

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

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

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](#).

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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.

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Service (including Leadership in Service)

Internal Service to the University

<i>Points</i>	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
Academic Level B	<p><i>Management and Governance</i> 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.</p> <p><i>Students</i> Participates in activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.</p> <p><i>Staff</i> Contributes to activities that support staff development at a local level.</p>	<p><i>Management and Governance</i> Engages 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.</p> <p><i>Students</i> Helps develop activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.</p> <p><i>Staff</i> Contributes to activities that support staff development at a local level.</p>		<p><i>Management and Governance</i> 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.</p> <p><i>Students</i> Leads activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.</p> <p><i>Staff</i> Contributes to activities that support staff development at a local level.</p>	
Academic Level C	<p><i>Management and Governance</i> Engages 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.</p> <p><i>Students</i> Helps develop activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.</p> <p><i>Staff</i></p>	<p><i>Management and Governance</i> 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.</p> <p><i>Students</i> Leads activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond.</p>		<p><i>Management and Governance</i> Engages and supports others to engage in management activities at the local level with benefits for the University at the local level (e.g., within a discipline or on a single campus) or beyond.</p> <p>Contributes to governance activities at local level (e.g., within a course or similar) or beyond.</p> <p><i>Students</i></p>	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
	Contributes to activities that support staff development at a local level.	<i>Staff</i> Contributes to activities that support staff development at a local level.		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.	
Academic Level D	<i>Management and Governance</i> 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. <i>Students</i> Leads activities that improve student experience (e.g., recruitment, retention, or engagement) at a local level or beyond. <i>Staff</i> Contributes to activities that support staff development at a local level.	<i>Management and Governance</i> Engages and supports others to engage in management activities at the local level with benefits for the University at the 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.		<i>Management and Governance</i> Engages and supports others to engage in management activities with benefits for the University beyond the local level. Contributes to governance activities at discipline level and above. <i>Students</i> Initiates and leads activities that improve student experience (e.g., recruitment, retention, or engagement) beyond the local level. <i>Staff</i> Leads activities that support staff development at a local level and/or contributes to staff development activities beyond the local level.	
Academic Level E	<i>Management and Governance</i> Engages and supports others to engage in management activities at the local level with benefits for the University at the	<i>Management and Governance</i> Engages and supports others to engage in management activities with benefits for the University beyond the local level.		<i>Management and Governance</i> Engages and supports others to engage in management activities with substantial	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
	<p>local level (e.g., within a discipline or on a single campus) or beyond.</p> <p>Contributes to governance activities at local level (e.g., within a course or similar) or beyond.</p> <p><i>Students</i> Leads activities that improve student experience (e.g., recruitment, retention, or engagement) beyond the local level.</p> <p><i>Staff</i> Contributes to activities that support staff development at a local level or beyond.</p>	<p>Contributes to governance activities at discipline level and above.</p> <p><i>Students</i> Initiates and leads activities that improve student experience (e.g., recruitment, retention, or engagement) beyond the local level.</p> <p><i>Staff</i> Leads activities that support staff development at a local level and/or contributes to staff development activities beyond the local level.</p>		<p>benefits for the University beyond the local level.</p> <p>Contributes to governance activities at the University level.</p> <p><i>Students</i> Initiates and leads activities that improve student experience (e.g., recruitment, retention, or engagement) beyond the local level.</p> <p><i>Staff</i> Initiates and/or leads activities that support staff development beyond the local level.</p>	

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Institutional Advancement

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
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.	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 institutional advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/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 institutional advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/alumni.		Leads institutional advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/alumni.	
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 advancement activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with benefits for the University and the partners/clients/alumni.		Initiates and leads institutional advancement building activities (e.g. philanthropy, alumni, consultancy, and other commercial activities) with substantial benefits for the University and the partners/clients/alumni.	
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 institutional advancement building activities (e.g., philanthropy, alumni, consultancy, and other commercial activities) with substantial benefits for the University and the partners/clients/alumni.		Models and supports others to initiate and lead institutional advancement (e.g., philanthropy, alumni, consultancy, and other commercial activities) with substantial benefit for the University and the partners/clients/alumni.	

External Service to the Discipline, Sector, or Profession

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
Academic Level B	<p><i>Academic Discipline</i> Participates in external activities and events (e.g., journal reviews, organising symposia at a local/state conference).</p> <p><i>Profession / Industry</i> Participates in local/state professional association or peak industry body activities.</p>	<p><i>Academic Discipline</i> Participates in external activities and events (e.g., journal reviews and invited lectures at other universities).</p> <p><i>Higher Education Sector</i> Participates in service activities for the benefit of other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i> Participates in local /state professional association or peak industry body activities.</p>		<p><i>Academic Discipline</i> Helps lead external activities and events (e.g., serving on journal editorial boards, organising symposia at national conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i> 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.</p>	
Academic Level C	<p><i>Academic Discipline</i> Participates in external activities and events (e.g., journal reviews and invited lectures at other universities).</p> <p><i>Higher Education Sector</i> Participates in service activities for the benefit of other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i></p>	<p><i>Academic Discipline</i> Helps lead external activities and events (e.g., serving on journal editorial boards, organising symposia at national conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i></p>		<p><i>Academic Discipline</i> Leads external activities and events that contribute to the discipline (e.g., associate editor roles at good quality journals, minor grant review panels, and organising symposia at Achievement Standard 2 international conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i></p>	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
	Participates in local /state professional association or peak industry body activities.	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.		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	<p><i>Academic Discipline</i> Helps lead external activities and events (e.g., serving on journal editorial boards, organising symposia at national conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i> 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.</p>	<p><i>Academic Discipline</i> Leads external activities and events that contribute to the discipline (e.g., associate editor roles at good quality journals, minor grant review panels, and organising symposia at Achievement Standard 2 international conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i> 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.</p>		<p><i>Academic Discipline</i> 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).</p> <p><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.</p> <p><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.</p> <p>Provides expert opinion or similar for profession / industry with evidence of positive impact.</p>	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3		
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>	
Academic Level E	<p><i>Academic Discipline</i> Leads external activities and events that contribute to the discipline (e.g., associate editor roles at good quality journals, minor grant review panels, and organising symposia at Achievement Standard 2 international conferences).</p> <p><i>Higher Education Sector</i> Participates in service activities at other universities (e.g., thesis examination).</p> <p><i>Profession / Industry</i> 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.</p>	<p><i>Academic Discipline</i> 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).</p> <p><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.</p> <p><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.</p> <p>Provides expert opinion or similar for profession / industry with evidence of positive impact.</p>		<p><i>Academic Discipline</i> Leads major external activities and events that contribute to the discipline (e.g., editor/editor-in-chief roles at top quality journals, providing leadership in national competitive grant panels, and organising major international conferences).</p> <p><i>Higher Education Sector</i> Provides extensive contributions to the higher education sector that enhance ACU's profile and reputation (e.g., serving as the external member of other universities' promotion committees, contributing to TEQSA activities). Leads other academic staff to contribute to the sector.</p> <p><i>Profession / Industry</i> Leads international professional associations or peak industry bodies. Leads other academic staff to participate in professional associations or peak industry bodies activities.</p> <p>Provides frequent expert opinion or similar for profession / industry with evidence of substantial positive impact. Leads colleagues to provide expert opinion or similar to profession/industry.</p>		

Community Engagement

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
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 contribute to co-designed Church/government/non-profit/community activity focused on knowledge exchange, mutual benefit, and the common good.		Uses academic expertise to lead co-designed Church/government/non-profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good.	
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 to lead co-designed Church/government/non-profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good.		<p>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.</p> <p>Demonstrates the emerging impact of this program on society (based on the Carnegie Foundation's definition of impact here).</p> <p>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.</p>	
Academic Level D	Uses academic expertise to lead co-designed Church/government/non-profit/community activity focused on knowledge exchange,	Uses academic expertise to initiate, develop and lead a program of co-designed Church/government/non-profit/community activity focused on		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.	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
Points	1	2	4	7	10
	mutual benefit, and contribution to the common good.	<p>knowledge exchange, mutual benefit, and contribution to the common good.</p> <p>Demonstrates the emerging impact of this program on society (based on the Carnegie Foundation’s definition of impact here).</p> <p>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.</p>		<p>Demonstrates the impact of this program on critical issues in society (based on the Carnegie Foundation’s definition of impact here).</p> <p>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.</p>	
Academic Level E	<p>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.</p> <p>Demonstrates the emerging impact of this program on society (based on the Carnegie</p>	<p>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.</p> <p>Demonstrates the impact of this program on critical issues in society (based on the Carnegie Foundation’s definition of impact here).</p>		<p>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.</p> <p>Demonstrates the substantial impact of this program on critical issues in society (based on the Carnegie Foundation’s definition of impact here).</p> <p>Leads other academic staff members across the University and/or beyond the University to use their academic expertise to participate in</p>	

	Achievement Standard 1	Achievement Standard 2		Achievement Standard 3	
<i>Points</i>	<i>1</i>	<i>2</i>	<i>4</i>	<i>7</i>	<i>10</i>
	<p>Foundation’s definition of impact here).</p> <p>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.</p>	<p>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.</p>		<p>Church/government/non-profit/community activity focused on knowledge exchange, mutual benefit, and contribution to the common good.</p>	

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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:

- 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

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 <i>exact</i> percentage of the 5-year sector average that has been awarded will be calculated and then rounded <i>up</i> to the next highest 5%. This rounded figure, not the exact figure, will be judged against the stated benchmarks.
Areas of academic activity	The three broad areas of academic activity for promotion are: <ol style="list-style-type: none"> 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 <i>Application and Case for Promotion Form</i> 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	<p>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):</p> <ul style="list-style-type: none"> • Education (including Leadership in Education) <ol style="list-style-type: none"> 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) <ol style="list-style-type: none"> 5. Knowledge Creation 6. Research Income 7. Research Engagement and Impact 8. Research Training and Development • Service (including Leadership in Service) <ol style="list-style-type: none"> 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 <i>external to academia</i> 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 <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 here) and consultancy.

Research impact	Research that contributes to the economy, society, environment, or culture, <i>beyond its contribution to academic research</i> . The positive contribution to society beyond academia should align with ACU's Mission, Values and Strategic Priorities.
Research training	A formal course of graduate study leading to the acquisition of advanced skills, techniques, and knowledge in the conduct of research (TEQSA, 2022).
RQR	Research Quality Rating
SNIP	Source Normalized Impact per Paper (Elsevier, 2022)
Student Evaluation 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 <i>Schedule 3: Academic Promotions Criteria</i> .

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