significance • Leadership of applications as Chief Investigator for national or international competitive grant funding • Significant research contracts or consultancies • Review papers for international teaching and learning conference or journal • Invited keynote at international teaching and learning conference • Invited lectures at local or state for a in relation to teaching activity • Successful leadership of funded teaching and learning project with international reach • Editor of high quality disciplinary or teaching and learning journal • Success in national competitive grant funding 	<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 teaching or research performance • Involvement in project/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 state or national level • Strong influence on professional practice in a clinical/professional field nationally,

	<ul style="list-style-type: none"> • Major professional contract with government and industry • Election to learned academy • National or international research or scholarship awards • Membership of OLT/ARC/NHMRC panels • Contribution to developing national policy 	<p>as a result of teaching, scholarship and innovation</p> <ul style="list-style-type: none"> • Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally • Publication of legal or clinical/professional casenotes • Significant involvement in initiatives/activities that support the University's regional plan • Invitation to chair external academic reviews at other universities • Development of public policy with evidence of impact of this work • Building pf collaborative relationships with, or acting as advisor and consultant to, industry and other organisations; honorary positions and professional work • Contribution to/leadership of clinical professional or discipline-related organisations
Academic preparation and ongoing professional development	<ul style="list-style-type: none"> • Graduate Diploma in Higher Education or Equivalent • PhD in teaching and learning or equivalent • Participation in specialised workshops and training opportunities related to increasing research performance • Effective use of OSP to develop international linkages and raise impact of research 	<ul style="list-style-type: none"> • Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field • Short course or postgraduate diploma/certificate in management or leadership-related topics • Executive leadership and management training
Feedback, evaluations and assessments from colleagues, managers, external artners etc	<ul style="list-style-type: none"> • Letters of reference from international experts in curriculum, teaching and learning • Assessors reports on quality and impact from national and international leaders in the discipline, area of clinical/professional practice, or in scholarship of teaching • National or international media coverage related to disseminating one's own research, clinical (professional) expertise or teaching to the broader community • International reviews of publications/creative works 	<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 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 • Positive assessment of management and leadership roles by College leaders • Supervisors' reports; annual performance review outcomes • Outcomes from formal reviews of projects or from program/school or faculty reviews • 360 degree evaluation

