EVIDENCE 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.

TEACHING PRACTICE & PERFORMANCE

Activities

- Tutoring (number of courses, EFTSSL, level of course)
- Lecturing (number of courses, EFTSSL, 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 CHETL), particularly cross-college idea sharing
- Co-supervision of PhD 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 PhD 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 strategies
- Student seminars
- Honours/PhD student exit surveys showing improvement of excellence in supervision
- Peer/panel feedback
- ASC teaching outcomes (student success, publications, completion rates, etc)
- Honours outcomes (completions, progression to HEP, employment)
- Research projects in T&L and assessment including success measures (e.g. publication, publicity)

TEACHING & CURRICULUM DESIGN

Activities

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

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

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

- Teaching portfolio
- Self-evaluations/ analysis/ evaluation
- Collection, analysis and action on feedback from students & peers
- Benchmarking against best practice
- Effective improvements in teaching practice over time
- Completion of GOHE/ 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/FP
- Successful teaching practice resulting from pedagogical research

EDUCATION ENGAGEMENT/SERVICE

Activities

- Positive or improved feedback to SELT staff on mentoring/peer panel
- Program outcomes (retention, Expergion, 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), paragraph the effective teaching practice outcomes
- Significant editorial roles for journals/volumes on T&L

Evidence

- Significant online presence, including social media analytics and metrics measuring engagement of online community
- Impact of media appearances
- Impact of policy advice
- Impact on higher education policy/advocacy, advice, reports, submissions
- Impact of higher education advocacy/advocacy 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 ENGAGEMENT/SERVICE

Activities

- Social media presence; weblogs
- Appointed Expert
- Commissioned or invited report
- Information advice (closed/open forum; briefing)
- Formal submission
- Invited presentation or commissioned training activity
- Appearance before Parliamentary or Agency c’ttee
- Authorship/co-development of educational policy, regulatory instrument legislation.
- Engagement with public
- Invited media appearance (TV, radio, webinar) 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

- Australian National University
**EDUCATION INDICATORS FOR PROMOTION AT ANU**

**CLINICAL STAFF**

**TEACHING**

### PRACTICE-LED EDUCATION

- Lecturing (level, type of delivery)
- Clinical teaching in a client/patient context
- Development of materials for clinical teaching use
- Site-specific delivery (e.g. hospital, specialist centre, clinic)
- Creation of clinical case studies
- Use of technology in a clinical setting
- Feedback and assessment practices
- Emphasis on ethical approaches to clinical practice
- Emphasis on communication skills in clinical practice

### CLINICAL CURRICULUM DESIGN

- Advanced courses within medical school
- Supervision and co-supervision of students within placement programs
- Supervision of students within specialty training programs
- Supervision of students within residency programs
- Contemporary clinical practice in clinical teaching
- Mentoring (of students, particularly residents)

### STUDENT FOCUSED TEACHING

- Incorporation of modern clinical skills, knowledge and attributes into clinical modules
- Incorporation of communications skills into course design
- Incorporation of ethics into clinical teaching programs
- Clinical program design
- Clinical program administration

### TEACHING & LEARNING DEVELOPMENT

- Designing clinical modules
- Provision of appropriate feedback on student clinical performance
- Support for open learning in a clinical environment
- Mentoring of students and residents
- Access, equity and diversity

### SCHOLARSHIP OF TEACHING & LEARNING

- Qualifications (GCHE, MHE), including clinical qualifications
- Participation in Academic Professional Development (APD)
- Peer engagement in clinical settings
- Participation in conferences and workshops on current clinical practices

### TEACHING & LEARNING LEADERSHIP

- Participation in clinical teaching committees or advisory boards
- Presenting at local and international clinical teaching conferences
- Editorial roles in clinical teaching or medical education publications

### LEADERSHIP & SERVICE

- Clinical staff mentoring
- Lead role in clinical team teaching
- Providing peer-engagement in clinical teaching
- Provision of training for clinical teaching staff
- Conversations of clinical teaching program
- Clinical teaching or clinical practice workshops or conference organiser
- Public lectures and other outreach activities
- Effective roles on clinical education committees, working parties, accreditation, selection panels, etc.

### EDUCATION ENGAGEMENT/SERVICE

- 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 committee
- Authorship/co-development of educational policy, regulatory instrument, legislation.
- Initiate and manage collaborations, strategic alliances and networks that contribute to education outcomes for ANU
- 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 in print or electronic media
- Social media presence; weblogs

**EDUCATION ENGAGEMENT with Government (Australian/International), non-government organisations, business/industry, community organisations, public sector, ANU

### PRACTICE-LED EDUCATION

- Outcomes for students taking advanced courses in medical school (student success, publications, completion rates, progression)
- Outcomes for students within placement programs, including rural clinical services
- Outcomes for students undertaking specialist training programs (completion, progression to placement)
- Outcomes for residents in terms of further placement and later employment
- Awards for clinical supervision
- Integration of current clinical practice into teaching
- Awards and other recognition
- Evidence of the ethical application of clinical practice in clinical teaching

### CLINICAL CURRICULUM DESIGN

- Clinical teaching effectiveness
- Positive or improved student, resident and peer feedback
- Mentoring of other clinical teachers
- Effective supervision of residents undertaking clinical teaching
- Clinical success measures (successful student/patient engagements, success of residency, ongoing rural placements)
- Measure of clinical program impact (e.g. on patient care, student outcomes)
- Clinical program outcomes (progression rates, placement outcomes, engagement with rural clinical services)

### STUDENT FOCUSED TEACHING

- Clinical teaching effectiveness
- Positive or improved student, resident and peer feedback
- Mentoring of other clinical teachers
- Effective supervision of residents undertaking clinical teaching
- Clinical success measures (successful student/patient engagements, success of residency, ongoing rural placements)
- Measure of clinical program impact (e.g. on patient care, student outcomes)
- Clinical program outcomes (progression rates, placement outcomes, engagement with rural clinical services)

### TEACHING & LEARNING DEVELOPMENT

- Student Evaluations (e.g. SELT) showing positive impact on student learning outcomes
- Improved or excellent peer engagement feedback/reflective practice
- Positive or improved feedback from residents in clinical programs
- Evidence of response to student/resident feedback
- Evaluation of clinical teaching materials and assessment practices
- Interactions with disability unit/study skills

### SCHOLARSHIP OF TEACHING & LEARNING

- Contributions to clinical case reports
- Contributions to clinical case reviews
- Contributions to current clinical practice
- Presentations at clinical teaching conferences
- Clinical innovation and communication with the medical profession and general community

### TEACHING & LEARNING LEADERSHIP

- Clinical teaching portfolio
- Self-reflections/analysis/evaluation
- Collection, analysis and feedback on student, residents & peers
- Benchmarking against best clinical practice
- Incorporation of contemporary clinical practice into clinical teaching
- Course & curriculum responsiveness to changes in clinical practice
- Specialist clinical qualifications (e.g. Fellowship of Professional College)
- Completion of APD decamods
- Provision of PD training, particularly pertaining to clinical teaching
- Recognition by HEA (SF/PI)

### LEADERSHIP & SERVICE

- Contributions to clinical case reports
- Contributions to clinical case reviews
- Contributions to current clinical practice
- Presentations at clinical teaching conferences
- Clinical innovation and communication with the medical profession and general community

### PRACTICE-LED EDUCATION

- Positive or improved feedback from clinical and medical school staff on mentoring/peer panel
- Effective membership of selection committees for clinical appointments
- Reviews of clinical T&L at other institutions
- Senior or Principal Fellowships of HEA
- Fellowships (ANU/ALTC/OLT)
- Advisory roles on clinical practice committees

**ANU Promoting Excellence**

Version: 28 March 2017
## RESEARCH INDICATORS FOR PROMOTION AT ANU

### PROMOTION TO ALL LEVELS

### RESEARCH OUTPUTS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal articles</td>
<td>Research Outputs</td>
</tr>
<tr>
<td>Books and Book Chapters</td>
<td>Quality of outlets – e.g. Journal Impact Factor, conference ranking</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>Volume by type of output</td>
</tr>
<tr>
<td>Exhibitions, performances, compositions</td>
<td>Personal intellectual contribution to key works</td>
</tr>
<tr>
<td>Non-traditional outputs</td>
<td>Trajectory of research</td>
</tr>
<tr>
<td>Research reports</td>
<td>Impact of research (Citations Analysis or equivalent for discipline)</td>
</tr>
<tr>
<td>Generation of Intellectual Property (patents, software etc.)</td>
<td>Data publication and citation Indices (h-index, g-index, m quotient)</td>
</tr>
<tr>
<td>Published reports to industry and government noting that commercial-in-confidence reports may exist but not be permitted to be disseminated</td>
<td>Discipline-specific journal/ conference rankings</td>
</tr>
<tr>
<td>Commission of specific policy report for major inquiry or review</td>
<td>Book sales, reviews and holdings in major international libraries</td>
</tr>
</tbody>
</table>

### RESEARCH FUNDING

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Total research funding awarded</td>
</tr>
<tr>
<td>Commercialisation activities</td>
<td>Number of externally research projects (CI, PI)</td>
</tr>
<tr>
<td>Research consultancy</td>
<td>Externally funded Fellowships</td>
</tr>
<tr>
<td>Funded commissioning of professional creative activity</td>
<td>Competitive grant success rates</td>
</tr>
</tbody>
</table>

### PEER RECOGNITION

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial work (journals, books), including membership of ANU Press Boards</td>
<td>Award from Learned Society or Academy</td>
</tr>
<tr>
<td>Membership of Learned Societies and Academies</td>
<td>Leadership in professional body</td>
</tr>
<tr>
<td>Membership of professional bodies</td>
<td>Editorial Board of journal</td>
</tr>
<tr>
<td>Invited research visits at leading institutions</td>
<td>Prestige and competitiveness of external prizes and awards</td>
</tr>
<tr>
<td>Invited speaker at conferences</td>
<td>Research leadership role</td>
</tr>
<tr>
<td>External Prizes and Awards</td>
<td>Chair</td>
</tr>
<tr>
<td>External appointments at other Universities</td>
<td>Contribution to improvement or enhancement of research training</td>
</tr>
</tbody>
</table>

### RESEARCH TRAINING

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDR student supervisory panel</td>
<td>High Quality HDR supervision:</td>
</tr>
<tr>
<td>Chair</td>
<td>&gt; Student achievements, research outputs and awards</td>
</tr>
<tr>
<td>&gt; HDR student supervisory panel Chair</td>
<td>&gt; Number of students, completion times and rates appropriate for discipline</td>
</tr>
<tr>
<td>&gt; Contribution to improvement or enhancement of research training</td>
<td>&gt; Employment destinations of HDR students if appropriate</td>
</tr>
<tr>
<td>&gt; Unique or innovative aspects of successful HDR supervision</td>
<td>&gt; Examples of best practice introduced at local or University level</td>
</tr>
<tr>
<td>&gt; Mentoring of Early Career Researchers and HDR students</td>
<td>&gt; Unsolicted feedback from HDR students and postdoctoral fellows</td>
</tr>
<tr>
<td>&gt; External reviewer of other universities or bodies</td>
<td>&gt; Developed or led research training master classes, workshops</td>
</tr>
</tbody>
</table>

### RESEARCH ENGAGEMENT/SERVICE

### PROFESSIONAL SERVICE & LEADERSHIP

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive grant application assessment</td>
<td>Years as an ARC, NHMRC, OLT, international agency or other granting body assessor</td>
</tr>
<tr>
<td>&gt; Reviewer of journal or conference papers</td>
<td>Appointment as external member to research funding body (Horizon 2020, ARC, College, NHMRC, OLT etc)</td>
</tr>
<tr>
<td>&gt; Reviewer of Theses</td>
<td>Number of journal/conference papers reviewed</td>
</tr>
<tr>
<td>&gt; College or University Research Committee or Sub-committee</td>
<td>Membership of and contribution to College Research Committee</td>
</tr>
<tr>
<td>&gt; Ethics Committee membership or Research Integrity Advisor</td>
<td>Quality of institutions for PhD thesis examination, external reviews etc</td>
</tr>
<tr>
<td>&gt; Conference organisation</td>
<td>Role and contributions as Member of University Research Committee or sub-committee</td>
</tr>
<tr>
<td>&gt; School, College or University Research leadership role</td>
<td>Role and expertise on Ethics Committee membership</td>
</tr>
<tr>
<td>&gt; External reviewer of other universities or bodies</td>
<td>Effectiveness as Research Integrity Advisor</td>
</tr>
<tr>
<td>&gt; Membership of Boards</td>
<td>Conference organisation – quality of conference</td>
</tr>
<tr>
<td>&gt; Leadership role in university-sector research collaboration, strategic alliance or network</td>
<td>Membership of and contribution to Research Integrity Advisor</td>
</tr>
</tbody>
</table>

### OUTREACH & PUBLIC POLICY

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; National &amp; international media appearances</td>
<td>Engagement of online and social media tools</td>
</tr>
<tr>
<td>&gt; Public lectures</td>
<td>Public policy advice to government, NGOs including submissions, reports, appointments</td>
</tr>
<tr>
<td>&gt; Online research presence</td>
<td>Engagement with philanthropy, alumni and foundations</td>
</tr>
<tr>
<td>&gt; Performances or exhibitions</td>
<td>&gt; Engagement with broader community/ school students etc.</td>
</tr>
<tr>
<td>&gt; Non-traditional outputs</td>
<td>&gt; Effective use of online and social media tools</td>
</tr>
<tr>
<td>&gt; Published reports to industry and government noting that commercial-in-confidence reports may exist but not be permitted to be disseminated</td>
<td>&gt; Impact of programs for broader community/school students etc.</td>
</tr>
<tr>
<td>&gt; Commission of specific policy report for major inquiry or review</td>
<td>&gt; Appointments to and effective for service for panels, advisory boards, authorities</td>
</tr>
<tr>
<td>&gt; Commission of specific policy report for major inquiry or review</td>
<td>&gt; Appointment and contribution as ANU Public Policy Fellow or equivalent Fellowship</td>
</tr>
</tbody>
</table>

### EXPECTATIONS

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 (HEDC) definition.
SERVICE 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/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 body
- 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).

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.