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

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

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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 res ae for the state of the sta (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 here.

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 will progress through the process, but a final decision will not be made until the result of the e a the s investigation is known. If the finding of the review is made against the staff member the application will be deemed ineligible.

Service (including Leadership in Service)

Service (including Leadership in Service)					
Internal Se	rvice to the University		-		
	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	1	2	4	7	10
Academic	Management and Governance	Management and Go	vernance	Management and G	overnance
Level B	Engages in management activities designed to benefit the University at a local level (e.g., within a course or on a single campus) or beyond. <i>Students</i> Participates in activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond. <i>Staff</i>	Engages in managem emerging benefit for local level (e.g., withis single campus) or bey <i>Students</i> Helps develop activit student experience (e retention, or engagem or beyond. <i>Staff</i>	ent activities with the University at a in a course or on a yond. ies that improve .g., recruitment,	0	ts others to engage in es with emerging versity at the local discipline or on a eyond. improve student ruitment, retention,
	Contributes to activities that support staff development at a local level.	Contributes to activiti development at a loca	11	<i>Staff</i> Contributes to actividevelopment at a loc	ties that support staff cal level.
Academic Level C	Management and GovernanceEngages in management activities with emerging benefit for the University at a local level (e.g., within a course or on a single campus) or beyond.StudentsHelps develop activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.Staff	Management and Gov Engages and supports management activitie benefits for the Unive level (e.g., within a di single campus) or bey Students Leads activities that i experience (e.g., recru or engagement) at a le beyond.	s others to engage in s with emerging ersity at the local iscipline or on a yond. mprove student uitment, retention,	management activiti with benefits for the	ts others to engage in es at the local level University at the hin a discipline or on beyond.

Internal Service to the University

	Achievement Standard 1	Achievemen	t Standard 2	Achievement	t Standard 3
Points	1	2	4	7	10
	Contributes to activities that support staff development at a local level.	<i>Staff</i> Contributes to activit development at a loc		Leads activities that i experience (e.g., recr or engagement) beyo <i>Staff</i> Contributes to activit development at a loca	uitment, retention, nd the local level. ies that support staff
Academic	Management and Governance	Management and Go	wernance	Management and Go	*
Level D	Engages and supports others to engage in management activities with emerging benefits for the University at the local level (e.g., within a discipline or on a single campus) or beyond.	Engages and support management activitie with benefits for the local level (e.g., with a single campus) or h	s others to engage in es at the local level University at the in a discipline or on	Engages and supports management activitie the University beyond Contributes to govern discipline level and a	s others to engage in es with benefits for d the local level. nance activities at
	Students	Contributes to govern	nance activities at	discipline level and a	bove.
	Leads activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.	local level (e.g., with similar) or beyond. <i>Students</i> Leads activities that	in a course or improve student	<i>Students</i> Initiates and leads act student experience (e retention, or engagen local level.	.g., recruitment,
	Contributes to activities that support staff development at a local level.	experience (e.g., recruitment, retention, or engagement) beyond the local level. <i>Staff</i> Contributes to activities that support staff development at a local level or beyond.		Staff Leads activities that s development at a loca contributes to staff de beyond the local leve	al level and/or evelopment activities
Academic	Management and Governance	Management and Go	wernance	Management and Go	
Level E	Engages and supports others to engage in management activities at the local level with benefits for the University at the	Engages and support management activitie the University beyon	es with benefits for	Engages and supports management activitie	

	Achievement Standard 1	Achievemen	Achievement Standard 2		t Standard 3
Points	1	2	4	7	10
	 local level (e.g., within a discipline or on a single campus) or beyond. Contributes to governance activities at local level (e.g., within a course or similar) or beyond. <i>Students</i> Leads activities that improve student experience (e.g., recruitment, retention, or engagement) beyond the local level. <i>Staff</i> Contributes to activities that support staff development at a local level or beyond.	student experience (e retention, or engager local level. <i>Staff</i> Leads activities that development at a loc	above. etivities that improve e.g., recruitment, nent) beyond the support staff al level and/or evelopment activities	benefits for the University local level. Contributes to govern the University level. <i>Students</i> Initiates and leads act student experience (e. retention, or engagen local level. <i>Staff</i> Initiates and/or leads support staff develope local level.	ersity beyond the nance activities at civities that improve .g., recruitment, nent) beyond the activities that
	prationit				

Institutional Advancement

	Achievement Standard 1	Achievemen	t Standard 2	Achievemen	t Standard 3
Points	1	2	4	• 7 *	10
Academic Level B	Participates in institutional advancement activity (e.g., philanthropy, alumni, consultancy, and other commercial activities) with potential benefits for the University and the partners/clients/alumni.	University and the partners/clients/alum	hropy, alumni, er commercial ging benefits for the ni.	Helps develop institu activities (e.g., philan consultancy, and othe activities) with benef and the partners/clien	thropy, alumni, er commercial its for the University ts/alumni.
Academic Level C	Participates in institutional advancement activity (e.g., philanthropy, alumni, consultancy, and other commercial activities) with emerging benefits for the University and the partners/clients/alumni.	Helps develop institu activities (e.g., philar consultancy, and oth activities) with benef and the partners/clier	nthropy, alumni, er commercial fits for the University	Leads institutional ad (e.g., philanthropy, al and other commercia benefits for the Unive partners/clients/alum	umni, consultancy, l activities) with ersity and the
Academic Level D	Helps develop institutional advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/alumni.	Leads institutional ac (e.g., philanthropy, a and other commercia benefits for the Univ partners/clients/alum	l activities) with ersity and the	Initiates and leads ins advancement building philanthropy, alumni, other commercial act substantial benefits fo the partners/clients/al	g activities (e.g. , consultancy, and ivities) with or the University and
Academic Level E	Leads institutional advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/alumni.	Initiates and leads in advancement buildin philanthropy, alumni other commercial act substantial benefits f the partners/clients/a	g activities (e.g., , consultancy, and tivities) with or the University and	Models and supports lead institutional adva philanthropy, alumni, other commercial act substantial benefit for the partners/clients/al	ancement (e.g., , consultancy, and ivities) with r the University and

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3		
Points	1	2	4	7	10	
Academic	Academic Discipline	Academic Discipline		Academic Discipline		
Level B	Participates in external activities	Participates in extern		Helps lead external activitie		
	and events (e.g., journal reviews,	events (e.g., journal r		serving on journal editorial		
	organising symposia at a local/state conference).	invited lectures at oth	ner universities).	symposia at national conference	ences).	
		Higher Education Se		Higher Education Sector		
				Participates in service activi	ities at other universities	
	Participates in local/state	benefit of other unive	ersities (e.g.,	(e.g., thesis examination).		
	professional association or peak	thesis examination).	XY			
	industry body activities.			Profession / Industry		
		Profession / Industry		Participates in local/state professional associations		
		Participates in local /		or peak industry bodies activities.Leads other		
		association or peak in	ndustry body	academic staff to participate		
		activities.		associations or peak industr	y bodies activities.	
Academic	Academic Discipline	Academic Discipline		Academic Discipline		
Level C	Participates in external activities	Helps lead external a		Leads external activities and		
	and events (e.g., journal reviews	events (e.g., serving		to the discipline (e.g., assoc		
	and invited lectures at other	editorial boards, orga		quality journals, minor gran		
	universities).	at national conferenc	es).	organising symposia at Ach international conferences).	ievement Standard 2	
	Higher Education Sector	Higher Education Se				
	Participates in service activities	Participates in service		Higher Education Sector		
	for the benefit of other	other universities (e.g	g., thesis	Participates in service activity	ities at other universities	
	universities (e.g., thesis	examination).		(e.g., thesis examination).		
	examination).					
		Profession / Industry		Profession / Industry		
	Profession / Industry					

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
	Participates in local /state professional association or peak industry body activities.	Participates in local/s associations or peak activities. Leads othe to participate in profe associations or peak activities.	industry bodies r academic staff essional	Contributes to local/state professional associations or peak industry bodies activities. Leads other academic staff to participate in professional associations or peak industry bodies activities.
Academic Level D	Academic Discipline Helps lead external activities and events (e.g., serving on journal editorial boards, organising symposia at national conferences).	Academic Discipline Leads external activity that contribute to the associate editor roles journals, minor grant and organising symp	ties and events discipline (e.g., at good quality review panels,	Academic Discipline Leads highly influential external activities and events that contribute to the discipline (e.g., associate editor roles at top quality journals, national competitive grant panels, and organising national conferences).
	Higher Education Sector Participates in service activities at other universities (e.g., thesis examination). Profession / Industry	Achievement Standar conferences). <i>Higher Education Se</i> Participates in service other universities (e.g examination).	rd 2 international <i>ctor</i> e activities at	<i>Higher Education Sector</i> Provides extensive service to the sector (e.g., accreditation activities, course review committees at other universities). Leads other academic staff to contribute to the sector.
	Participates in local/state professional associations or peak industry bodies activities. Leads other academic staff to participate in professional associations or peak industry bodies activities.	<i>Profession / Industry</i> Contributes to local/s associations or peak activities. Leads othe to participate in profe associations or peak activities.	state professional industry bodies r academic staff essional	<i>Profession / Industry</i> Leads national professional association or peak industry bodies activity. Leads other academic staff to participate in professional associations or peak industry bodies activities.
				Provides expert opinion or similar for profession / industry with evidence of positive impact.

	Achievement Standard 1	Achievement	Standard 2	Achievement Standard 3
Points	1	2	4	7 10
Academic	Academic Discipline	Academic Discipline		Academic Discipline
Level E	Leads external activities and	Leads highly influent	tial external	Leads major external activities and events that
	events that contribute to the	activities and events	that contribute to	contribute to the discipline (e.g., editor/editor-in-
	discipline (e.g., associate editor	the discipline (e.g., a		chief roles at top quality journals, providing
	roles at good quality journals,	roles at top quality jo	urnals, national	leadership in national competitive grant panels, and
	minor grant review panels, and	competitive grant par		organising major international conferences).
	organising symposia at	organising national c	onferences).	
	Achievement Standard 2			Higher Education Sector
	international conferences).	Higher Education Se		Provides extensive contributions to the higher
		Provides extensive se		education sector that enhance ACU's profile and
	Higher Education Sector	sector (e.g., accredita		reputation (e.g., serving as the external member of
	Participates in service activities at			other universities' promotion committees,
	other universities (e.g., thesis	universities).		contributing to TEQSA activities). Leads other
	examination).	Leads other academic		academic staff to contribute to the sector.
		contribute to the sect	or.	
	Profession / Industry			Profession / Industry
	Contributes to local/state	Profession / Industry		Leads international professional associations or peak
	professional associations or peak	Leads national profes		industry bodies.
	industry bodies activities. Leads	association or peak in	ndustry bodies	Leads other academic staff to participate in
	other academic staff to participate	activity.		professional associations or peak industry bodies
	in professional associations or	Leads other academic		activities.
	peak industry bodies activities.	participate in profess		
		or peak industry bodi	les activities.	Provides frequent expert opinion or similar for
			· · · · · · · · · · · · · · · · · · ·	profession / industry with evidence of substantial
	CX	Provides expert opini		positive impact.
	\times	profession / industry	with evidence of	Leads colleagues to provide expert opinion or
L		positive impact.		similar to profession/industry.
	$\langle \rangle$			
	*			

Community Engagement	Comm	unity	Engagement
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	Achievement Standard 1	rd 1 Achievement Standard 2		Achievement Standard 3		
Points	1	2	4	7	10	
Academic Level B	Uses academic expertise to participate in Church/government/non- profit/community activity focused on knowledge exchange, mutual benefit, and the common good.	Uses academic expertise to co-designed Church/government/non profit/community activit knowledge exchange, m and the common good.	- y focused on	Uses academic expertise to lead Church/government/non-profit focused on knowledge exchang contribution to the common go	community activity e, mutual benefit, and	
Academic Level C	Uses academic expertise to contribute to co-designed Church/government/non- profit/community activity focused on knowledge exchange, mutual benefit, and the common good.	Uses academic expertise designed Church/govern profit/community activit knowledge exchange, m and contribution to the c	ment/non- y focused on utual benefit,	Uses academic expertise to init program of co-designed Church profit/community activity focus exchange, mutual benefit, and o common good. Demonstrates the emerging imp society (based on the Carnegie of impact <u>here</u>).	n/government/non- sed on knowledge contribution to the pact of this program on	
		JULY		Leads other academic staff mer or Institute (at minimum) to use expertise to participate in Chur profit/community activity focus exchange, mutual benefit, and t	e their academic ch/government/non- sed on knowledge	
Academic Level D	Uses academic expertise to lead co-designed Church/government/non- profit/community activity focused on knowledge exchange,	Uses academic expertise develop and lead a progr designed Church/govern profit/community activit	am of co- ment/non-	Uses academic expertise to init comprehensive program of co-o church/government/non-profit/ focused on knowledge exchang contribution to the common go	lesigned community activity ge, mutual benefit, and	

	Achievement Standard 1	Achievement Sta	ndard 2	Achievement Standard 3
Points	1	2	4	7 10
	mutual benefit, and contribution to the common good.	knowledge exchange, mi and contribution to the c Demonstrates the emerge this program on society (Carnegie Foundation's d impact <u>here</u>). Leads other academic sta across the School or Inst minimum) to use their ac expertise to participate in Church/government/non profit/community activit knowledge exchange, mi and the common good.	ommon good. ing impact of (based on the lefinition of aff members itute (at cademic n - y focused on	Demonstrates the impact of this program on critical issues in society (based on the Carnegie Foundation's definition of impact <u>here</u>). Leads other academic staff members across the Faculty (at minimum) to use their academic expertise to participate in Church/government/non- profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good.
Academic Level E	Uses academic expertise to initiate, develop and lead a program of co-designed Church/government/non- profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good. Demonstrates the emerging impact of this program on society (based on the Carnegie		y focused on utual benefit, ommon good. t of this s in society Foundation's	Uses academic expertise to initiate, develop, and lead a comprehensive program of co-designed church/government/non-profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good. Demonstrates the substantial impact of this program on critical issues in society (based on the Carnegie Foundation's definition of impact <u>here</u>). Leads other academic staff members across the University and/or beyond the University to use their academic expertise to participate in

	Achievement Standard 1	Achievement Sta	ndard 2	Achievement	Standard 3
Points	1	2	4	7	10
	Foundation's definition of impact <u>here</u>). Leads other academic staff members across the School or Institute (at minimum) to use their academic expertise to participate in Church/government/non- profit/community activity focused on knowledge exchange, mutual benefit, and the common good.	Leads other academic sta across the Faculty (at mit their academic expertise in Church/government/ne profit/community activity knowledge exchange, mit and contribution to the co	nimum) to use to participate on- y focused on utual benefit,	Church/government/non-prof focused on knowledge exchar contribution to the common g	nge, mutual benefit, and
	prati				

Applicant Notes Relating to Service (Including Leadership in Service)

- 1. An applicant should not refer to the same achievement in more than one domain. Examples where this principle could apply include (but are not limited to) achievements in External Service to the Discipline, Sector, or Profession that may also be relevant to another domain (e.g., Research Engagement and Impact). In that scenario, the staff member must choose in which domain to include the achievement.
- 2. External service to the community that does not align directly with one's academic expertise must not be included in an application for promotion. For example, a staff member may volunteer their time with a worthy and influential charitable organisation, but if this work does not draw directly on their academic expertise it would not be relevant to their application for promotion.
- 3. ACU does not currently have well-developed repositories for storing service data. As and when the university develops these databases, a Service Achievements Summary Report for Promotion will be developed. Applicants should provide a narrative that provides evidence of achievements in the Service domain. Examples of achievements are provided below. These lists are not exhaustive, and the various academic disciplines lend themselves to different types of service.

Activity and Evidence Relating to Achievements in Internal Service

Examples could include, but are not limited to:

- University management and governance activities (e.g., improvements in protocols, policies, and procedures)
- Activities that benefit students (e.g., co-curricular or extra-curricular programs that have enhanced the student experience)
- Activities that have benefitted staff (e.g., outstanding staff supervision)

Evidence could include, but is not limited to:

- Letters of invitation or thanks
- Informal unsolicited peer feedback
- Awards or citations
- Independently published data evidencing impact (e.g., PDF of a Power BI Report showing change in student retention)

Activity and Evidence Relating to Achievements in Institutional Advancement

Examples could include, but are not limited to:

- Philanthropic donations
- Alumni networks developed
- Consultancy income
- Licensing agreements

Evidence could include, but is not limited to:

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- Independently published data evidencing advancement (e.g., increases in alumni participation in ACU mentoring schemes)
- Contracts showing evidence of donations or consultancy income, especially repeated engagements that signify partner satisfaction.

Activity and Evidence Relating to Achievements in External Service to the Discipline, Sector or Profession

Examples could include, but are not limited to:

- Activities within the academic discipline (e.g., editorial responsibilities, grant panel work, and contributions to conference organisation)
- Contributions to the higher education sector, including other universities and accrediting bodies
- Work with professional associations or industry bodies

Evidence could include, but is not limited to:

- Letters of invitation or thanks
- Informal unsolicited peer feedback
- Awards or citations
- Independently published data evidencing impact (e.g., increase in journal citations or conference attendance)

Activity and Evidence Relating to Achievements in Community Engagement

Examples could include, but are not limited to:

- The impact of community engagement activities on society
- The role that the applicant's academic expertise has played in these community engagement activities

Evidence could include, but is not limited to:

- Positive testimonials from community members who have benefited from the applicant's service
- Letters of invitation or thanks
- Awards or citations

Glossary
A staff member's ACP is established through the appointment process and/or as an outcome of the Progress Plan.
There are 5 ACPs as set out in ACU Enterprise Agreement.
The relevant committee that is responsible for assessing promotion applications.
An evaluative framework in which the overall quality and impact of achievements is given more weight than the
quantity or total volume of achievements. ARtO is a positive acknowledgement of what a staff member can and has
achieved given the opportunities available; it is not about expecting lower standards of performance.
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

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 up 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	1. 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.
	To be independent, an assessor cannot include your PhD supervisor/s, co-authors, co-editors or other collaborators
	as provided in the Application and Case for Promotion Form or have a material personal interest that would impact

their ability to objectively perform in the role.

Gloss

Academic Career Pathway (ACP)

Academic **Promotions** Committee

Citation disciplines	Research disciplines, as indicated in the most recent ERA Discipline Matrix (Australian Research Council, 2018)
Consumed	EFTSL = equivalent full-time student load. A measure of a full-time student's annual study load. Consumed
EFTSL level	EFTSL for Higher Degree Research students refers to the number of full-time years (or equivalent) needed to
	complete the degree.
Domain	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
End-user	An individual, community or organisation external to academia that will directly use or directly benefit from the
	output, outcome or result of the research.
ERA	Excellence in Research for Australia (here)
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 stronge
	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, 2018</u>)
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 <i>Policy on Evaluation of</i>
	Learning and Teaching and the Evaluation of Learning and Teaching Procedure.
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 <u>here</u>). Achievements that do <u>not</u> qualify as research income (but could be reported in the Service area,
	under the Institutional Advancement domain) include research commercialisation income (defined <u>here</u>) and
	consultancy.

Research impact	Research that contributes to the economy, society, environment, or culture, beyond its contribution to academic
	research. 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 Schedule 3: Academic
	Promotions Criteria.

Promotions Criteria.