

EXAMPLES OF EVIDENCE TO CONSIDER WHEN APPLYING FOR ACADEMIC PROMOTION - LEVELS B TO E

Field of attainment: Experience and Achievement in Learning and Teaching, including engaged teaching, and/or Curriculum Development and/or Educational Leadership and/or Educational Development and/or Learning Development			
Academic Level B	Academic Level C	Academic Level D	Academic Level E
<p>An applicant must be able to demonstrate a very sound level of competence in learning & teaching and related activities and evidence of a scholarly approach.</p> <p>Achievements (evidence of impact) in a number of areas which may include, but will not be limited to, the following examples:</p> <p>1. Curriculum & course design:</p> <ul style="list-style-type: none"> - Design of a range of learning experiences. - Participation in the design and implementation of existing subjects. <p>2. Teaching:</p> <ul style="list-style-type: none"> - Facilitation of student learning activities that engage students and encourage deep, active learning and meet the needs of diverse learners. - Supervision of programs of study for final year undergraduate students. - Supervision as part of supervisory panel of project work of honours or post graduate coursework students. - A record of at least 'average' reports from formal student evaluations of teaching. <p>3. Assessment and feedback:</p> <ul style="list-style-type: none"> - Conduct of both formative and summative assessment and associated moderation activities. - Provision of timely and appropriate feedback to students. 	<p>An applicant must be able to demonstrate a high level of competence in learning & teaching and related activities and evidence of a scholarly approach.</p> <p>Evidence of achievement for promotion to Level B; and achievements (evidence of impact) in a number of areas which may include, but will not be limited to, the following examples:</p> <p>1. Curriculum & course design:</p> <ul style="list-style-type: none"> - Contribution to the substantial improvement of existing subjects and the introduction of new subjects. - Initiation, review and development of learning resources. - Contribution to the design of new and existing courses, subject areas, majors, years or subjects. <p>2. Teaching:</p> <ul style="list-style-type: none"> - Teaching which engages students and can be regarded as innovative rather than just the application of techniques. - Supervision of programs of study for final year undergraduate, honours, and/or post graduate students. - Formal evaluations consistently at an 'above average' standard by current or past course participants and senior colleagues and evaluations of teaching materials for use in universities. <p>- Evidence of quality outcomes in post</p>	<p>An applicant must be able to demonstrate leadership and an outstanding contribution to learning & teaching and teaching.</p> <p>Evidence of achievement for promotion to Level C; and achievements (evidence of impact) in a number of areas which may include, but will not be limited to, the following examples:</p> <p>1. Curriculum & Course Design:</p> <ul style="list-style-type: none"> - Involvement in initiating, developing, accrediting or otherwise contributing to the design of new and existing courses, subject areas, majors, years or subjects. This evidence may include information on transformations which have resulted from action taken in these areas. - Include also work undertaken in preparing course accreditation documentation and in professional body accreditation processes as well as any activity related to course, subject area, major, year or subject promotion. <p>2. Teaching:</p> <ul style="list-style-type: none"> - Teaching innovation and effectiveness, for example, by providing a stimulating, engaging and exciting learning environment for students at undergraduate or postgraduate level, or by the achievements of student groups. - Design and delivery of new courses/programs and approaches including those which move towards richer methods of engagement and enhance articulation and access including online teaching, intra-university collaboration, etc. <p>- Supervision of the program of study of</p>	<p>An applicant must be able to demonstrate leadership and authority in learning & teaching. There must also be evidence of national and/or international prominence as a university teacher within the discipline area.</p> <p>Evidence of achievement for promotion to Level D; and achievements (evidence of impact) in a number of areas which may include, but will not be limited to, the following examples:</p> <p>1. Curriculum & Course Design: Leadership and/or significant involvement in initiating, developing, accrediting or otherwise contributing to the design of new and existing courses, subject areas, majors, years or subjects. This evidence may include transformations which have resulted from action taken in these areas. Include also work undertaken in course review and re/accreditation and in professional body accreditation processes as well as any activity related to course, subject area, major, year or subject promotion.</p> <p>2. Teaching:</p> <ul style="list-style-type: none"> - Teaching innovation and effectiveness, for example, by providing a stimulating, engaging and exciting learning environment for students at undergraduate or postgraduate level, or by the achievements of student groups. - Design and delivery of new courses/ programs and approaches including those which move towards richer methods of engagement and enhance articulation and

<p>4. Supporting student success:</p> <ul style="list-style-type: none"> - Consultation with students. - Provision of timely advice to students connecting them with appropriate support. <p>5. Teaching leadership (self & others):</p> <ul style="list-style-type: none"> - Systematic and scholarly approach to evaluation of teaching and subjects aimed at enhancing student learning outcomes. - Contribution to improved teaching and learning, including the introduction of new or improved teaching and learning processes. - Effective participation in teaching teams. - Contribution to the quality assurance and improvement of academic programs. - Effective participation in the Discipline/College level implementation of relevant learning and teaching priorities. - Undertaking of professional development in higher education teaching/academic practice and evidence of application. - Scholarly teaching including: <ul style="list-style-type: none"> • the implementation of novel approaches to integrating scholarly development into subjects/courses. • contribution to the formation of productive cross disciplinary linkages. <p><i>Applicants for promotion should note that details of current teaching, including academic advising, consultation, informal teaching, and any contributions to continuing education programs may be included in the evidence presented in support of activity in this field. Evidence of effective management of staff, students and teaching resources may also be included.</i></p>	<p>graduate supervision such as timely completions, joint publications etc.</p> <p>3. Assessment and feedback: Contribution to the development of assessment designs that are authentic, real world and aligned to course learning outcomes.</p> <p>4. Supporting student success: Promoting student development and welfare, such as participating in a student mentoring scheme.</p> <p>5. Teaching leadership (self & others)</p> <ul style="list-style-type: none"> - Systematic and scholarly approaches to collecting and responding to feedback including from colleagues. - Mentoring for the purpose of developing teaching competence in others. - Innovative contributions to the methodology of learning and teaching. - Undertaking of professional development in higher education teaching/academic practice and evidence of application.towards such qualifications. <p>- Scholarly teaching including:</p> <ul style="list-style-type: none"> • the integration of scholarly development into subjects/courses. • contribution to the formation of productive cross disciplinary linkages. <p><i>Applicants for promotion should note that details of current teaching, including academic advising, consultation, informal teaching, and any contributions to continuing education programs may be included in the evidence presented in support of activity in this field. Evidence of effective management of staff, students and teaching resources may also be included.</i></p>	<p>Honours students and of post graduate students.</p> <p>-Evidence of quality outcomes in post graduate supervision such as timely completions, joint publications etc.</p> <p>5. Teaching Leadership (self & others)</p> <ul style="list-style-type: none"> - Contribution to the professional learning of knowledge, concepts, understanding and skill of colleagues, groups and individuals with the aim of assisting in the achievement of established learning and teaching and educational goals. - Leadership of and effective participation in teaching teams. - High level contribution to the quality assurance and improvement of academic programs. - Notable achievement in regard to leadership and teaching of students and/or staff and innovations in and leadership of learning & teaching in a discipline. Such independent evidence may include: <ul style="list-style-type: none"> • formal evaluations consistently at an 'above average' or 'outstanding' standard by current or past subject/course participants and senior colleagues and evaluations of teaching materials for use in universities. • receipt of or nomination for prestigious teaching or supervision awards. • appropriate tertiary qualifications in higher education teaching/academic practice. <p><i>Applicants for promotion should note that details of current teaching, including academic advising, consultation, informal teaching, and any contributions to continuing education programs may be included in the evidence presented in support of activity in this field. Evidence of effective management of staff, students and teaching resources may also be included.</i></p>	<p>access including online teaching, intra-university collaboration, etc.</p> <ul style="list-style-type: none"> - Supervision of the program of study of Honours students and of post graduate students. - Evidence of quality outcomes in post graduate supervision such as timely completions, joint publications etc. <p>5. Teaching Leadership (self & others):</p> <ul style="list-style-type: none"> - Leadership of and effective participation in teaching and postgraduate supervisory teams. - Leadership in the development and implementation of the College/Division/ University level response to learning and teaching priorities. - Outstanding achievement in regard to leadership and teaching of university students and/or staff and innovations in and leadership of teaching in a discipline. Such independent evidence may include: <ul style="list-style-type: none"> • formal evaluations consistently at an 'excellent' or 'outstanding' standard by current or past subject/course participants and senior colleagues and evaluations of teaching materials for use in universities. • receipt of or nomination for prestigious teaching or supervision awards. • appropriate tertiary qualifications in higher education teaching/academic practice. <p><i>Applicants for promotion should note that details of current teaching, including academic advising, consultation, informal teaching, and any contributions to continuing education programs may be included in the evidence presented in support of activity in this field. Evidence of effective management of staff, students and teaching resources may also be included.</i></p>
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Field of attainment: Achievement in Research and Scholarship, including engaged research, and/or Scholarship and/or Research-based Professional Consultancy Activities.

Academic Level B	Academic Level C	Academic Level D	Academic Level E
<p>1. Evidence of research activity. This may include:</p> <ul style="list-style-type: none"> - publications (includes chapters in books, refereed journals); - published conference papers; - research reports which demonstrate original observations; - patents; - creative works (exhibitions, performances, designs). <p>2. Demonstrated ability/potential to initiate and to resource a research project.</p> <p>3. Evidence of having had a significant role in collaborative research projects.</p> <p>4. Evidence of research standing is desirable, as demonstrated by:</p> <ul style="list-style-type: none"> - some experience in refereeing articles in scholarly journals; - some experience in examining higher degree theses; - citations, where appropriate; - recognised participation in consultancy projects, where appropriate. 	<p>1. Evidence of substantial, original and significant research activity. This may include:</p> <ul style="list-style-type: none"> - publications (includes chapters in books, refereed journals of international standing); - published conference papers; - research reports which demonstrate original observations; - patents; - creative works (exhibitions, performances, designs). <p>2. Demonstrated ability to initiate and to resource research projects.</p> <p>3. Evidence of potential to undertake a leadership role in a research team.</p> <p>4. Evidence of research standing. This may include:</p> <ul style="list-style-type: none"> - presentation of papers at national or international conferences; - invitation to referee articles in scholarly journals; - invitation to examine higher degree theses; - citations, where appropriate; - recognised participation in consultancy projects. <p>5. Where appropriate, evidence of substantial, original and significant creative activity. This may include:</p> <ul style="list-style-type: none"> - exhibitions (at the state/ national/ international level); 	<p>1. Evidence of substantial, original and significant research activity. This may include:</p> <ul style="list-style-type: none"> - publications (includes chapters in books, refereed journals of international standing); - published conference papers; - research reports which demonstrate original observations; - patents; - creative works (exhibitions, performances, designs). <p>2. Demonstrated ability to initiate and to resource research projects.</p> <p>3. Evidence of leadership role in enhancing the research activity of the academic unit.</p> <p>4. Evidence of research standing. This may include:</p> <ul style="list-style-type: none"> - recognition as an international authority in area; - invitation to referee articles in scholarly journals; - invitation to be keynote speaker at a national or international conference; - invitation to examine higher degree theses; - citations, where appropriate; - recognised participation in consultancy projects; - invitation to be member of research grants board; 	<p>1. Evidence of substantial, original and distinguished research activity. This may include:</p> <ul style="list-style-type: none"> - publications (includes chapters in books, refereed journals of international standing); - published conference papers; - research reports which demonstrate original observations; - patents; - creative works (exhibitions, performances, designs). <p>2. Demonstrated ability to initiate and to resource research projects.</p> <p>3. Evidence of leadership role in enhancing the research activity of the academic unit or research centre, institute, cluster or research group. This may include contribution to development of innovative research strategies and/or policy.</p> <p>4. Evidence of research standing. This may include:</p> <ul style="list-style-type: none"> - recognition as an international authority in area; - invitation to referee articles in scholarly journals; - invitation to be keynote speaker at a national or international conference; - invitation to examine higher degree theses; - citations, where appropriate; - recognised participation in consultancy projects;

	<ul style="list-style-type: none"> - original professional performances (include both live and screen performances); - compositions; - publications (include translations which may take the form of written work, videos and CD ROM); - production of new works of fine arts; - critique or review of article/play/film which offers a new or original interpretation. <p>6. Where appropriate, demonstrated ability to initiate and resource a creative activity project.</p> <p>7. Where appropriate, evidence of leadership role in creative activity.</p> <p>8. Evidence of professional standing. This may include:</p> <ul style="list-style-type: none"> - presentation of papers at national or international conferences. 	<ul style="list-style-type: none"> - ability to attract international visitors; - invitation to serve on editorial board of international journals. <p>5. Where appropriate, evidence of substantial, original and significant creative activity. This may include:</p> <ul style="list-style-type: none"> - exhibitions (at state/ national/ international level); - original professional performances (include both live and screen performances); - compositions; - publications (include translations which may take the form of written work, videos and CD ROM); - production of new works of fine arts; - critique or review of article/play/ film which offers a new or original interpretation; - winning prize/s of national standing. <p>6. Where appropriate, demonstrated ability to initiate and resource a creative activity project.</p> <p>7. Where appropriate, evidence of leadership role in contributing to enhancing the overall creative activity of the academic unit.</p> <p>8. Evidence of professional standing. This may include:</p> <ul style="list-style-type: none"> - presentation of papers at national or international conferences. 	<p>5. Where appropriate, evidence of substantial, original and distinguished creative activity. This may include:</p> <ul style="list-style-type: none"> - exhibitions (at the state/ national/ international level); - original professional performances (include both live and screen performances); - compositions; - publications (include translations which may take the form of written work, videos and digital media); - production of new works of fine arts; - critique or review of article/play/film which offers a new or original interpretation; -winning prize/s of national or international standing. <p>6. Where appropriate, demonstrated ability to initiate and resource a creative activity project.</p> <p>7. Evidence of leadership role in contributing to enhancing the overall creative activity of the academic unit or research centre, institute, cluster or group.</p>
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Field of attainment: Contribution to Service and Engagement including Institutional Leadership and/or Governance at JCU and/or the University sector and/or service to the relevant profession or academic discipline and/or service to the Community.

Academic Level B	Academic Level C	Academic Level D	Academic Level E
<p>1. Demonstrated capacity to carry out a range of administrative functions not directly related to the teaching of individual subjects, and indications or evidence of the potential for wider responsibilities related to administration at the discipline/ College/Institute level. These include participation in discipline/College meetings and committees and might involve an active role in occasional working parties, or other functional responsibilities within the discipline/College.</p> <p>2. Evidence of effective and efficient performance in carrying out administrative functions.</p> <p>3. Evidence of involvement in development of JCU strategic and operational plans at College/Division/Institute level.</p> <p>4. Demonstrated capacity to work with other staff in areas of collective responsibility.</p> <p>5. Some evidence of professional activity of relevance to the discipline/College/Institute/ University within the wider community, e.g. membership of, and contributions to government bodies, community groups or professional organisations; participation in activities for secondary schools involving promotion of the discipline/College interests.</p> <p>6. Demonstrated capacity for involvement in professional consultancy work for community, government or private sector organisations.</p> <p>7. Active conference participation, e.g. involvement beyond role of attendance, presentation of papers, participation in discussion panels.</p>	<p>1. Evidence of significant and sustained responsibilities in administration at the discipline/College/Institute/Division level and/or involvement at the broader University level, e.g. as active member of University committees and working parties.</p> <p>2. Evidence of effective and efficient performance in carrying out administrative functions. Evidence of initiative and ability to contribute to discipline/College/Institute guideline formulation.</p> <p>3. Evidence of significant involvement in development of JCU strategic and operational plans at College/Division/Institute/University level.</p> <p>4. Evidence of ability to assist other staff in their own professional and academic development.</p> <p>5. Evidence of involvement and some personal initiative in relation to professional or educational activities within the wider community, e.g. contribution at state level.</p> <p>6. Evidence of substantial and continuing activity on professional committees or community bodies with evidence of some position of responsibility, e.g. as office bearer in a state or national association, member of conference organising committee, etc.</p> <p>7. Significant responsibility in conference participation, e.g. through chairing sessions, presentation of plenary papers, invited discussant, etc.</p> <p>8. Involvement in professional consultancy work, e.g. for government, community or private sector organisations, some evidence</p>	<p>1. Evidence of effective leadership in administration at the discipline/College/ Division/Institute/University level which might include appointment as Head of Academic Group/Acting Dean of College, and/or holding significant and sustained responsibility at the broader College or University level e.g. as chair/convenor of University committees and working parties.</p> <p>2. Substantial contribution to the administration of the discipline/ College/Division/Institute and/or University committees and working parties. Evidence of initiative and substantial contribution to College/Division/Institute guideline formulation.</p> <p>3. Evidence of significant sustained involvement in development of JCU strategic and operational plans at College/Division/Institute/ University level.</p> <p>4. Constructive role in helping other staff in their own professional career development.</p> <p>5. Evidence of sustained and effective contribution to the development of relationships between the University and the wider community, including other educational and research bodies. Representative of the discipline/College/Institute or University on external boards or committees.</p> <p>6. Evidence of high level of proficiency in area of professional expertise which may be expressed through significant advisory and consultancy activities, appointment to significant government or state bodies, industry boards, non-government organisations, etc.</p>	<p>1. Evidence of sustained effective leadership in administration at the College/Division/ University level which might include appointment into a senior role and/or holding considerable and sustained responsibility at the broader College/Division/Institute/ University level e.g. as chair/convenor of University committees and working parties.</p> <p>2. Significant contribution to administration of College/ Division/Institute/University committees and working parties. Evidence of leadership and significant contribution to discipline/College/Division/Institute guideline formulation and University policies.</p> <p>3. Evidence of significant sustained leadership in the development of JCU strategic and operational plans at College/Division/Institute/ University level.</p> <p>4. Demonstrated high level leadership for the professional career development of other staff.</p> <p>5. Evidence of sustained leadership and contribution to the development of relationships between the University and the wider community, including other educational and research bodies. Demonstrated leadership of external boards and committees of importance to the discipline/College/ Division/Institute or University.</p> <p>6. Evidence of high level leadership in area of professional expertise which may be expressed through taking the lead for significant advisory and consultancy activities, appointment to significant government or state bodies, industry boards, non-government organisations, etc.</p>

	<p>of peer recognition. This may include:</p> <ul style="list-style-type: none"> - invitations to give occasional lectures or to sit on government bodies; - responsibilities relating to academic and professional journals (e.g. member of editorial committee, reviewer of submitted articles etc.); - provision of expert advice, media comment, invited conference addresses; - invitations to participate in academic program reviews. 	<p>7. Leadership role in conference organisation at the national or international level, i.e. as convenor of state or national conferences; chair of program committee; editor of proceedings, etc.</p> <p>8. Evidence of effective contribution to and leadership in the profession at state and/or national level, and peer recognition of senior standing in the field, perhaps via one or more of the following:</p> <ul style="list-style-type: none"> - service as office bearer of a professional society (e.g. president, vice president or secretary); - election to fellowship of a professional society; - invitations to give special presentations to national or international meetings of the profession; - responsible involvement in government working parties and inquiries where professional expertise is exercised; - provision of expert advice to the media; - editorial and/or management responsibilities relating to academic and professional journals; - leadership of academic program reviews. 	<p>7. Sustained leadership role in conference organisation at the national or international level, i.e. as convenor of state or national conferences; chair of program committee; editor of proceedings, etc.</p> <p>8. Evidence of sustained leadership in the profession at state, national and international level, and peer recognition of leadership standing in the field, perhaps via one or more of the following:</p> <ul style="list-style-type: none"> -Service as senior office bearer of a professional society (e.g. President); -Sustained period of fellowship of a professional society; -Demonstrated ongoing invited presentations at national and international meetings of the profession; -Leadership involvement in government working parties and inquiries where professional expertise is exercised; -Invitations from the media and evidence of the provision of expert advice; -Chief editor and/or leadership responsibilities relating to academic and professional journals; -Sustained leadership of academic program reviews.
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