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 not 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 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 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		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
Academic Level B	*Approach* Uses 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* Curriculum design considers relevant input from internal stakeholders.	*Approach* Adopts a reflective practice approach, uses 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* Curriculum design considers relevant input from internal stakeholders.		*Approach* Adopts a reflective practice approach, uses 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* Curriculum design considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community).	
Academic Level C	*Approach* Adopts a reflective practice approach, uses contemporary disciplinary knowledge and evidence-based approaches in learning and teaching to plan engaging learning activities in a unit.	*Approach* Adopts a reflective practice approach, uses 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.		*Approach* Designs and structures curriculum across multiple units 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 student engagement.	

	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 considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and 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 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 Level D	*Approach* 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*	*Approach* Designs and structures curriculum across multiple units 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 student engagement. Leads other to use a reflective practice approach, contemporary disciplinary		*Approach* 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 relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community).	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 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).		teaching to plan engaging learning activities across a course (or similar). Contributes to protocols that enable effective educational support, supervision, and management across a course. *Integration* Curriculum design considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community). Collaborates, and leads others to collaborate, with external stakeholders to establish learning opportunities outside the classroom (e.g., work integrated learning and service learning). Leads course accreditation and/or review processes (or similar) at the discipline level, using evidence of benchmarking with other institutions.	
Academic Level E	*Approach* Designs and structures curriculum across multiple units that considers ACU's Mission, contemporary disciplinary knowledge, evidence-based approaches in learning and teaching, and compliance requirements to inform, evaluate	*Approach* 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		*Approach* Leads colleagues across the discipline to design curriculum 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.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	and modify learning activities and enable student engagement. Leads other 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 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).	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 teaching to plan engaging learning activities across a course (or similar). Contributes to protocols that enable effective educational support, supervision, and management across a course. *Integration* Curriculum design considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community). Collaborates, and leads others to collaborate, with external stakeholders to establish learning opportunities outside the classroom (e.g., work integrated learning and service learning). Leads course accreditation and/or review processes (or similar) at the		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 the discipline. Establishes protocols that enable effective educational support, supervision, and management across the discipline. *Integration* Curriculum design considers relevant input from internal stakeholders and external stakeholders (e.g., accreditation bodies, industry, and community). Collaborates, and leads others to collaborate, with external stakeholders to establish learning opportunities outside the classroom (e.g., work integrated learning and service learning). Leads course accreditation and/or review processes internally and contributes to review processes at other institutions. Generates and uses sector benchmarking evidence to inform these processes.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
		discipline level, using evidence of benchmarking with other institutions.			

Teaching and/or Supporting Learning

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
Academic Level B	*Quality* Uses 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* Recognises the unique characteristics, needs and performance of learners. Adopts a student-centred approach to teaching that aligns with ACU's Mission. *Assessment & Feedback* Delivers a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes. Evaluates evidence and responds to feedback on assessment from students, staff/stakeholders to improve assessment design for own teaching.	*Quality* Adopting a reflective practice approach, uses 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* 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. *Assessment & Feedback* Designs and delivers a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes. Develops and/or revises approaches to reflective practice assessment in specialised learning environments, such as community engagement. Evaluates evidence and responds to feedback on assessment from students, staff/stakeholders to improve assessment design for own teaching.		*Quality* 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* 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. *Assessment & Feedback* Models and leads others to design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement). Uses evidence in assessment moderation and evaluation at the unit level.	

	Achievement Standard 1	Achievement 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 constructive feedback which supports the dignity of the 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.		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* Monitors and shapes student engagement and learning (e.g., using data analytics) at the unit level.	
Academic Level C	*Quality* Adopting a reflective practice approach, uses 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* 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.	*Quality* 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* 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. *Assessment & Feedback* Models and leads others to design and deliver a variety of authentic assessment		*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. *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.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	Assessment & Feedback Designs and delivers a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes. Develops and/or revises approaches to reflective practice assessment in specialised learning environments, such as community 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*	tasks that support students to demonstrate the intended learning outcomes. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement). Uses evidence in assessment moderation and evaluation at the unit level. 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* Monitors and shapes student engagement and learning (e.g., using data analytics) at the unit level.		*Assessment & Feedback* Models and leads others to design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes across multiple units. Integrates assessment tasks across multiple units. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to support student learning in diverse contexts. Designs and implements well aligned assessment criteria and collates evidence contributing to assessment moderation and evaluation across multiple units. Evaluates evidence and 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.	

	Achievement Standard 1	Achievement 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 Level D	*Quality* 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* 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.	*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. *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.		*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 with colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	Assessment & Feedback Models and leads others to design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement). Uses evidence in assessment moderation and evaluation at the unit level. 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	*Assessment & Feedback* Models and leads others to design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes across multiple units. Integrates assessment tasks across multiple units. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to support student learning in diverse contexts. Designs and implements well aligned assessment criteria and collates evidence contributing to assessment moderation and evaluation across multiple units. Evaluates evidence and 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.		*Assessment & Feedback* Models and leads others to design and deliver a variety of authentic and innovative assessment tasks that support students to demonstrate the intended learning outcomes across the course (or similar). Integrates assessment tasks across the course (or similar) to support student learning. Leads course (or similar) approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to support student learning in diverse contexts. Designs and leads implementation of well aligned assessment criteria and evidence contributing to assessment moderation and evaluation at the course level (or similar). Leads staff from across the course (or similar) to evaluate evidence and respond to feedback on assessment from students, staff/ stakeholders to improve assessment design. Leads the course (or similar) in working with students when designing, implementing and evaluating evidence-based assessment marking criteria.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	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 teaching contexts.		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.	*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 with colleagues to adopt a student-centred		*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	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
	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. *Assessment & Feedback* Models and leads others to design and deliver a variety of authentic assessment tasks that support students to demonstrate the intended learning outcomes across multiple units. Integrates assessment tasks across multiple units. Develops and/or revises approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to	approach to teaching that aligns with ACU's Mission. *Assessment & Feedback* Models and leads others to design and deliver a variety of authentic and innovative assessment tasks that support students to demonstrate the intended learning outcomes across the course (or similar). Integrates assessment tasks across the course (or similar) to support student learning. Leads course (or similar) approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to support student learning in diverse contexts. Designs and leads implementation of well aligned assessment criteria and evidence contributing to assessment moderation and evaluation at the course level (or similar). Leads staff from across the course (or similar) to evaluate evidence and respond to feedback on assessment from students, staff/ stakeholders to improve assessment design.		colleagues to adopt a student-centred approach to teaching that aligns with ACU's Mission. *Assessment & Feedback* Models and leads others to design and deliver a variety of authentic and innovative assessment tasks that support students to demonstrate the intended learning outcomes across the discipline. Leads discipline approaches to reflective practice assessment in specialised learning environments (e.g., community engagement) to support student learning in diverse contexts. Designs and leads implementation of well aligned assessment criteria and evidence contributing to assessment moderation and evaluation at the discipline level. Leads staff from across the discipline to evaluate evidence and respond to feedback on assessment from students, staff/ stakeholders to improve assessment design. 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.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	support student learning in diverse contexts. Designs and implements well aligned assessment criteria and collates evidence contributing to assessment moderation and evaluation across multiple units. Evaluates evidence and 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. Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning across multiple units.	Leads the course (or similar) in working with students when designing, implementing and evaluating evidence-based assessment marking criteria. 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). *Monitor* 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.		Leads the discipline in working with students when designing, implementing, and evaluating evidence-based assessment marking criteria. Delivers, and leads others to deliver, timely and constructive feedback which supports the dignity of the student and their learning at the discipline level. *Monitor* 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.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 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.				

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 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.				

Developing Effective Learning Environments

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
Academic Level B	*Manage the physical or virtual learning environment* Demonstrate an understanding that the learning environment influences the delivery of the curriculum and the intended learning outcomes for a unit. *Develop and maintain appropriate learning resources* Provide resources that allow students to move towards self-regulated learning.	*Manage the physical or virtual learning environment* Recommend adaptations that would ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the intended learning outcomes for a unit. Create formal and informal collaborative learning environments to support student engagement and connection with their peers and teachers. *Develop and maintain appropriate learning resources* Design and scaffold resources to support students to move towards self-regulated learning.		*Manage the physical or virtual learning environment* Collaborate to ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the intended learning outcomes for a unit. Use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. *Develop and maintain appropriate learning resources* Model and lead others to design and scaffold resources to support students to move towards self-regulated learning. Use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).	
Academic Level C	*Manage the physical or virtual learning environment* Recommend adaptations that would ensure that the learning environment is appropriate for	*Manage the physical or virtual learning environment* Collaborate to ensure that the learning environment is appropriate for the		*Manage the physical or virtual learning environment* Lead colleagues within the to ensure that the learning environment is appropriate for the	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	the curriculum, the mode of offer, and the intended learning outcomes for a unit. Create formal and informal collaborative learning environments to support student engagement and connection with their peers and teachers. *Develop and maintain appropriate learning resources* Design and scaffold resources to support students to move towards self-regulated learning.	curriculum, the mode of offer, and the intended learning outcomes for a unit. Use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. *Develop and maintain appropriate learning resources* Model and lead others to design and scaffold resources to support students to move towards self-regulated learning. Use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).		curriculum, the mode of offer, and the intended learning outcomes for multiple units. Model and lead colleagues to use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers across multiple units. *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across multiple units. Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning) across multiple units.	
Academic Level D	*Manage the physical or virtual learning environment* Collaborate to ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the	*Manage the physical or virtual learning environment* Lead colleagues within the to ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the		*Manage the physical or virtual learning environment* Lead colleagues to review and ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the intended learning outcomes across the course (or similar).	

Draft Only - for staff consultation

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	intended learning outcomes for a unit. Use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. *Develop and maintain appropriate learning resources* Model and lead others to design and scaffold resources to support students to move towards self-regulated learning. Use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).	intended learning outcomes for multiple units. Model and lead colleagues to use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers across multiple units. *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across multiple units. Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning) across multiple units.		Model and lead colleagues to use sector benchmarking and evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. Ensure the learning environments are vertical and horizontally integrated across a course (or similar). *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across the course (or similar). Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).	
Academic Level E	*Manage the physical or virtual learning environment* Lead colleagues within the to ensure that the learning environment is appropriate for the curriculum, the mode of	*Manage the physical or virtual learning environment* Lead colleagues to review and ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the intended learning outcomes across the course (or similar).		*Manage the physical or virtual learning environment* Lead colleagues to review and ensure that the learning environment is appropriate for the curriculum, the mode of offer, and the intended learning outcomes across the discipline.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	offer, and the intended learning outcomes for multiple units. Model and lead colleagues to use evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers across multiple units. *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across multiple units. Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning) across multiple units.	Model and lead colleagues to use sector benchmarking and evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. Ensure the learning environments are vertical and horizontally integrated across a course (or similar). *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across the course (or similar). Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).		Lead benchmarking on the design of authentic learning environments to optimise student engagement and learning against other institutions. Model and lead colleagues to use sector benchmarking and evidence to design formal and informal authentic, collaborative learning environments to support student engagement and connection with their peers and teachers. Ensure the learning environments are vertically and horizontally integrated across a discipline. *Develop and maintain appropriate learning resources* Model and lead colleagues to design and scaffold resources to support students to move towards self-regulated learning across the discipline. Design and lead colleagues to use learning resources to help students transfer their learning to other contexts (e.g., such as service learning and work integrated learning).	

Educational Scholarship

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
Academic Level B	*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. *Scholarship of Teaching and Learning* Engages in personal reflective practice to enhance teaching and learning.	*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. *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. Contributes to Peer Review of Teaching Activities.		*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 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. *Scholarship of Teaching and Learning* Engages in personal reflective practice to enhance teaching and learning.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
		Works with teams to seek funding and/or 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 Undertakes research into practices of teaching, learning and curriculum development evidenced by recognised 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.	
Academic Level C	*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	*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.		*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.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	1	*2*	*4*	*7*	*10*
	bodies or communities of practice that support advances in practice and the dissemination of new knowledge. *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. Contributes to Peer Review of Teaching Activities. Works with teams to seek funding and/or institutional support for learning and teaching projects designed to deliver improvements for ACU students.	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. *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. Contributes to Peer Review of Teaching activities Undertakes research into practices of teaching, learning and curriculum development evidenced by recognised outputs such as publications, presentations, and workshops.		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. Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements. Leads Peer Review of Teaching activities. Initiates and enables others to undertake research into practices of teaching, learning and curriculum development evidenced by peer reviewed publications.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
		Secures 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.	
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	*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. Contributes to relevant scholarly activity that advances knowledge or practice in the discipline or profession.		*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. Fosters relationships with scholarly societies, professional bodies, or communities of practice	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	*1*	*2*	*4*	*7*	*10*
	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. *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. Contributes to Peer Review of Teaching activities Undertakes research into practices of teaching, learning and curriculum development evidenced by recognised	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. Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements. Leads Peer Review of Teaching activities. Initiates and enables others to undertake research into practices of teaching, learning and curriculum development evidenced by peer reviewed publications. Secures funding to enable scholarship of teaching projects that positively learning and teaching practices beyond ACU.		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. 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 curriculum development evidenced by publications. Models and leads others to disseminate knowledge within and beyond the university, including via high quality, peer reviewed publications. Leads Peer Review of Teaching activities. Leads successful bid(s) for funding and/or institutional support for learning and teaching	

Points	**Achievement Standard 1**	**Achievement Standard 2**		**Achievement Standard 3**	
	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, and evaluates scholarly-informed teaching within and beyond the university.		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.	*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.		*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.	

Points	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	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. 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. Evaluates learning and teaching practices using strategies drawn from scholarship and recommends and implements improvements.	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. 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 curriculum development evidenced by publications. Models and leads others to disseminate knowledge within and beyond the		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. *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 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. Initiates and enables others to undertake research into practices of teaching, learning and curriculum development evidenced by peer reviewed publications. 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.	university, including via high quality, peer reviewed publications. 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. Enables, implements, and evaluates scholarly-informed teaching within and beyond the university.		including via high quality, peer reviewed publications. 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. Enables, implements, and evaluates scholarly-informed teaching within and beyond the university. Provides institutional leadership in developing policies and/or strategies that enable scholarship of learning and teaching to positively impact education at ACU.	

Draft Only – for staff consultation

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 Pathway (ACP)	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.
Academic Promotions Committee	The relevant committee that is responsible for assessing promotion applications.
Achievement relative to opportunity (ARtO)	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.
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 *exact* 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 activity	The three broad areas of academic activity for promotion are: 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.
Citation disciplines	Research disciplines, as indicated in the most recent ERA Discipline Matrix (Australian Research Council, 2018)
Consumed EFTSL level	EFTSL = equivalent full-time student load. A measure of a full-time student's annual study load. Consumed 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 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 disciplines	Research disciplines, as indicated in the most recent ERA Discipline Matrix (Australian Research Council, 2018)
Professional Experience (ProfEx)	A survey instrument used to assist in the evaluation of learning and teaching for coursework units identified by the relevant Faculty as having significant work integrated learning components. Refer to the *Policy on Evaluation of 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 development	Activities that enhance staff capability and capacity in research and enterprise.
Research engagement	The interaction between researchers and research end-users outside of academia, for the mutually beneficial 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 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 of Learning &Teaching (SELT)	A survey instrument used to assist in the data collection process for unit and teaching evaluation. Refer to the *Policy on Evaluation of Learning and Teaching* and the *Evaluation of Learning and Teaching Procedure*.
Teaching and Research ACP	This career pathway includes roles that involve teaching, scholarship of teaching, research, administration and academic leadership/service to the University as outlined in the MSALs and as detailed in *Schedule 3: Academic Promotions Criteria*.