

# EDUCATION INDICATORS FOR PROMOTION AT ANU

## PROMOTION TO ALL LEVELS

Expectations at progressive levels are cumulative. Activities more likely to be additional expectations are marked as: Level B - black; Level C - blue; Level D - red; Level E - black bold

The Activities and Evidence items presented here serve as a detailed and comprehensive list of potential examples – that is, the examples are indicative rather than prescriptive. Research-intensive appointments (e.g. staff whose appointments are funded through external grants that prescribe a high research load as a condition of award) are encouraged to use these examples to assist in framing the education component of their promotions cases, acknowledging that although the weighting associated with education in such cases may be relatively small, the impact of the education contribution remains an important feature of promotions applications.

### EDUCATION ENGAGEMENT/SERVICE

#### TEACHING PRACTICE & PERFORMANCE

##### Activities

- > Tutoring (number of courses, EFTSL, level of course)
- > Lecturing (number of courses, EFTSL, level, type of delivery)
- > Development of materials: flexible delivery and online
- > Creation of course outlines, lecture notes, case studies, tutorials, labs, assessment items
- > Use of technology
- > Assessment practices
- > Innovation in T&L

##### Evidence

- > Student Evaluations (e.g. SELT) showing positive impact on student results
- > Improved or excellent Course Experience Questionnaire (CEQ) results
- > Peer engagement feedback/reflection
- > Qualitative student feedback showing improvement or excellence
- > Wattle discussion groups
- > Positive or improved student feedback on assessment
- > Examples of innovative materials or methods
- > Examples of online materials (DLD, applets, etc)
- > Examples of real-world integration into teaching
- > Awards for Teaching, Tutoring and other recognition

#### RESEARCH-LED EDUCATION

##### Activities

- > Use of T&L research to inform/develop teaching
- > Participation in T&L forums (within and between colleges and CHELT), particularly cross-college idea sharing
- > Co-supervision of PhB and Honours students
- > Research-led teaching
- > Teaching and Learning Scholarship (e.g. textbooks, online resources) using up-to-date T&L research and pedagogy
- > Advanced Studies Courses (ASC) within PhB or other undergraduate research-based programs
- > Honours supervision
- > Mentoring

##### Evidence

- > Current disciplinary research in teaching materials, with impact
- > Focus on research principles within teaching
- > Successful revision of curriculum to reflect currency
- > Evidence of effective use of T&L research/literature to inform/develop teaching practice
- > Student seminars
- > Honours/PhB student exit surveys showing improvement of excellence in supervision
- > Peer/panel feedback
- > ASC teaching outcomes (student success, publications, completion rates, progression)
- > Honours outcomes (completions, progression to HDR, employment)
- > Student research projects in T&L and assessment including success measures (e.g. publication, publicity)

#### COURSE & CURRICULUM DESIGN

##### Activities

- > Collaborative or team teaching
- > Course coordination
- > Course administration
- > Curriculum development
- > Program design
- > Program administration
- > Program convenorship
- > Program-level curriculum review and reform

##### Evidence

- > Tutoring/practical teaching effectiveness
- > Positive or improved student/peer feedback on team
- > Effective supervision of tutors
- > Effective management of online resources
- > New course development and review of existing courses
- > Course success measures (enrolments, retention, progression, completion)
- > Measures of course impact
- > Course & curriculum renewal/evolution
- > MOOCs or other innovative/online delivery
- > Mentoring of tutors/ team members
- > Contribution to dept/school curriculum committees
- > Program outcomes (retention, progression rates, employment outcomes)
- > Design of majors/ minors/ programs
- > Design of Masters/PhD coursework options and requirements

#### STUDENT FOCUSED TEACHING

##### Activities

- > Designing course outlines aligning learning outcomes with objectives and assessment
- > Effective use of student feedback on assessment
- > Support for open learning environments
- > Student mentoring
- > Timely and appropriate feedback
- > Flexible delivery
- > Initiatives to enhance access, equity and diversity

##### Evidence

- > Student Evaluations (e.g. SELT) showing positive impact on student learning outcomes
- > Improved or excellent Course Experience Questionnaire (CEQ) results
- > Results from other Student Exit Surveys
- > Peer engagement feedback/reflection
- > Qualitative student feedback
- > Rates (access, retention, progression, completion)
- > Wattle access rates/ statistics/ hits
- > Evidence of effective response to student feedback
- > Evaluation of course materials and assessment practices
- > Interactions with disability unit/ study skills

#### TEACHING & LEARNING DEVELOPMENT & SCHOLARSHIP

##### Activities

- > Qualifications (GCHE, MHE)
- > Participation in Academic Professional Development (APD)
- > Keeping a teaching journal/ portfolio
- > Peer engagement
- > Contribution to T&L teaching forums, e.g. at CHELT
- > Participation in conferences and workshops on teaching
- > Industry/professional association membership

##### Evidence

- > Teaching portfolio
- > Self-reflections/analysis/evaluation
- > Collection, analysis and action on feedback from students & peers
- > Benchmarking against best practice
- > Effective improvements in teaching practice over time
- > Completion of GCHE/ MHE
- > Completion of APD decamods
- > Provision of PD training
- > Measures of success for textbooks and other scholarly works (e.g. adoption, citation, etc.)
- > Invitations to produce textbooks or other T&L materials, including online or multimedia
- > Recognition by HEA (SF/PF)
- > Successful teaching practice resulting from pedagogical research

#### TEACHING & LEARNING LEADERSHIP

##### Activities

- > Providing peer- engagement
- > Effective role in Education Committees (Dept/ANU)
- > Staff mentoring
- > Lead role in team teaching
- > Provision of staff training and support (eg provision of APD module)
- > T&L Workshop/conference organiser
- > Effective roles on Education Committees, working parties, accreditation panels
- > Program convenorship
- > Leadership roles (ADE, Ed Director)

##### Evidence

- > Positive or improved feedback from staff on mentoring/peer panel
- > Program outcomes (retention, progression, etc)
- > Teaching awards (college/ ANU/National)
- > Invitations to and effective work on education-related committees/working parties/panels
- > Senior or Principal Fellowship of HEA or equivalent
- > Teaching Fellowships (ANU/ALTC/OLT), particularly effective teaching practice outcomes
- > Significant editorial roles for journals/volumes on T&L

#### EDUCATION ENGAGEMENT

with Government [Australian/international], non-government organisations, business/industry, community organisations, public

##### Activities

- > Social media presence; weblogs
- > Appointed Expert
- > Commissioned or invited report
- > Informal advice (closed/open forum; briefing)
- > Formal submission
- > Invited presentation or commissioned training activity
- > Appearance before Parliamentary or Agency c'tee
- > Authorship/co-development of educational policy, regulatory instrument legislation.
- > Engagement with public
- > Invited media appearance (TV, radio, webcast) on education matters
- > Public comment/op-ed or opinion piece on higher education policy or education-related topic (print or electronic media)
- > **Initiate and manage collaborations, strategic alliances and networks that contribute to education outcomes for ANU**

##### Evidence

- > Significant online presence, including social media analytics and other metrics measuring engagement of online community
- > Impact of media appearances
- > Impact of policy advice
- > Impact on higher education policy of advice, reports, submissions
- > Impact of higher education advocacy/policy advice for broader community
- > Appointments to and effective service for government education authority, panel, or public advisory board
- > Outputs and impacts of education-related collaborations, alliances and networks.

# EDUCATION INDICATORS FOR PROMOTION AT ANU CLINICAL STAFF

Note: Indicators for Clinical staff may be supplemented by the relevant indicators for academic level (B/C/D/E).

<b>CLINICAL TEACHING PRACTICE</b>	<b>PRACTICE-LED EDUCATION</b>	<b>CLINICAL CURRICULUM DESIGN</b>	<b>STUDENT FOCUSED TEACHING</b>	<b>TEACHING &amp; LEARNING DEVELOPMENT</b>	<b>SCHOLARSHIP OF TEACHING &amp; LEARNING</b>	<b>TEACHING &amp; LEARNING LEADERSHIP</b>	<b>EDUCATION ENGAGEMENT/SERVICE</b>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Lecturing (level, type of delivery)</li> <li>&gt; Clinical teaching in a client/patient context</li> <li>&gt; Development of materials for clinical teaching use</li> <li>&gt; Site-specific delivery (e.g. hospital, specialist centre, clinic)</li> <li>&gt; Creation of clinical case studies</li> <li>&gt; Use of technology in a clinical setting</li> <li>&gt; Feedback and assessment practices</li> <li>&gt; Emphasis on ethical approaches to clinical practice</li> <li>&gt; Emphasis on communication skills in clinical practice</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Advanced courses within medical school</li> <li>&gt; Supervision and co-supervision of students within placement programs</li> <li>&gt; Supervision of students within specialty training programs</li> <li>&gt; Supervision of students within residency programs</li> <li>&gt; Contemporary clinical practice in clinical teaching</li> <li>&gt; Mentoring (of students, particularly residents)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Incorporation of modern clinical skills, knowledge and attributes into clinical modules</li> <li>&gt; Incorporation of communications skills into course design</li> <li>&gt; Incorporation of ethics into clinical teaching programs</li> <li>&gt; Clinical program design</li> <li>&gt; Clinical program administration</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Designing clinical modules</li> <li>&gt; Provision of appropriate feedback on student clinical performance</li> <li>&gt; Support for open learning in a clinical environment</li> <li>&gt; Mentoring of students and residents</li> <li>&gt; Access, equity and diversity</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Qualifications (GCHE, MHE), including clinical qualifications</li> <li>&gt; Participation in Academic Professional Development (APD)</li> <li>&gt; Peer engagement in clinical settings</li> <li>&gt; Participation in conferences and workshops on current clinical practices</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Participation in clinical teaching committees or advisory boards</li> <li>&gt; Presenting at local and international conferences on clinical teaching</li> <li>&gt; Editorial roles in clinical teaching or medical education publications</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Clinical staff mentoring</li> <li>&gt; Lead role in clinical team teaching</li> <li>&gt; Providing peer-engagement in clinical teaching</li> <li>&gt; Provision of training for clinical teaching staff</li> <li>&gt; Convenorship of clinical teaching program</li> <li>&gt; Clinical teaching or clinical practice workshop or conference organiser</li> <li>&gt; Public lectures and other outreach</li> <li>&gt; Effective roles on clinical education committees, accreditation, selection panels, etc.</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>&gt; Appointed Expert</li> <li>&gt; Commissioned or invited report</li> <li>&gt; Informal advice (closed/open forum; briefing)</li> <li>&gt; Formal submission</li> <li>&gt; Invited presentation or commissioned training activity</li> <li>&gt; Appearance before Parliamentary or Agency committee</li> <li>&gt; Authorship/co-development of educational policy, regulatory instrument, legislation.</li> <li>&gt; Initiate and manage collaborations, strategic alliances and networks that contribute to education outcomes for ANU</li> <li>&gt; Engagement with public</li> <li>&gt; Invited media appearance (TV, radio, webcast) on education matters</li> <li>&gt; Public comment / op-ed or opinion piece on higher education policy or education-related topic (print or electronic media)</li> <li>&gt; Social media presence; weblogs</li> </ul>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Student evaluations (e.g. SELT) showing positive impact on student results</li> <li>&gt; Peer engagement feedback/ reflection</li> <li>&gt; Qualitative student feedback showing Improvement or excellence</li> <li>&gt; Innovative clinical case studies</li> <li>&gt; Integration of current clinical practice into teaching</li> <li>&gt; Awards and other recognition</li> <li>&gt; Evidence of the ethical application of clinical practice in clinical teaching</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Outcomes for students taking advanced courses in medical school (student success, publications, completion rates, progression)</li> <li>&gt; Outcomes for students within placement programs, including rural clinical services</li> <li>&gt; Outcomes for students undertaking specialist training programs (completion, progression to placement)</li> <li>&gt; Outcomes for residents in terms of further placement and later employment.</li> <li>&gt; Awards for clinical supervision</li> <li>&gt; Integration of current clinical practice into teaching</li> <li>&gt; Demonstration of outstanding clinical practice by example</li> <li>&gt; Improved or excellent peer/panel feedback</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Clinical teaching effectiveness</li> <li>&gt; Positive or improved student, resident and peer feedback</li> <li>&gt; Mentoring of other clinical teachers</li> <li>&gt; Effective supervision of residents undertaking clinical teaching</li> <li>&gt; Clinical success measures (successful student/patient engagements, success of residence, ongoing rural placements)</li> <li>&gt; Measure of clinical program impact (e.g. on patient care, student outcomes)</li> <li>&gt; Clinical program outcomes (progression rates, placement outcomes, engagement with rural clinical services)</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Student Evaluations (e.g. SELT) showing positive impact on student learning outcomes</li> <li>&gt; Improved or excellent peer engagement feedback/ reflection</li> <li>&gt; Improved or excellent qualitative student feedback</li> <li>&gt; Positive or improved feedback from residents in clinical programs</li> <li>&gt; Evidence of response to student/resident feedback</li> <li>&gt; Evaluation of clinical teaching materials and assessment practices</li> <li>&gt; Interactions with disability unit/study skills</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Clinical teaching portfolio</li> <li>&gt; Self-reflections/analysis/evaluation</li> <li>&gt; Collection, analysis and action on feedback from students, residents &amp; peers</li> <li>&gt; Benchmarking against best clinical practice</li> <li>&gt; Incorporation of contemporary clinical practice into clinical teaching</li> <li>&gt; Course &amp; curriculum responsiveness to changes in clinical practice</li> <li>&gt; Specialist clinical qualifications (e.g. Fellowship of Professional College).</li> <li>&gt; Completion of APD decamods</li> <li>&gt; Provision of PD training, particularly pertaining to clinical teaching</li> <li>&gt; Recognition by HEA (SF/PF)</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Contributions to clinical case reports</li> <li>&gt; Contributions to clinical case reviews</li> <li>&gt; Contributions to current clinical practice</li> <li>&gt; Presentations at clinical teaching conferences</li> <li>&gt; Clinical innovation and communication with the medical profession and general community</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Positive or improved feedback from clinical and medical school staff on mentoring/peer panel</li> <li>&gt; Effective membership of selection committees for clinical appointments</li> <li>&gt; Reviews of clinical T&amp;L at other institutions</li> <li>&gt; Senior or Principal Fellowship of HEA</li> <li>&gt; Fellowships (ANU/ALTC/OLT)</li> <li>&gt; Advisory roles on clinical practice committees</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>&gt; Appointments to and effective service for government education authority, panel, or public advisory board</li> <li>&gt; Impact of media appearances</li> <li>&gt; Impact of policy advice</li> <li>&gt; Impact on higher education policy of advice, reports, submissions</li> <li>&gt; Significant online presence, including social media analytics and other metrics measuring engagement of online community</li> <li>&gt; Impact of higher education advocacy/policy advice for broader community</li> <li>&gt; Outputs and impacts of education-related collaborations, alliances and networks.</li> </ul>

# RESEARCH INDICATORS FOR PROMOTION AT ANU

## PROMOTION TO ALL LEVELS

Expectations at progressive levels are cumulative. Activities more likely to be additional expectations are marked as: **Levels D/E - black bold**.

The Activities and Evidence items presented here serve as illustrative examples that are highly discipline-specific. Applicants are not required to include all categories but rather should use this document as a guide to presenting promotion applications. Research activities will be defined in accordance with the [Higher Education Data Collection](#) (HERDC) definition

### RESEARCH ENGAGEMENT/SERVICE

#### RESEARCH OUTPUTS

##### Activities

- > Journal articles
- > Books and Book Chapters
- > Refereed Conference Papers
- > Exhibitions, performances, compositions
- > Non-traditional outputs
- > Research reports
- > Generation of Intellectual Property (patents, software etc.)
- > Published reports to industry and government (noting that commercial-in-confidence reports may exist but not be permitted to be disseminated)
- > Commission of specific policy report for major inquiry or review

#### RESEARCH FUNDING

##### Activities

- > Securing external funding for research as lead investigator or collaborator (May include Category 1, 2,3 funding. Examples of Category 1 include ARC, NHMRC, OLT)
- > Commercialisation activities
- > Research consultancy
- > Funded commissioning of professional creative activity

#### PEER RECOGNITION

##### Activities

- > Editorial work (journals, books), including membership of ANU Press Boards
- > Membership of Learned Societies and Academies
- > Membership of professional bodies
- > Invited research visits at leading institutions
- > Invited speaker at conferences
- > External Prizes and Awards
- > **External appointments at other Universities**

#### RESEARCH TRAINING

##### Activities

- > HDR student supervisory panel member
- > HDR student supervisory panel Chair
- > Contribution to improvement or enhancement of research training
- > Unique or innovative aspects of successful HDR supervision
- > **Mentoring of Early Career Researchers and HDR students**

#### PROFESSIONAL SERVICE & LEADERSHIP

##### Activities

- > Competitive grant application assessment
- > Reviewer of journal or conference papers
- > Reviewer of Theses
- > College or University Research Committee or Sub-committee
- > Ethics Committee membership or Research Integrity Advisor
- > **Conference organisation**
- > **School, College or University Research leadership role**
- > **External reviewer of other universities or bodies**
- > **Membership of Boards**
- > **Leadership role in university-sector research collaboration, strategic alliance or network**

#### OUTREACH & PUBLIC POLICY

##### Activities

- > National & international media appearances
- > Public lectures
- > Online research presence
- > Performances or exhibitions
- > Engagement with Business and Industry
- > Programs for broader community/school students etc.
- > Effective use of online and social media tools
- > **Public policy advice to government, NGOs including submissions, reports, appointments**
- > **Engagement with philanthropy, alumni and foundations**

##### Evidence

- > Research Outputs
- > Quality of outlets - e.g. Journal Impact Factor, conference ranking
- > Volume by type of output
- > Personal intellectual contribution to key works
- > Trajectory of research
- > Impact of research (Citations Analysis or equivalent for discipline)
- > Data publication and citation Indices (h-index, g-index, m quotient)
- > Discipline-specific journal/conference rankings
- > Book sales, reviews and holdings in major international libraries
- > Uptake of research findings by external body or Government
- > Reviews of creative works
- > Impact of Patents
- > Impact of IP Licensing and Sales

##### Evidence

- > Total research funding awarded
- > Number of externally research projects (CI, PI)
- > Externally funded Fellowships
- > Competitive grant success rates
- > Consultancy numbers and total income, including **projects funded from foundations, business and industry, government**
- > International Competitive Grant funding
- > **Externally-funded Centre Director**
- > **Leadership of research projects**
- > **Venture Capital investments**

##### Evidence

- > Award from Learned Society or Academy
- > Leadership in professional body
- > Editorial Board of journal
- > Prestige and competitiveness of external prizes and awards
- > Chairing and leading discussion at International Conference
- > **Editor of journal – quality of journal**
- > **Office-bearer in Learned Society or Academy**
- > **Elected membership or Fellowship of Learned Society or Academy**

##### Evidence

- > High Quality HDR supervision:
  - > Student achievements, research outputs and awards
  - > Number of students, completion times and rates appropriate for discipline
  - > Employment destinations of HDR students if appropriate
- > Examples of best practice introduced at local or University level
- > Unsolicited feedback from HDR students and postdoctoral fellows
- > **Developed or led research training master classes, workshops**

##### Evidence

- > Years as an ARC, NHMRC, OLT, international agency or other granting body assessor
- > Appointment as external member to research funding body (Horizon 2020, ARC, College, NHMRC, OLT etc)
- > Number of journal/conference papers reviewed
- > Membership of and contribution to College Research Committee
- > Quality of institutions for PhD thesis examination, external reviews etc
- > **Role and contributions as Member of University Research Committee or sub-committee**
- > **Role and expertise on Ethics Committee membership**
- > **Effectiveness as Research Integrity Advisor**
- > **Conference organisation – quality of conference**
- > **Membership of independent inquiries**
- > **Invited discipline reviews**

##### Evidence

- > Impact of media appearances
- > Impact of policy advice
- > Impact of Consultancy/contract research/reports
- > Quality and volume of public/online content (including public lectures)
- > Significant online presence, including social media analytics and other metrics measuring engagement of online community
- > Impact of programs for broader community/school students etc.
- > **Appointments to and effective service for panels, advisory boards, authorities**
- > **Appointment and contribution as ANU Public Policy Fellow or equivalent Fellowship**



Expectations at progressive levels are cumulative. Activities more likely to be additional expectations are marked as: Level B/C - black; Level D - red; Level E - black bold.

The Activities and Evidence items presented here serve as a detailed and comprehensive list of potential examples – that is, the examples are indicative rather than prescriptive.

## SERVICE ENGAGEMENT

This section highlights service **to the University** or **Higher-Education Sector** that does not naturally have specific education-related or research-related elements. Examples could include work on governance, infrastructure (such as facilities and services or information and computer technology where that is not the substantive area of teaching & learning or research endeavour). Service or engagement roles that have a specific education-related or research-related focus should be considered under Education Engagement within the Education Indicators or under Research Engagement under the Research Indicators.

### Service Engagement Activities

- > Effective membership of a governance or management committee, steering committee, or working party within a Centre, Department, Research School, College or University
- > Provide policy or governance advice within Centre, Department, Research School, College or university
- > Effective membership of university or higher education sector policy or governance committee
- > Appointed or elected to university or higher education sector policy or governance body
- > Effective membership of review committee of a university College, Research School, Department, Centre (within or outside ANU)
- > Active contribution to a university-sector collaboration, strategic alliance and/or network that contributes to education and/or research outcomes for ANU
- > Significant leadership or management roles such as Deputy Head or Head of Academic area, Associate Dean, Deputy Dean, Dean, or higher where the role is neither wholly education-related nor wholly research-related (such roles fall into the Education and Research Indicators, respectively).

- > **Chair of governance or management committee, steering committee, or working party within a Centre, Department, Research School, College or university**
- > **Chair of university or higher education sector policy or governance committee**
- > **Lead discussion on university governance or develop policy within the higher education sector**
- > **Lead review of a university College, Research School, Department, Centre (within or outside ANU)**
- > **Initiate and manage a university-sector collaboration, strategic alliance and/or network that contributes to education and/or research outcomes for ANU**

### Service Engagement Evidence

Evidence will be set out in the reflective one-page self-report on service and include evidence of effective and meaningful roles in activities. Evidence of effectiveness may include a description of work contributed by individuals towards Committee outcomes, documentation and other material produced by an individual within their work on the relevant Committee or in support of relevant policy development, or testimonials or comments from Committee Chairs where appropriate as to the quality and impact of the work of the individual on the Committee or respective body. Evidence should also consider the impact of the individual's contribution over time.