Criteria and Evidence Guide for Academic Promotions – Education (inc Leadership in Education)

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Note:

This document should be read alongside:

- 1. Notes for Staff Consultation Nov 2022
- 2. Criteria and Evidence Guide for Staff Consultation Research and Enterprise (inc Leadership in R and E) Nov 2022
- 3. Criteria and Evidence Guide for Staff Consultation Service (inc Leadership in Service) Nov 2022

Key Terms in the Assessment Process

Activities: The work academic staff undertake in Education, Research & Enterprise, and Service aligned with ACU's Mission and supporting its strategic priorities. Leadership activities are embedded within the criteria associated with each of these three areas of academic activity.

Domains: The criteria for promotion are specified under three areas of academic activity, each of which includes four domains of achievement (i.e., 12 domains in total):

- Education (including Leadership in Education)
 - 1. Designing Learning Activities and/or Programs
 - 2. Teaching and/or Supporting Learning
 - 3. Developing Effective Learning Environments
 - 4. Educational Scholarship
- Research and Enterprise (including Leadership in Research and Enterprise)
 - 5. Knowledge Creation
 - 6. Research Income
 - 7. Research Engagement and Impact
 - 8. Research Training and Development
- Service (including Leadership in Service)
 - 9. Internal Service to the University
 - 10. Institutional Advancement
 - 11. External Service to the Discipline, Sector or Profession
 - 12. Community Engagement Community Engagement

Achievements: Outcomes that are the result of academic staff activities.

Achievements are demonstrated by the quality and/or the impact of the staff member's activities. In some instances, quantity is an indicator of achievement (e.g., research grant income). In some domains, early career academics' achievements may include developing skills and knowledge.

Time spent doing an activity does not inherently indicate achievement. However, it is expected that staff will typically achieve more in domains where they have been allocated more workload (i.e., spent more time). Applicants are <u>not</u> expected to achieve in all 12 domains.

Evidence: Information that verifies the applicants' achievements.

When evaluating a staff member's achievements against the criteria, the committee will consider the quality and the impact of the work, along with the strength of the evidence that has been supplied. Thus, a case for promotion with more robust evidence will be considered stronger than a case with evidence that is less clear.

Where is feasible, staff should ensure that evidence is recorded within ACU systems. If two pieces of evidence are similar, one that is drawn from an ACU database will be considered stronger than one that is not from a university system.

Achievement Standards: At each academic level (B-E), the Criteria and Evidence Guide describes three achievement standards in each domain. These standards are organised in a

rubric that committee members will use to rate applicant's achievement in each domain. Committee members will select the standard that best represents the applicant's achievements in that domain. It is acknowledged that in many cases none of the standards will exactly match the applicant's achievements. Committee members will need to use their judgement to determine which standard is the best match.

Achievement Points: After choosing which standard is the best match, committee members will assign a point value from the following options:

Achievement Standard 1 = 1 point Achievement Standard 2 = 2 points (low end of the standard) or 4 points (high end) Achievement Standard 3 = 7 points (low end of the standard) or 10 points (high end)

Threshold for Promotion: Using a modified version of the current decision making process (here), the committee will determine if the applicant has reached the threshold for promotion: XX points (TBC) with no more than 50% of included points from the four Service domains.

Note: A full glossary of terms can be viewed <u>here</u>.

Mission and Values and Code of Conduct Criterion

Applicants for promotion must demonstrate professional behaviour that is consistent with the university's Mission and Values and the Code of Conduct for all Staff. Human Resources will confirm at the time of application if the staff member has been of subject of prior disciplinary or administrative action or is currently the subject of an investigation. An applicant will be ineligible if they have been the subject of discipline or unsatisfactory performance review, where the results were upheld against the applicant, within the past 24 months. In this instance, the promotions committee will not assess the application.

If an applicant was the subject of a review where the allegations were dismissed against that individual, they are eligible to apply for promotion. If there is an investigation underway at the time of application for promotion, the staff member may submit their application and it made sainst the s will progress through the process, but a final decision will not be made until the result of the investigation is known. If the finding of the review is made against the staff member the application will be deemed ineligible.

Education (including Leadership in Education)

Designing Learning Activities and/or Programs

	Achievement Standard 1	Achievement	Standard 2	Achievemen	t Standard 3
Points	1	2	4	7	10
Academic	Approach	Approach		Approach	
Level B	Uses contemporary disciplinary	Adopts a reflective p	ractice approach,	Adopts a reflective practic	ce approach, uses
	knowledge and evidence-based	uses contemporary d	isciplinary	contemporary disciplinary	y knowledge and
	approaches in learning and	knowledge and evide	ence-based	evidence-based approache	es in learning and
	teaching to plan engaging	approaches in learning	ng and teaching to	teaching to plan engaging	learning activities in a
	learning activities in a unit.	plan engaging learnii	ng activities in a	unit.	
		unit.	X		
	Curriculum design reflects			Curriculum design reflect	s consideration of the
	consideration of the ACU's	Curriculum design re	eflects	ACU's Mission.	
	Mission.	consideration of the	ACU's Mission.		
				Integration	
	Integration	Integration (Curriculum design consid	lers relevant input from
	Curriculum design considers	Curriculum design co	onsiders relevant	internal stakeholders and	external stakeholders
	relevant input from internal	input from internal st	takeholders.	(e.g., accreditation bodies	, industry, and
	stakeholders.	. 1		community).	
Academic	Approach	Approach		Approach	
Level C	Adopts a reflective practice	Adopts a reflective p	ractice approach,	Designs and structures cu	rriculum across multiple
	approach, uses contemporary	uses contemporary d	isciplinary	units that considers ACU	's Mission, contemporary
	disciplinary knowledge and	knowledge and evide	ence-based	disciplinary knowledge, e	vidence-based
	evidence-based approaches in	approaches in learning	ng and teaching to	approaches in learning an	d teaching, and
	learning and teaching to plan	plan engaging learning	ng activities in a	compliance requirements	to inform, evaluate and
	engaging learning activities in a	unit.		modify learning activities	and enable student
	unit.			engagement.	
	\)'	Curriculum design re	eflects		
	Y	consideration of the	ACU's Mission.		

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Curriculum design reflects consideration of the ACU's Mission. Integration Curriculum design considers relevant input from internal stakeholders.	Integration Curriculum design coinput from internal stexternal stakeholders bodies, industry, and	takeholders and s (e.g., accreditation community).	Leads others to use a reflective practice approach, contemporary disciplinary knowledge and evidence-based approaches in learning and teaching to plan engaging learning activities across multiple units. Integration Curriculum design considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community). Collaborates with external stakeholders to establish
		çoş	Sol	learning opportunities outside the classroom (e.g., work integrated learning and service learning). Contributes to quality assurance processes (e.g., course accreditation and review processes).
Academic	Approach	Approach		Approach
Level D	Adopts a reflective practice approach, contemporary disciplinary knowledge and evidence-based approaches in learning and teaching to plan engaging learning activities in a unit. Curriculum design reflects consideration of the ACU's Mission. Integration	Designs and structure across multiple units ACU's Mission, condisciplinary knowled approaches in learning and compliance requevaluate and modify and enable student enable student enapproach, contempor	that considers temporary ge, evidence-based ag and teaching, irements to inform, learning activities agagement.	Designs and structures curriculum across a course (or similar) that considers ACU's Mission, contemporary disciplinary knowledge, evidence-based approaches in learning and teaching, and compliance requirements to inform, evaluate and modify learning activities and enable comprehensive student engagement. Leads others to use a reflective practice approach, contemporary disciplinary knowledge and evidence-based approaches in learning and

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Curriculum design considers	knowledge and evide	ence-based	teaching to plan engaging learning activities across
	relevant input from internal	approaches in learning		a course (or similar).
	stakeholders and external	plan engaging learning	ng activities across	
	stakeholders (e.g., accreditation	multiple units.		Contributes to protocols that enable effective
	bodies, industry, and			educational support, supervision, and management
	community).	Integration		across a course.
		Curriculum design co	and the second s	
		input from internal st	A 1	Integration
		external stakeholders	, 0	Curriculum design considers relevant input from
		bodies, industry, and	community).	internal stakeholders and external stakeholders
				(e.g., accreditation bodies, industry, and
		Collaborates with ext		community).
		to establish learning		
		outside the classroon		Collaborates, and leads others to collaborate, with
		integrated learning an	nd service	external stakeholders to establish learning
		learning).	/	opportunities outside the classroom (e.g., work
				integrated learning and service learning).
		Contributes to quality	•	T 1 12 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		processes (e.g., cours	se accreditation and	Leads course accreditation and/or review processes
		review processes).		(or similar) at the discipline level, using evidence
Academic	Annyagah	Approach		of benchmarking with other institutions. Approach
Level E	Approach Designs and structures	Approach Designs and structure	ac ourrioulum	Leads colleagues across the discipline to design
Level E	curriculum across multiple units	across a course (or si		curriculum that considers ACU's Mission,
	that considers ACU's Mission,	considers ACU's Mis		contemporary disciplinary knowledge, evidence-
	contemporary disciplinary	contemporary discipl		based approaches in learning and teaching, and
	knowledge, evidence-based	evidence-based appro		compliance requirements to inform, evaluate and
	approaches in learning and	and teaching, and con		modify learning activities and enable
	teaching, and compliance	requirements to infor		comprehensive student engagement.
	requirements to inform, evaluate	requirements to finor	iii, craiaate and	comprehensive student engagement.
	requirements to inform, evaluate			

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	and modify learning activities	modify learning activ	ities and enable	• 0
	and enable student engagement.	comprehensive stude	nt engagement.	Leads others to use a reflective practice approach,
				contemporary disciplinary knowledge and
	Leads other to use a reflective	Leads others to use a	-	evidence-based approaches in learning and
	practice approach, contemporary	approach, contempor		teaching to plan engaging learning activities across
	disciplinary knowledge and	knowledge and evide		the discipline.
	evidence-based approaches in	approaches in learning		
	learning and teaching to plan	plan engaging learning	_	Establishes protocols that enable effective
	engaging learning activities	a course (or similar).		educational support, supervision, and management
	across multiple units.	G		across the discipline.
		Contributes to protoc		
	Integration	effective educational	* * / / / /	Integration
	Curriculum design considers	supervision, and man	agement across a	Curriculum design considers relevant input from
	relevant input from internal	course.	5	internal stakeholders and external stakeholders
	stakeholders and external	I	•	(e.g., accreditation bodies, industry, and
	stakeholders (e.g., accreditation	Integration Commission and Assistance	/ 	community).
	bodies, industry, and	Curriculum design co		Collaborates, and leads others to collaborate, with
	community).	input from internal st external stakeholders		external stakeholders to establish learning
	Collaborates with external	bodies, industry, and	, 0	opportunities outside the classroom (e.g., work
	stakeholders to establish learning	bodies, maustry, and	Community).	integrated learning and service learning).
	opportunities outside the	Collaborates, and lea	ds others to	integrated rearring and service rearring).
	classroom (e.g., work integrated	collaborate, with exte		Leads course accreditation and/or review processes
	learning and service learning).	to establish learning		internally and contributes to review processes at
	rearming and service rearming).	outside the classroom	* *	other institutions. Generates and uses sector
	Contributes to quality assurance	integrated learning ar	, 0	benchmarking evidence to inform these processes.
	processes (e.g., course	learning).		processes.
	accreditation and review	6)		
	processes).	Leads course accredi	tation and/or	
	, y	review processes (or	similar) at the	

Points	Achievement Standard 1	Achievement	Standard 2	Achievement Stand	dard 3
Foints	1	2	4	7	10
		discipline level, using	g evidence of	•,0'	
		benchmarking with o	ther institutions.	X	
		benchmarking with o	ther institutions.		

Teaching and/or Supporting Learning

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3	
Points	1	2	4	7 10	
Academic	Quality	Quality		Quality	
Level B	Uses contemporary	Adopting a reflective p	practice approach,	Adopts a reflective practice approach to drive	
	disciplinary knowledge and	uses contemporary dis	ciplinary knowledge	innovation. Uses and leads others to use,	
	evidence-based approaches to	and evidence-based ap	pproaches to learning	contemporary disciplinary knowledge and	
	learning and teaching to	and teaching to suppor	rt student engagement	evidence-based approaches to learning and	
	support student engagement	and learning at the uni	t level.	teaching to support student engagement and	
	and learning at the unit level.			learning at the unit level.	
		Student-centred, Missi			
	Student-centred, Mission-		characteristics, needs	Student-centred, Mission-focused approach	
	focused approach	and performance of lea		Recognises the unique characteristics, needs a	.nd
	Recognises the unique	with colleagues to ado	•	performance of learners. Collaborates with	
	characteristics, needs and		hat aligns with ACU's	colleagues to adopt a student-centred approach	h to
	performance of learners.	Mission.		teaching that aligns with ACU's Mission.	
	Adopts a student-centred				
	approach to teaching that	Assessment & Feedba	Y .	Assessment & Feedback	
	aligns with ACU's Mission.	Designs and delivers a	•	Models and leads others to design and deliver	
		assessment tasks that s	* *	variety of authentic assessment tasks that supp	ort
	Assessment & Feedback	demonstrate the intend	led learning outcomes.	students to demonstrate the intended learning	
	Delivers a variety of authentic	- A.A.		outcomes.	
	assessment tasks that support	Develops and/or revise			
	students to demonstrate the	reflective practice asse	-	Develops and/or revises approaches to reflecti	ve
	intended learning outcomes.	learning environments	s, such as community	practice assessment in specialised learning	
		engagement.		environments (e.g., community engagement).	
	Evaluates evidence and	T 1	1 .		
	responds to feedback on	Evaluates evidence an	*	Uses evidence in assessment moderation and	
	assessment from students,	feedback on assessmen	, , , , , , , , , , , , , , , , , , ,	evaluation at the unit level.	
	staff/stakeholders to improve	stakeholders to improv	ve assessment design		
	assessment design for own	for own teaching.			
	teaching.				

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Delivers timely and constructive feedback which supports the dignity of the student and their learning at the unit level.	Delivers timely and co which supports the dig and their learning at the <i>Monitoring</i> Monitors and shapes s and learning (e.g., using the unit level.	nity of the student e unit level tudent engagement	Evaluates evidence and responds to feedback on assessment from students, staff/ stakeholders to improve assessment design for own teaching. Delivers timely and constructive feedback which supports the dignity of the student and their learning at the unit level. Monitoring Manitors and shapes student angagement and
				Monitors and shapes student engagement and learning (e.g., using data analytics) at the unit level.
Academic	Quality	Quality	x 0	Quality
Level C	Adopting a reflective practice approach, uses contemporary disciplinary knowledge and evidence-based approaches to learning and teaching to support student engagement	Adopts a reflective pradrive innovation. Uses use, contemporary discand evidence-based apand teaching to support and learning at the unit	and leads others to ciplinary knowledge proaches to learning t student engagement	Adopts a reflective practice approach grounded in a clearly articulated teaching philosophy that reflects the ACU Mission and Values and is grounded in the evidence base. Innovates and leads others to innovate.
	and learning at the unit level.	Student-centred, Missi	on-focused approach	Uses and leads others to use, contemporary disciplinary knowledge and in-depth
	Student-centred, Mission- focused approach Recognises the unique characteristics, needs and	Recognises the unique and performance of lea with colleagues to ado approach to teaching the	characteristics, needs arners. Collaborates pt a student-centred	understanding of evidence-based approaches to learning and teaching to support student engagement and learning across multiple units.
	performance of learners. Collaborates with colleagues	Mission.		Student-centred, Mission-focused approach Recognises the unique characteristics, needs and
	to adopt a student-centred	Assessment & Feedbac		performance of learners. Collaborates with
	approach to teaching that aligns with ACU's Mission.	Models and leads othe deliver a variety of aut	e	colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission.

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
		tasks that support stud	ents to demonstrate	• • • •
	Assessment & Feedback	the intended learning of	outcomes.	Assessment & Feedback
	Designs and delivers a variety			Models and leads others to design and deliver a
	of authentic assessment tasks	Develops and/or revise	* *	variety of authentic assessment tasks that support
	that support students to	reflective practice asse	•	students to demonstrate the intended learning
	demonstrate the intended	learning environments	(e.g., community	outcomes across multiple units.
	learning outcomes.	engagement).		
				Integrates assessment tasks across multiple units.
	Develops and/or revises	Uses evidence in asses		
	approaches to reflective	evaluation at the unit l	evel.	Develops and/or revises approaches to reflective
	practice assessment in		CX	practice assessment in specialised learning
	specialised learning	Evaluates evidence and	*	environments (e.g., community engagement) to
	environments, such as	feedback on assessmen		support student learning in diverse contexts.
	community engagement.	stakeholders to improv	e assessment design	
		for own teaching.		Designs and implements well aligned assessment
	Evaluates evidence and	Dalinama tima ale and an	noton otivo foodbook	criteria and collates evidence contributing to
	responds to feedback on assessment from students,	Delivers timely and co which supports the dig		assessment moderation and evaluation across
	staff/ stakeholders to improve	and their learning at th	•	multiple units.
	assessment design for own	and their rearring at th	le unit level.	Evaluates evidence and responds to feedback on
	teaching.	Monitoring		assessment from students, staff/ stakeholders to
	teaching.	Monitors and shapes s	tudent engagement	improve assessment design for their own
	Delivers timely and	and learning (e.g., usir		teaching. Leads other staff to improve assessment
	constructive feedback which	the unit level.	ig data analytics) at	using similar methods.
	supports the dignity of the	the thirt level.		using similar memous.
	student and their learning at			
	the unit level			Across multiple units, works with students when
				designing, implementing and evaluating
	Monitoring			evidence-based assessment criteria.

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Monitors and shapes student engagement and learning (e.g., using data analytics) at the unit level.			Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning across multiple units. Monitoring Monitors and shapes student engagement and learning (e.g., using data analytics) across multiple units and/or a variety of teaching contexts.
Academic	Quality	Quality	- CX	Quality
Academic Level D	Adopts a reflective practice approach to drive innovation. Uses and leads others to use, contemporary disciplinary knowledge and evidence-based approaches to learning and teaching to support student engagement and learning at the unit level. Student-centred, Mission-focused approach	Adopts a reflective pragrounded in a clearly a philosophy that reflect and Values and is groubase. Innovates and least Uses and leads others the disciplinary knowledge understanding of evident to learning and teaching engagement and learning units.	articulated teaching s the ACU Mission unded in the evidence ads others to innovate. to use, contemporary e and in-depth ence-based approaches ag to support student	Adopts a reflective practice approach grounded in a clearly articulated teaching philosophy that reflects the ACU Mission and Values and is grounded in the evidence base. Innovates and leads others to innovate. Uses and leads others to use, contemporary disciplinary knowledge and in-depth understanding of evidence-based approaches to learning and teaching to drive improvements in student engagement and learning across a course (or similar).
	Recognises the unique characteristics, needs and performance of learners. Collaborates with colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission.	Student-centred, Missi Recognises the unique and performance of lea with colleagues to ado approach to teaching the Mission.	characteristics, needs arners. Collaborates pt a student-centred	Student-centred, Mission-focused approach Recognises the unique characteristics, needs and performance of learners. Collaborates with colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission.

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Assessment & Feedback	Assessment & Feedbac	ck	Assessment & Feedback
	Models and leads others to	Models and leads othe	rs to design and	Models and leads others to design and deliver a
	design and deliver a variety of	deliver a variety of aut	hentic assessment	variety of authentic and innovative assessment
	authentic assessment tasks	tasks that support stud	ents to demonstrate	tasks that support students to demonstrate the
	that support students to	the intended learning of	outcomes across	intended learning outcomes across the course (or
	demonstrate the intended	multiple units.		similar).
	learning outcomes.			
		Integrates assessment	tasks across multiple	Integrates assessment tasks across the course (or
	Develops and/or revises	units.	~0	similar) to support student learning.
	approaches to reflective	Develops and/or revise	* *	
	practice assessment in	reflective practice asse		Leads course (or similar) approaches to reflective
	specialised learning	learning environments		practice assessment in specialised learning
	environments (e.g.,	engagement) to support	rt student learning in	environments (e.g., community engagement) to
	community engagement).	diverse contexts.	5	support student learning in diverse contexts.
	Uses evidence in assessment	Designs and implemen	nts well aligned	Designs and leads implementation of well aligned
	moderation and evaluation at	assessment criteria and		assessment criteria and evidence contributing to
	the unit level.	contributing to assessr	nent moderation and	assessment moderation and evaluation at the
		evaluation across mult		course level (or similar).
	Evaluates evidence and	1	1	
	responds to feedback on	Evaluates evidence and	d responds to	Leads staff from across the course (or similar) to
	assessment from students,	feedback on assessmen	nt from students, staff/	evaluate evidence and respond to feedback on
	staff/ stakeholders to improve	stakeholders to improv		assessment from students, staff/ stakeholders to
	assessment design for own	for their own teaching.	Leads other staff to	improve assessment design.
	teaching.	improve assessment us	sing similar methods.	-
				Leads the course (or similar) in working with
	Delivers timely and	Across multiple units,	works with students	students when designing, implementing and
	constructive feedback which	when designing, imple	ementing and	evaluating evidence-based assessment marking
	supports the dignity of the	evaluating evidence-ba	ased assessment	criteria.
	Y	criteria.		

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	student and their learning at the unit level. Monitoring Monitors and shapes student engagement and learning (e.g., using data analytics) at the unit level.	Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning across multiple units. Monitoring Monitors and shapes student engagement and learning (e.g., using data analytics) across multiple units and/or a variety of		Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning at the course level (or similar). Monitoring Models and leads others to monitor and shape student engagement and learning (e.g., using data analytics) across a course and/or a variety of teaching contexts.
Academic Level E	Quality Adopts a reflective practice approach grounded in a clearly articulated teaching philosophy that reflects the ACU Mission and Values and is grounded in the evidence base. Innovates and leads others to innovate. Uses and leads others to use, contemporary disciplinary knowledge and in-depth understanding of evidence-based approaches to learning and teaching to support student engagement and learning across multiple units.	teaching contexts. Quality Adopts a reflective practice approach grounded in a clearly articulated teaching philosophy that reflects the ACU Mission and Values and is grounded in the evidence base. Innovates and leads others to innovate. Uses and leads others to use, contemporary disciplinary knowledge and in-depth understanding of evidence-based approaches to learning and teaching to drive improvements in student engagement and learning across a course (or similar). Student-centred, Mission-focused approach Recognises the unique characteristics, needs and performance of learners. Collaborates		Quality Adopts and leads others to adopt a reflective practice approach grounded in a clearly articulated teaching philosophy that reflects the ACU Mission and Values and is grounded in the evidence base. Innovates and leads others to innovate. Uses and leads others to use, contemporary disciplinary knowledge and in-depth understanding of evidence-based approaches to learning and teaching to drive improvements in student engagement and learning across a discipline. Student-centred, Mission-focused approach Recognises the unique characteristics, needs and performance of learners. Collaborates with

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Student-centred, Mission- focused approach	approach to teaching t Mission.	hat aligns with ACU's	colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission.
	Recognises the unique	Assessment & Feedba	ck	Assessment & Feedback
	characteristics, needs and performance of learners.	Models and leads othe deliver a variety of aut	_	Models and leads others to design and deliver a variety of authentic and innovative assessment
	Collaborates with colleagues to adopt a student-centred	assessment tasks that s demonstrate the intend	led learning outcomes	tasks that support students to demonstrate the intended learning outcomes across the discipline.
	approach to teaching that aligns with ACU's Mission.	across the course (or s	imilar). tasks across the course	Leads discipline approaches to reflective practice assessment in specialised learning environments
	Assessment & Feedback Models and leads others to	(or similar) to support	student learning.	(e.g., community engagement) to support student learning in diverse contexts.
	design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes across multiple units.	Leads course (or simil reflective practice assolearning environments engagement) to supportive contexts.	essment in specialised (e.g., community	Designs and leads implementation of well aligned assessment criteria and evidence contributing to assessment moderation and evaluation at the discipline level.
	Integrates assessment tasks across multiple units.	Designs and leads impaligned assessment cricontributing to assessment evaluation at the cours	teria and evidence ment moderation and	Leads staff from across the discipline to evaluate evidence and respond to feedback on assessment from students, staff/ stakeholders to improve assessment design.
	Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to	Leads staff from across similar) to evaluate ev feedback on assessment stakeholders to improve	idence and respond to nt from students, staff/	Against the horizon of the University's Mission, establishes effective protocols that ensure support, supervision and management of assessment, standards, and feedback for students across the discipline.

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	support student learning in diverse contexts.	Leads the course (or si with students when de and evaluating evidence	signing, implementing	Leads the discipline in working with students when designing, implementing, and evaluating evidence-based assessment marking criteria.
	Designs and implements well aligned assessment criteria	marking criteria.		Delivers, and leads others to deliver, timely and
	and collates evidence contributing to assessment moderation and evaluation	Delivers, and leads oth and constructive feedb the dignity of the stude	oack which supports	constructive feedback which supports the dignity of the student and their learning at the discipline level.
	across multiple units.	at the course level (or	/ -	icvei.
	Evaluates evidence and	Monitor	CX	Monitor
	responds to feedback on assessment from students, staff/ stakeholders to improve assessment design for their own teaching. Leads other staff to improve assessment using similar methods. Across multiple units, works with students when designing, implementing and evaluating evidence-based assessment criteria.	Models and leads othe shape student engagen using data analytics) a a variety of teaching c	nent and learning (e.g., cross a course and/or	Models and leads others to monitor and shape student engagement and learning (e.g., using data analytics) across a discipline and a variety of teaching contexts.
	Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning across multiple units.			

	Achievement Standard 1	Achievemen	t Standard 2	Achievement Star	ndard 3
Points	1	2	4	7	10
	Monitoring Monitors and shapes student engagement and learning (e.g., using data analytics) across multiple units and/or a variety of teaching contexts.			Siltailo	
		ÇÓ	STAFF		

Developing Effective Learning Environments

	Achievement Standard 1	Achievement	Standard 2	Achieveme	ent Standard 3
Points	1	2	4	7 • 7	10
Academic	Manage the physical or virtual	Manage the physical o	or virtual learning	Manage the physical or	r virtual learning
Level B	learning environment	environment		environment	
	Demonstrate an understanding	Recommend adaptation		Collaborate to ensure the	G
	that the learning environment	that the learning envir			riate for the curriculum, the
	influences the delivery of the	appropriate for the cur		mode of offer, and the i	intended learning
	curriculum and the intended	offer, and the intended	l learning outcomes	outcomes for a unit.	
	learning outcomes for a unit.	for a unit.			
			-C U	Use evidence to design	
	Develop and maintain	Create formal and info			e learning environments to
	appropriate learning resources	learning environments	(± ±)/		ment and connection with
		engagement and conne	ection with their	their peers and teachers	S.
	Provide resources that allow	peers and teachers.	S		
	students to move towards self-	AC.	~	Develop and maintain a	appropriate learning
	regulated learning.	Develop and maintain	appropriate	resources	
		learning resources			
		Y		Model and lead others t	•
		Design and scaffold re		resources to support stu	
		students to move towa	rds self-regulated	self-regulated learning.	
		learning.			
					to help students transfer
) ,		their learning to other c service learning and wo	contexts (e.g., such as ork integrated learning).
Academic	Manage the physical or virtual	Manage the physical o	or virtual learning	Manage the physical or	
Level C	learning environment	environment	J	environment	Ü
	Recommend adaptations that	Collaborate to ensure	that the learning	Lead colleagues within	the to ensure that the
	would ensure that the learning environment is appropriate for	environment is approp	riate for the	learning environment is	s appropriate for the

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3
Points	1	2	4	7 10
	the curriculum, the mode of	curriculum, the mode		curriculum, the mode of offer, and the intended
	offer, and the intended learning	intended learning outc	omes for a unit.	learning outcomes for multiple units.
	outcomes for a unit.	II.a avidanaa ta daaia.	. formed and	Madhland and selles over to use suidence to
	Create formal and informal	Use evidence to design informal authentic, col		Model and lead colleagues to use evidence to design formal and informal authentic,
	collaborative learning	environments to suppo	_	collaborative learning environments to support
	environments to support student	engagement and conne		student engagement and connection with their
	engagement and connection with their peers and teachers.	peers and teachers.	20)	peers and teachers across multiple units.
	_	Develop and maintain	appropriate	Develop and maintain appropriate learning
	Develop and maintain appropriate learning resources	learning resources		resources
		Model and lead others		Model and lead colleagues to design and scaffold
	Design and scaffold resources	scaffold resources to s		resources to support students to move towards
	to support students to move towards self-regulated learning.	move towards self-reg	,	self-regulated learning across multiple units.
		Use learning resources		Design and lead colleagues to use learning
		transfer their learning		resources to help students transfer their learning
		(e.g., such as service le integrated learning).	earning and work	to other contexts (e.g., such as service learning and work integrated learning) across multiple
		integrated fearning).		units.
Academic	Manage the physical or virtual	Manage the physical o	r virtual learning	Manage the physical or virtual learning
Level D	learning environment	environment		environment
	Collaborate to ensure that the	Lead colleagues within the to ensure that		Lead colleagues to review and ensure that the
	learning environment is	the learning environme		learning environment is appropriate for the
	appropriate for the curriculum,	the curriculum, the mo	de of offer, and the	curriculum, the mode of offer, and the intended
	the mode of offer, and the			learning outcomes across the course (or similar).

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	intended learning outcomes for	intended learning outc	omes for multiple	• 0 ′
	a unit.	units.		Model and lead colleagues to use sector
				benchmarking and evidence to design formal and
	Use evidence to design formal	Model and lead colleag	_	informal authentic, collaborative learning
	and informal authentic,	to design formal and in		environments to support student engagement and
	collaborative learning	collaborative learning		connection with their peers and teachers.
	environments to support student	support student engage		
	engagement and connection	connection with their p	peers and teachers	Ensure the learning environments are vertical and
	with their peers and teachers.	across multiple units.	-C C	horizontally integrated across a course (or similar).
	Develop and maintain	Develop and maintain	appropriate	
	appropriate learning resources	learning resources	x D	Develop and maintain appropriate learning resources
	Model and lead others to design	Model and lead colleag	gues to design and	
	and scaffold resources to	scaffold resources to s	upport students to	Model and lead colleagues to design and scaffold
	support students to move	move towards self-reg	ulated learning	resources to support students to move towards
	towards self-regulated learning.	across multiple units.		self-regulated learning across the course (or similar).
	Use learning resources to help	Design and lead collea	igues to use learning	
	students transfer their learning	resources to help stude		Design and lead colleagues to use learning
	to other contexts (e.g., such as	learning to other conte		resources to help students transfer their learning
	service learning and work	service learning and w		to other contexts (e.g., such as service learning
	integrated learning).	learning) across multip		and work integrated learning).
Academic	Manage the physical or virtual	Manage the physical o	r virtual learning	Manage the physical or virtual learning
Level E	learning environment	environment		environment
	Lead colleagues within the to	Lead colleagues to review and ensure that		Lead colleagues to review and ensure that the
	ensure that the learning	the learning environment is appropriate for the curriculum, the mode of offer, and the		learning environment is appropriate for the
	environment is appropriate for		· · · · · · · · · · · · · · · · · · ·	curriculum, the mode of offer, and the intended
	the curriculum, the mode of	intended learning outcourse (or similar).	omes across the	learning outcomes across the discipline.

	er, and the intended learning accomes for multiple units.	2	4	7 Lead benchmarking on	the design of authorities
	,			Lead benchmarking on	the design of authoritie
use and coll env eng with acres of the coll env eng env end env end env end env	odel and lead colleagues to evidence to design formal authentic, laborative learning vironments to support student gagement and connection the their peers and teachers coss multiple units. In their peers and teachers coss multiple units. In the peers and teachers coss multiple units.	Model and lead colleage benchmarking and evice formal and informal aux collaborative learning as support student engage connection with their process. Ensure the learning envertical and horizontal a course (or similar). Develop and maintain learning resources. Model and lead colleage scaffold resources to sum ove towards self-regular across the course (or similar). Design and lead colleage across the course (or similar).	dence to design athentic, environments to ement and peers and teachers. vironments are ly integrated across appropriate gues to design and apport students to alated learning milar). gues to use learning atts transfer their exts (e.g., such as	learning environments engagement and learni institutions. Model and lead colleage benchmarking and evic informal authentic, colleaving environments to support connection with their process. Ensure the learning entand horizontally integrated horizontally integrated and lead colleage resources to support stresself-regulated learning. Design and lead colleage resources to help stude.	to optimise student ng against other gues to use sector dence to design formal and laborative learning out student engagement and beers and teachers. vironments are vertically rated across a discipline. appropriate learning gues to design and scaffold udents to move towards across the discipline. gues to use learning ents transfer their learning such as service learning

Educational Scholarship

	Achievement Standard 1	Achievemer	nt Standard 2	Achievement Standard 3
Points	1	2	4	7 10
Academic	Scholarship in the discipline	Scholarship in the di	scipline and/or	Scholarship in the discipline and/or profession
Level B	and/or profession	profession		Undertakes relevant professional learning at the
	Undertakes relevant	Undertakes relevant	professional learning	appropriate level to maintain the currency of
	professional learning at the	at the appropriate lev		professional practice.
	appropriate level to maintain the	currency of profession	onal practice.	
	currency of professional			Engages in scholarly activity as described in the
	practice.		activity as described	relevant ACU framework to maintain currency in
		in the relevant ACU	framework to	the discipline.
	Engages in scholarly activity as	maintain currency in	the discipline.	
	described in the relevant ACU		C	Makes contributions to relevant scholarly
	framework to maintain currency	Makes contributions		societies, professional bodies or communities of
	in the discipline.	societies, professiona		practice that support advances in practice and the
		communities of pract		dissemination of new knowledge.
	Scholarship of Teaching and		and the dissemination	
	Learning	of new knowledge.	>	Contributes to relevant scholarly activity that
	Engages in personal reflective	XO		advances knowledge or practice in the discipline
	practice to enhance teaching	Scholarship of Teach		or profession.
	and learning.	Engages in personal:		
		enhance teaching and	l learning.	Fosters relationships with scholarly societies,
				professional bodies, or communities of practice
		Evaluates learning ar		that builds institutional capacity around scholarly
		using strategies draw		activity.
		and recommends and	limplements	
		improvements.		Scholarship of Teaching and Learning
				Engages in personal reflective practice to
	_	Contributes to Peer F	Review of Teaching	enhance teaching and learning.
	Y	Activities.		

	Achievement Standard 1	Achievemer	nt Standard 2	Achievement Standard 3
Points	1	2	4	7 10
		institutional support for learning and teaching projects designed to deliver improvements for ACU students.		Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements. Contributes to Peer Review of Teaching activities
			cs co ⁵	Undertakes research into practices of teaching, learning and curriculum development evidenced by recognised outputs such as publications, presentations, and workshops.
			Stall	Secures funding and/or institutional support for learning and teaching projects designed to deliver improvements for ACU students.
Academic Level C	Scholarship in the discipline and/or profession Undertakes relevant professional learning at the appropriate level to maintain the	Scholarship in the di- profession Undertakes relevant pat the appropriate lev currency of profession	professional learning el to maintain the	Scholarship in the discipline and/or profession Undertakes and leads others to undertake relevant professional learning at the appropriate level to maintain the currency of professional practice.
	currency of professional practice. Engages in scholarly activity as	Engages in scholarly in the relevant ACU maintain currency in	activity as described framework to	Engages and leads others to engage in scholarly activity as described in the relevant ACU framework to maintain currency in the discipline.
	described in the relevant ACU framework to maintain currency in the discipline. Makes contributions to relevant scholarly societies, professional	Makes contributions societies, professiona communities of pract advances in practice of new knowledge.	al bodies or	Makes contributions to relevant scholarly societies, professional bodies or communities of practice that support advances in practice and the dissemination of new knowledge.

	Achievement Standard 1	Achievemen	nt Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	bodies or communities of			Contributes to relevant scholarly activity that
	practice that support advances	Contributes to releva	2 2	advances knowledge or practice in the discipline
	in practice and the		edge or practice in the	or profession.
	dissemination of new	discipline or professi	on.	
	knowledge.			Fosters relationships with scholarly societies,
		Fosters relationships	•	professional bodies, or communities of practice
	Scholarship of Teaching and	societies, professiona		that builds institutional capacity around scholarly
	Learning	communities of pract		activity.
	Engages in personal reflective	institutional capacity	around scholarly	
	practice to enhance teaching	activity.	c X	Collaborates with industry, community and/or
	and learning.	C-1111-	·	academy partners in furthering advances in
	Evaluates learning and teaching	Scholarship of Teach Engages in personal in		knowledge and practice.
	practices using strategies drawn	enhance teaching and		Scholarship of Teaching and Learning
	from scholarship and	cimanee teaching and	ricarining.	Engages in personal reflective practice to
	recommends and implements	Evaluates learning an	d teaching practices	enhance teaching and learning.
	improvements.	using strategies draw		emunee teaching and rearming.
		and recommends and		Evaluates learning and teaching practices using
	Contributes to Peer Review of	improvements.	r · · · · ·	strategies drawn from scholarship and
	Teaching Activities.			recommends and implements improvements.
		Contributes to Peer R	Review of Teaching	1
	Works with teams to seek	activities	_	Leads Peer Review of Teaching activities.
	funding and/or institutional	Y		
	support for learning and	Undertakes research		Initiates and enables others to undertake research
	teaching projects designed to			into practices of teaching, learning and
	deliver improvements for ACU	development evidence		curriculum development evidenced by peer
	students.		cations, presentations,	reviewed publications.
	\(\frac{1}{2}\)	and workshops.		
		•		

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3
Points	1	2	4	7 10
		support for learning and teaching projects designed to deliver improvements for ACU students.		Secures funding to enable scholarship of teaching projects that positively learning and teaching practices beyond ACU. Enables, implements, and evaluates scholarly-informed teaching within and beyond the university.
Academic Level D	Scholarship in the discipline and/or profession Undertakes relevant professional learning at the appropriate level to maintain the currency of professional practice. Engages in scholarly activity as described in the relevant ACU framework to maintain currency in the discipline. Makes contributions to relevant scholarly societies, professional bodies or communities of practice that support advances in practice and the dissemination of new knowledge. Contributes to relevant scholarly activity that advances	of professional practice Engages and leads of scholarly activity as relevant ACU frames currency in the discip Makes contributions societies, professional communities of practice of new knowledge. Contributes to relevant	s others to undertake learning at the maintain the currency ice. There to engage in described in the work to maintain pline. To relevant scholarly all bodies or tice that support and the dissemination ant scholarly activity edge or practice in the	Leads a comprehensive program of scholarly activity that impacts the discipline or profession beyond ACU. Undertakes, and leads colleagues to undertake, professional development at the appropriate level to improve their teaching practice across the course (or similar). Delivers professional development for the discipline. Makes contributions to relevant scholarly societies, professional bodies or communities of practice that support advances in practice and the dissemination of new knowledge. Contributes to relevant scholarly activity that advances knowledge or practice in the discipline or profession. Fosters relationships with scholarly societies, professional bodies, or communities of practice

	Achievement Standard 1	Achievemer	nt Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	knowledge or practice in the	Fosters relationships	•	that builds institutional capacity around scholarly
	discipline or profession.	societies, professiona	*	activity.
	T . 1 . 11 . 11	communities of pract		
	Fosters relationships with scholarly societies, professional	institutional capacity activity.	around scholarly	Collaborates with industry, community and/or academy partners in furthering advances in
	bodies, or communities of	activity.		knowledge and practice.
	practice that builds institutional	Collaborates with inc	lustry, community	knowledge and practice.
	capacity around scholarly	and/or academy partr		Scholarship of Teaching and Learning
	activity.	advances in knowled		Engages in personal reflective practice to
			20	enhance teaching and learning.
	Scholarship of Teaching and	Scholarship of Teach		
	Learning	Engages in personal		Evaluates learning and teaching practices using
	Engages in personal reflective practice to enhance teaching	enhance teaching and	l learning.	strategies drawn from scholarship and recommends and implements improvements.
	and learning.	Evaluates learning ar	nd teaching practices	recommends and implements improvements.
	and rearning.	using strategies draw		Initiates and enables others to undertake research
	Evaluates learning and teaching	and recommends and		into practices of teaching, learning and
	practices using strategies drawn	improvements.	1	curriculum development evidenced by
	from scholarship and			publications.
	recommends and implements	Leads Peer Review o	f Teaching activities.	
	improvements.	1 11	41 4 1 4 1	Models and leads others to disseminate
	Contributes to Peer Review of	Initiates and enables		knowledge within and beyond the university,
	Teaching activities	research into practice learning and curricul		including via high quality, peer reviewed publications.
	reaching activities	evidenced by peer re	-	puoneations.
	Undertakes research into	Tribunca by poor to	. 12 24 paolicadons.	Leads Peer Review of Teaching activities.
	practices of teaching, learning	Secures funding to enable scholarship of		
	and curriculum development	teaching projects that		Leads successful bid(s) for funding and/or
	evidenced by recognised	and teaching practice	es beyond ACU.	institutional support for learning and teaching
	7			

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	1	2	4	7 10	
	outputs such as publications, presentations, and workshops. Secures funding and/or institutional support for learning and teaching projects designed to deliver improvements for ACU students.	Enables, implements scholarly-informed to beyond the university	eaching within and	projects designed to deliver improvements for ACU students. Enables, implements, and evaluates scholarly-informed teaching within and beyond the university.	
Academic Level E	Scholarship in the discipline and/or profession Undertakes and leads others to undertake relevant professional learning at the appropriate level to maintain the currency of professional practice. Engages and leads others to engage in scholarly activity as described in the relevant ACU framework to maintain currency in the discipline. Makes contributions to relevant scholarly societies, professional bodies or communities of practice that support advances in practice and the dissemination of new knowledge.	appropriate level to it practice across the condition discipline. Makes contributions societies, professional communities of practices.	ive program of at impacts the on beyond ACU. It is colleagues to hal development at the improve their teaching ourse (or similar). It development for the it to relevant scholarly hal bodies or	Scholarship in the discipline and/or profession Leads a comprehensive program of scholarly activity that impacts the discipline or profession beyond ACU. Undertakes, and leads colleagues to undertake, professional development at the appropriate level to improve their teaching practice across the course (or similar). Delivers professional development for the discipline. Makes contributions to relevant scholarly societies, professional bodies or communities of practice that support advances in practice and the dissemination of new knowledge. Contributes to relevant scholarly activity that advances knowledge or practice in the discipline or profession.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	1	2	4	7 10	
	Contributes to relevant scholarly activity that advances knowledge or practice in the discipline or profession. Fosters relationships with scholarly societies, professional bodies, or communities of practice that builds institutional capacity around scholarly activity.	Contributes to relevant scholarly activity that advances knowledge or practice in the discipline or profession. Fosters relationships with scholarly societies, professional bodies, or communities of practice that builds institutional capacity around scholarly activity. Collaborates with industry, community and/or academy partners in furthering advances in knowledge and practice. Scholarship of Teaching and Learning Engages in personal reflective practice to enhance teaching and learning. de Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements.		Fosters relationships with scholarly societies, professional bodies, or communities of practice that builds institutional capacity around scholarly activity. Collaborates with industry, community and/or academy partners in furthering advances in knowledge and practice. Leads a comprehensive program of scholarly activity that makes a highly significant contribution to the discipline or profession and is recognised internationally.	
	Collaborates with industry, community and/or academy partners in furthering advances in knowledge and practice.			Scholarship of Teaching and Learning Engages in personal reflective practice to enhance teaching and learning.	
	Scholarship of Teaching and Learning Engages in personal reflective practice to enhance teaching and learning.			Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements. Initiates and enables others to undertake research into practices of teaching, learning and	
	Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements. Evaluates learning and teaching research into practices of teaching, learning and curriculum development evidenced by publications. Models and leads others to disseminate knowledge within and beyond the		curriculum development evidenced by publications. Models and leads others to disseminate knowledge within and beyond the university,		

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	1	2	4	7 10	
	Leads Peer Review of Teaching activities.			including via high quality, peer reviewed publications.	
	Initiates and enables others to undertake research into practices of teaching, learning and curriculum development evidenced by peer reviewed publications.	Leads successful bid(s) for funding and/or institutional support for learning and teaching projects designed to deliver improvements for ACU students. Enables, implements, and evaluates scholarly-informed teaching within and beyond the university.		Leads Peer Review of Teaching activities. Leads successful bid(s) for funding and/or institutional support for learning and teaching projects designed to deliver improvements for ACU students.	
	Secures funding to enable scholarship of teaching projects that positively learning and teaching practices beyond ACU.			Enables, implements, and evaluates scholarly-informed teaching within and beyond the university. Provides institutional leadership in developing	
	Enables, implements, and evaluates scholarly-informed teaching within and beyond the university.			policies and/or strategies that enable scholarship of learning and teaching to positively impact education at ACU.	

Applicant Notes Relating to Education (Including Leadership in Education)

- 1. An applicant should not refer to the same achievement in more than one domain. Examples where this principle would apply include (but are not limited to):
 - a. Achievements related to honours supervision would typically be considered in the Education area of academic activity. In some instances, however, an applicant may choose to include achievements related to honours supervision in the Research and Enterprise area. An applicant should not refer to honours supervision in both the Education and Research and Enterprise areas.
 - b. Some achievements in the Educational Scholarship domain may be relevant to the Knowledge Creation domain (e.g., peer-reviewed research on teaching and learning). In that scenario, the staff member must choose in which domain to include the achievement. An applicant should not refer to the same achievement in both domains.
- 2. Where the criteria refer to staff 'innovating', 'initiating', or 'developing' (or similar), there is an expectation that this work will align with existing ACU strategies, plans, and/or frameworks. Staff activity that leads to a proliferation of fragmented, unaligned initiatives will not meet the criteria in any of the domains related to Education (including Leadership in Education).
- 3. Applicants should contact the Academic Promotions Executive Officer (ACUAcademic.Promotions@acu.edu.au) to obtain access to an Education Achievements Summary Report for Promotion. This document will provide evidence from university databases (e.g., Centre for Education and Innovation SELTs database and Orion) relating to the applicant's achievements in the four domains described below. Applicants should carefully check the accuracy of the data in the relevant University systems and work with the relevant data caretakers (e.g., CEI Data Team via evaluations.cei@acu.edu.au; Research Performance Team via res.performance@acu.edu.au) to correct any errors in the databases that provide the basis for this summary. Applicants must include the report with their application and must not alter the content of the summary themselves.

Activity and Evidence Relating to Achievements in Designing Learning Activities and/or Programs

ACU does not currently have well-developed repositories for storing data regarding achievements in this domain. Thus, the Education Achievements Summary Report for Promotion will not include data on to Designing Learning Activities and/or Programs. As and when the university develops these databases, evidence relating to achievements in this domain will be added to the report.

Applicants should provide a narrative that provides examples of activity and evidence of achievements in this domain.

Examples of activity in this domain could include, but are not limited to:

- Developing learning activities/programs that enhance students' understanding of diverse cultures and perspectives, including First Nations people
- Developing learning activities/programs that students' critical thinking and research skills.
- Ensuring clarity of expected student outcomes at the unit and/or course level

- Embedding Working Integrated Learning in curriculum design
- Details of leadership roles and specific contribution
- Details of leadership and support of colleagues

Evidence could include, but is not limited to:

- Unit/course outline and materials
- Reports from National Team Leaders, campus Lecturers in Charge and/or course coordinators
- Student feedback from focus groups
- Student feedback derived from external independent evaluation
- Tutor feedback on preparation, organisation or mentoring support
- Feedback from teaching teams
- Expert peer review on course/program materials and innovation
- External peer recognition and/or review on impact of curriculum, discipline or innovation
- Feedback from staff mentored
- Letter from Chair of curriculum committee on contribution
- Awards or citations for learning materials
- Textbook awards

Activity and Evidence Relating to Achievements in Teaching and/or Supporting Learning

The Teaching and Supporting Learning section of the Education Achievements Summary Report for Promotion will include:

- 1. A table outlining relevant details for each unit taught during the period of assessment, including:
 - Which units are core, and those that are electives;
 - Whether they were solely or jointly taught;
 - Whether you were in a leadership role, such as Lecturer-in-Charge;
 - The numbers of students in each unit:
 - SELT and/or ProfEx scores, with response rate; and
 - Retention rates for units as Lecturer in Charge or National Lecturer in Charge
- 2. A table summarising student evaluation for the period of assessment, including:

- The mean and the range of SELT and/or ProfEx IM scores (for each year and overall);
- The mean and the range of SELT and/or ProfEx response rate (for each year and overall); and
- Average retention rates for units as Lecturer in Charge or National Lecturer in Charge (for each year and overall)

Applicants should provide a narrative that that contextualises the Teaching and Supporting Learning metrics. For example, they should show how they have used feedback from SELT and ProfEx surveys to enhance their teaching. Applicants should also provide additional evidence that show how the applicant's achievements meet the criteria in this domain.

Examples of activity could include, but are not limited:

- Adoption of a student-centred approach in teaching delivery
- Encouragement of critical and reflective thinking and innovative approaches by students.
- Planning and management of the introduction of new pedagogical practices.
- Systematic monitoring of student learning outcomes
- Impact of innovation/initiative
- Impact of leadership on peers or colleagues

Evidence could include, but is not limited to:

- Student feedback from focus groups
- Examples of student work and achievements (e.g., students achieving First Class Honours 1, publishing from their theses, and transitioning from honours to HDR at ACU)
- Examples of examiner reports and/or independently moderated student work
- Examples of assessment tasks
- Data evidencing impact of assessment
- Peer review and personal responses to the review and practices
- Peer review of course assessment and response to review
- Recognition from university, national and international peers
- Nomination for a teaching award
- Success in a university, national or discipline teaching award
- Letters of invitation or thanks

Activity and Evidence Relating to Achievements in Developing Effective Learning Environments

ACU does not currently have well-developed repositories for storing data regarding achievements in this domain. Thus, the Education Achievements Summary Report for Promotion will not include data on to Developing Effective Learning Environments domain. As and when the university develops these databases, evidence relating to achievements in this domain will be added to the report.

Applicants should provide a narrative that provides evidence of achievements in this domain. Examples of evidence are provided below. This list is not exhaustive.

Examples of activity could include, but are not limited to:

- Valuing and accommodating student diversity
- Providing adequate support services to students within curriculum
- Providing transition and academic support within curriculum
- Details of role and engagement in learning communities (formal or informal)
- Extent and participation in innovation for student engagement
- Leadership activities and outcomes

Evidence could include, but is not limited to:

- Data showing improvements in student success and retention in service learning and/or Work Integrated Learning
- Student survey data and feedback to students on responses/outcomes
- Learning analytics showing student engagement with student support services such as PASS and English Language Proficiency
- Reports evaluating the effectiveness of targeted student support interventions on student retention and progression
- Feedback from students and peers relating to roles (e.g., student advisor/pastoral care or leader in learning communities)
- Informal unsolicited student or peer feedback

Activity and Evidence Relating to Achievements in Educational Scholarship

The Educational Scholarship section of the Education Achievements Summary Report for Promotion will include:

- Professional learning and Peer Review of Teaching activities that have been recorded in relevant ACU databases
- Relevant details of outputs recorded in Orion, including research and non-research publications
- Funding from the Centre for Education and Innovation for educational scholarship projects
- External funding for educational scholarship

Applicants should provide a narrative that contextualises the educational scholarship data provided in the achievements summary. They may also provide additional evidence regarding educational scholarship achievements.

Examples could include, but are not limited to:

- Engagement with discipline community beyond the University to advance discipline pedagogy
- Initiating, fostering and/or facilitating academic learning communities

Evidence could include, but is not limited to:

- Recognition from university, national and international peers
- Letters of invitation or thanks
- Informal unsolicited peer feedback
- Awards or citations

Glossary

Academic Career	A staff member's ACP is established through the appointment process and/or as an outcome of the Progress Plan.
Pathway (ACP)	There are 5 ACPs as set out in ACU Enterprise Agreement.
Academic	The relevant committee that is responsible for assessing promotion applications.
Promotions	
Committee	
Achievement relative	An evaluative framework in which the overall quality and impact of achievements is given more weight than the
to opportunity	quantity or total volume of achievements. ARtO is a positive acknowledgement of what a staff member can and has
(ARtO)	achieved given the opportunities available; it is not about expecting lower standards of performance.
Achievements	Outcomes that are the result of academic staff activities. Achievements are demonstrated by the quality and/or the
	impact of the staff member's activities. In some instances, quantity is an indicator of achievement (e.g., research
	grant income). Time spent doing an activity does not inherently indicate achievement. However, it is expected that
	staff will typically achieve more in domains where they have been allocated more workload (i.e., spent more time).
Activities	The work academic staff undertake in Education, Research & Enterprise, and Service aligned with ACU's Mission
	and supporting its strategic priorities.
Agreement	Refers to the Australian Catholic University Staff Enterprise Agreement.
Approaching	In the context of research income assessment, the <i>exact</i> percentage of the 5-year sector average that has been
	awarded will be calculated and then rounded <i>up</i> to the next highest 5%. This rounded figure, not the exact figure,
	will judged against the stated benchmarks.
Areas of academic	The three broad areas of academic activity for promotion are:
activity	Education (including Leadership in Education)
	2. Research and Enterprise (including Leadership in Research and Enterprise)
	3. Service (including Leadership in Service)
Assessor	An expert in the discipline/field who is able to offer the Academic Promotions Committee a balanced and
	confidential assessment of a promotion application. Assessors are external to ACU.

ERA	Éxcellence in Research for Australia (here)		
	output, outcome or result of the research.		
End-user	An individual, community or organisation external to academia that will directly use or directly benefit from the		
	12. Community Engagement		
	11. External Service to the Discipline, Sector or Profession		
	10. Institutional Advancement		
	9. Internal Service to the University		
	Service (including Leadership in Service)		
	8. Research Training and Development		
	7. Research Engagement and Impact		
	6. Research Income		
	5. Knowledge Creation		
	Research and Enterprise (including Leadership in Research and Enterprise)		
	4. Educational Scholarship		
	3. Developing Effective Learning Environments		
	2. Teaching and/or Supporting Learning		
	1. Designing Learning Activities and/or Programs		
	Education (including Leadership in Education)		
Domani	domains of achievement (i.e., 12 domains in total):		
Domain	complete the degree. The criteria for promotion are specified under three areas of academic activity, each of which includes four		
EFTSL level	EFTSL for Higher Degree Research students refers to the number of full-time years (or equivalent) needed to		
Consumed	EFTSL = equivalent full-time student load. A measure of a full-time student's annual study load. Consumed		
Citation disciplines	Research disciplines, as indicated in the most recent ERA Discipline Matrix (Australian Research Council, 2018)		
	their ability to objectively perform in the role.		
	as provided in the <i>Application and Case for Promotion Form</i> or have a material personal interest that would impact		
	To be independent, an assessor cannot include your PhD supervisor/s, co-authors, co-editors or other collaborators		

Evidence	Information that verifies the applicant's achievements. When evaluating a staff member's achievements against the
	criteria, the committee will consider the quality and the impact of the work, along with the strength of the evidence
	that has been supplied. Thus, a case for promotion with more robust evidence will be considered stronger than a
	case with evidence that is less clear. Where is feasible, staff should ensure that evidence is recorded within ACU
	systems. If two pieces of evidence are similar, one that is drawn from an ACU database will be considered stronger
	than one that is not from a university system.
FWCI	Field Weighted Citation Impact
Orion	The University's research management system software which provides information for staff on their research
	outputs and achievements.
Peer review	Research disciplines, as indicated in the most recent ERA Discipline Matrix (<u>Australian Research Council</u> , 2018)
disciplines	
Professional	A survey instrument used to assist in the evaluation of learning and teaching for coursework units identified by the
Experience (ProfEx)	relevant Faculty as having significant work integrated learning components. Refer to the <u>Policy on Evaluation of</u>
	<u>Learning and Teaching and the Evaluation of Learning and Teaching Procedure</u> .
Progress Plan	A plan that documents work goals, career aspirations and development goals for staff and the specific targets and
	progress towards achieving those goals. The Progress Plan is an online tool that supports staff and supervisors in
	managing the performance development cycle.
Promotion	Advancement to a higher level of appointment from the current substantive position as approved by the Vice-
	Chancellor and President.
Publication point	Publication points = 5 points for a research book (A1), 1 point for a research chapter (B1), and 1 point for a
	research article (C1).
Referee	A person nominated by the applicant who is willing and able to comment, in an informed manner, on the
	applicant's work.
Research	Activities that enhance staff capability and capacity in research and enterprise.
development	
Research	The interaction between researchers and research end-users outside of academia, for the mutually beneficial
engagement	transfer of knowledge, technologies, methods, or resources.

Research income	Research income must be reportable to HERDC and includes Category 1-4 grants (defined by the Department of Education here). Achievements that do not qualify as research income (but could be reported in the Service area, under the Institutional Advancement domain) include research commercialisation income (defined here) and
Research impact	consultancy. Research that contributes to the economy, society, environment, or culture, <i>beyond its contribution to academic research</i> . The positive contribution to society beyond academia should align with ACU's Mission, Values and
	Strategic Priorities.
Research training	A formal course of graduate study leading to the acquisition of advanced skills, techniques, and knowledge in the conduct of research (TEQSA, 2022).
RQR	Research Quality Rating
SNIP	Source Normalized Impact per Paper (Elsevier, 2022)
Student Evaluation	A survey instrument used to assist in the data collection process for unit and teaching evaluation. Refer to the
of Learning	Policy on Evaluation of Learning and Teaching and the Evaluation of Learning and Teaching Procedure.
&Teaching (SELT)	
Teaching and	This career pathway includes roles that involve teaching, scholarship of teaching, research, administration and
Research ACP	academic leadership/service to the University as outlined in the MSALs and as detailed in <i>Schedule 3: Academic</i>
	Promotions Criteria.
	Orally only