



Honorary Academic Title Performance and Promotions Indicators

Summary of the general performance expected of honorary academic staff members at specified levels of appointment in the Medical School
(In general, performance at a higher level includes indicators set out under lower levels in addition to those specific for the higher level).

For clinical title, the same indicators apply for teaching and service, along with evidence of clinical excellence, but research criteria need not be met

| | Level A | | Level B | | Level C | | Level D | | Level E | |
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| | Associate Lecturer | | Lecturer | | Senior Lecturer | | Associate Professor | | Professor | |
| | Clinical | Full | Clinical | Full | Clinical | Full | Clinical | Full | Clinical | Full |
| Criteria for appointment/promotions | meets criteria for teaching and service, along with evidence of clinical excellence, but research criteria need not be met | fulfils teaching, research and service criteria, along with evidence of clinical excellence | meets criteria for teaching and service, along with evidence of clinical excellence, but research criteria need not be met | fulfils teaching, research and service criteria, along with evidence of clinical excellence | meets criteria for teaching and service, along with evidence of clinical excellence, but research criteria need not be met | fulfils teaching, research and service criteria, along with evidence of clinical excellence | meets criteria for teaching and service, along with evidence of clinical excellence, but research criteria need not be met | fulfils teaching, research and service criteria, along with evidence of clinical excellence | meets criteria for teaching and service, along with evidence of clinical excellence, but research criteria need not be met | fulfils teaching, research and service criteria, along with evidence of clinical excellence |
| Postgraduate Level | around 3 years postgraduate | | around 4 to 6 years postgraduate | | around 6 to 10 years postgraduate | | around 11 to 15 years postgraduate | | around 15+ years postgraduate | |
| Likely Applicant | <ul style="list-style-type: none"> resident or registrar or other health professional equivalent | | <ul style="list-style-type: none"> senior registrar, career medical officer or junior specialist research fellow working towards a doctoral qualification GP or other health professional of equivalent standing | | <ul style="list-style-type: none"> senior specialist in teaching hospital research fellow with doctoral qualification GP or other health professional of equivalent standing | | <ul style="list-style-type: none"> leadership role in teaching hospital and/or at state-wide or national level GP or other health professional of equivalent standing | | <ul style="list-style-type: none"> high-level leadership role in teaching hospital and/or at national or international level GP or other health professional of equivalent standing | |
| Desirable Qualifications | <ul style="list-style-type: none"> primary degree in field | | <ul style="list-style-type: none"> passed professional college entrance examination or GP or other health | | <ul style="list-style-type: none"> fellowship of professional college or health professional equivalent, or | | <ul style="list-style-type: none"> fellowship of professional college or health professional equivalent | | <ul style="list-style-type: none"> fellowship of professional college or health professional equivalent | |



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| | | professional equivalent, or postgraduate award at diploma level | postgraduate degree at masters level | • usually postgraduate degree at masters or doctoral level | • usually postgraduate degree at doctoral level |
| <p><i>Expectations at progressive levels are cumulative. The items presented here serve as illustrative examples. Applicants are not necessarily required to cover all items but should use this document as a guide when presenting promotion applications</i></p> | | | | | |
| Clinical Activity | | | | | |
| Clinical (as per clinical supervisor) | <ul style="list-style-type: none"> clinical competence appropriate to a doctor in training, or health professional early in their career attendance at, and contribution to, clinical meetings at local level | <ul style="list-style-type: none"> clinical competence appropriate to a senior registrar, junior staff specialist, health professional or GP equivalent participation in conferences and workshops on current clinical practice | <ul style="list-style-type: none"> clinical competence appropriate to a senior staff specialist, health professional, or GP equivalent | | |
| Teaching and Education Activity | | | | | |
| Teaching | <ul style="list-style-type: none"> relatively informal contribution to education: <ul style="list-style-type: none"> acting as demonstrator in practical classes, skills development workshops providing on-ward teaching and supervision development of teaching aids helping to organise clinical examinations problem-based learning sessions | <ul style="list-style-type: none"> formal, evaluated contribution to teaching: <ul style="list-style-type: none"> large-group teaching, including lectures small-group teaching (e.g. tutorials, seminars, bedside teaching, workshops, PBLs, CBLs, practical classes) development of on-line teaching modules clinical tutor: <ul style="list-style-type: none"> mentoring of medical students creation of course outlines, lecture notes, case studies, tutorials, labs, assessment items | <ul style="list-style-type: none"> course administration and co-ordination innovation and implementation of research-led teaching use of social media to complement education activities. participation in curriculum reviews or development of new courses: <ul style="list-style-type: none"> contribution to education committee, working party or accreditation panel at ANU introduction of innovative methods of | <ul style="list-style-type: none"> chairing of teaching and examination committees year co-ordination significant formal contribution to postgraduate and professional education contribution to national/international annual scientific meeting committees evidence of teaching innovation and/or teaching award | <ul style="list-style-type: none"> development and co-ordination of teaching programs at ANU, specialist college or health professional equivalent at national level curriculum review and reform contribution to development of Medical School, specialist college or health professional equivalent teaching policy on formal postgraduate/professional education at national/international level convenor of national/international annual scientific meetings |



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| | | <ul style="list-style-type: none"> membership of the ANU Educational Fellowship scheme | teaching and examination at ANU | | <ul style="list-style-type: none"> publication of scholarly educational products such as new teaching programs and methods (including training of clinical teachers) and/or receipt of several awards. |
| Examination | <ul style="list-style-type: none"> contribution to the examination process: <ul style="list-style-type: none"> patient recruitment organising clinical examinations and OSCEs marking exams writing exam questions | <ul style="list-style-type: none"> significant contribution examination process: <ul style="list-style-type: none"> question writing marking written papers OSCE and clinical examination development of assessment items aligned with learning outcomes of course | <ul style="list-style-type: none"> contribution to examination committees at ANU examining for postgraduate/ professional qualifications | <ul style="list-style-type: none"> chairing of examination committees at ANU contribution to examination committees at postgraduate/ professional level | <ul style="list-style-type: none"> chairing of examination committees at postgraduate/ professional level |
| Research Activity | | | | | |
| Research | <ul style="list-style-type: none"> participation in clinical research or audit projects | <ul style="list-style-type: none"> contribution to project design and execution of original research instigation of collaborative projects | <ul style="list-style-type: none"> generation of significant, sustained body of clinical research increasing, national profile in chosen area of expertise | <ul style="list-style-type: none"> increasing international profile in chosen area of expertise. translation of research findings through commercialisation or policy impact receipt of national prizes for research excellence | <ul style="list-style-type: none"> outstanding national and international research profile in chosen area of expertise election to scientific academies receipt of international prizes for research excellence |
| Publications | <ul style="list-style-type: none"> publications of case report, review article, or equivalent | <ul style="list-style-type: none"> co-author on research publications in peer-reviewed journals or refereed conference papers | <ul style="list-style-type: none"> lead author on research publications in peer-reviewed journals or refereed conference papers reviewer of journal or conference papers author of textbook chapters | <ul style="list-style-type: none"> sizeable body of work published in peer-reviewed journals of international standing editor of scholarly books | <ul style="list-style-type: none"> member of journal editorial board single-author of scholarly books |
| Meetings | <ul style="list-style-type: none"> presentations at regional or | <ul style="list-style-type: none"> presentations at national | <ul style="list-style-type: none"> higher-level presentations | <ul style="list-style-type: none"> invited speaker at national | <ul style="list-style-type: none"> regular invitations to deliver |



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| | national clinical meeting | and international conferences/meetings | at national and international conferences/ clinical meetings <ul style="list-style-type: none"> Invited speaker at national conferences/ clinical meetings member of conference/ workshop organisational committee | and International conferences/ clinical meetings <ul style="list-style-type: none"> invitations to give seminars at other institutes major role in conference/ workshop organisation | plenary or keynote presentations at national and international meetings (with a contribution to costs from the meeting organisers) <ul style="list-style-type: none"> invitation to give seminars and/or be a visiting professor at other universities/research institutes (with a contribution to costs from the meeting organisers) lead role in large-scale or international conference/ workshop organisation |
| Grants | | <ul style="list-style-type: none"> contribution to applications for external funding for research | <ul style="list-style-type: none"> lead applications for external funding for research demonstrated efforts to attract research funding from philanthropic sources | <ul style="list-style-type: none"> consistent submission of competitive grant applications (which may include category 1, 2, 3 funding* and research fellowships). invitations to review grant applications for national and international grant agencies participation in grant review panels | <ul style="list-style-type: none"> chief Investigator on Category 1 externally-funded grant, or larger, collaborative grants, e.g. NHMRC Program Grants or ARC or NHMRC Centres of Excellence |
| Supervision | | <ul style="list-style-type: none"> supervision of students (e.g. phase 1 research project), or professional trainees (junior doctors or other health professionals) in research projects (i.e. for specialist college or equivalent research | <ul style="list-style-type: none"> panel or advisory member for HDR students contribution to improvement or enhancement of research training | <ul style="list-style-type: none"> chair of panel for HDR students. reviewer of theses formal mentoring of early career researchers and HDR students | <ul style="list-style-type: none"> guiding and facilitating more junior academic staff in the supervision of Honours, Masters and PhD students |



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| | | projects) | | | |
| Administrative | | | <ul style="list-style-type: none"> • member of department or school research committee • member of research ethics committee • online research presence | <ul style="list-style-type: none"> • department, school, college or university research leadership role • national & international media appearances • playing a role in a national/international research organisation. | <ul style="list-style-type: none"> • playing a role in an international research organisation. |
| <p>* Category 1: Australian Competitive Grants; Category 2: Other Public Sector Research Income; Category 3: Industry and Other Research Income (https://www.education.gov.au/higher-education-research-data-collection)</p> | | | | | |
| Service and Outreach Activity | | | | | |
| Clinical | | <ul style="list-style-type: none"> • membership of professional bodies • involvement in hospital or specialist societies: <ul style="list-style-type: none"> • local leadership roles | <ul style="list-style-type: none"> • involvement in hospital or specialist societies: <ul style="list-style-type: none"> • regional leadership roles | <ul style="list-style-type: none"> • leadership role in hospital department or major committee, or GP or health professional equivalent • involvement in hospital or specialist societies: <ul style="list-style-type: none"> • state-wide or national leadership role • lead hospital/specialist college or health professional equivalent committees | <ul style="list-style-type: none"> • head of hospital department or major committee for at least 5 years, or GP or health professional equivalent • involvement in hospital or specialist societies: <ul style="list-style-type: none"> • national or international leadership roles • involvement with government |
| University | | | | <ul style="list-style-type: none"> • service in roles such as Associate Dean. • contributions to ANU, School or Centre Boards or Committees • provision of staff training and support (e.g. provision of academic professional development module) | <ul style="list-style-type: none"> • service in roles such as Head of School/ Centre or Associate Dean. • contributions to strategic and operational planning, or policy formulation and development • leadership and active engagement in reviews, evaluations, quality assurance and improvement of programs |



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| <p>Wider Community</p> | <ul style="list-style-type: none"> • involvement in community/school education activities | <ul style="list-style-type: none"> • Initiatives to enhance access, equity and diversity | <ul style="list-style-type: none"> • authorship/co-development of educational policy, membership of a governance or management committee, steering committee, or working party within a Centre, Department, health service, college or similar • development of programs for broader community/schools | <ul style="list-style-type: none"> • engagement/collaboration with philanthropy, alumni and foundations • consultancy services for government bodies and other external stakeholders • appointed expert: <ul style="list-style-type: none"> • commissioned or invited report • informal advice (closed/open forum; briefing) • formal submission • appearance before Parliamentary or Agency Committee • contribution to development of educational policy, regulatory instrument, or legislation. • service for government, education authority, panel or public advisory boards • engagement with public: <ul style="list-style-type: none"> • invited media appearance (TV, radio, webcast) on education matters • public comment/op-ed or opinion piece on higher education policy or education-related topic | <ul style="list-style-type: none"> • external reviewer of training/education/services of other universities or professional bodies • public policy advice to government, NGOs including submissions, reports, appointment • high impact collaboration with government agencies, national and international scholarly institutions and other organisations which generate substantial outcomes • translation of research and research publications into accessible, policy-salient forms • leadership role in a national/ international research organisations with multiple external partners including other universities, research institutions and industry groups • participation in national/international policy-setting committees and reviews • reviewing peer teaching or research organisations, e.g. other university departments, research institutes or education programs |
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| Evidence | | | | | |
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| <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations, prizes, awards • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations | <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations • H-index, citations • grants and other support • prizes, awards • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations • additional evidence attesting to individual education, research and service activities | <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations • H-index, citations • grants and other support • list of higher degree students • patents, prizes, awards • honorary title at other universities • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations • additional evidence attesting to individual education, research and service activities | <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations • H-index, citations • grants and other support (also list unsuccessful grant applications as evidence of academic work) • list of higher degree students • patents, prizes, awards • honorary title at other universities • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations • additional evidence attesting to individual education, research and service activities | <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations • H-index, citations • grants and other support • list of higher degree students • patents, prizes, awards • honorary title at other universities • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations • additional evidence attesting to individual education, research and service activities | <ul style="list-style-type: none"> • updated curriculum vitae: <ul style="list-style-type: none"> • publications, meeting presentations • H-index, citations • grants and other support • list of higher degree students • patents, prizes, awards • honorary title at other universities • evidence of high-level clinical performance from clinical supervisor • evidence of quality of teaching (SELT reports, peer-review of teaching performance, or teaching awards) • evidence of contribution to medical school examinations • additional evidence attesting to individual education, research and service activities |