Purpose

The following framework covers the criteria for promotion and offers suggestions about where certain types of evidence may be used.

The promotions process at Federation University Australia is evidence-based and impact focused. Applicants are to provide evidence not only of their activities in their Achievement area(s), but also the quality and impact of their contribution. The type of evidence is often the same at each classification level, but differentiated by impact, scale, scope, duration and degree of leadership. Academic staff can use this guide for career planning and set goals in 'Your growth matters', in addition to promotion purposes.

When applying for promotion, academics at Federation University Australia are to identify and rank the three areas of academic achievement:

- learning and teaching;
- research and creativity; and
- leadership, engagement and academic citizenship.

These should align with those identified for workload allocation and 'Your growth matters' purposes.

The three Levels of Academic Achievement and their constituent criteria vary in emphasis, depending on the Academic category, the Academic level for promotion and the career trajectory for each individual academic. A case for promotion is to be built around evidence and impact based on an individual's history, outputs, achievements, relevant impact and experience in academia and industry.

This framework is not a definitive list and applicants can add other types of evidence depending on their discipline and area of expertise. The examples are indicative rather than prescriptive or exhaustive. This means that applicants are not expected to have undertaken all the activities listed but to provide evidence against all relevant claims.

Qualifications

Formal qualifications and experience to meet eligibility required for promotion, may vary depending on the level being applied for and the function undertaken.

Applying to Level B

To apply for Level B, you must hold any of the following:

- a conferred PhD and have made substantial progression to achieving the Level B research performance criteria; or
- a conferred Masters by Research and a minimum two years' industry and/or academic experience in learning and teaching, research and academic citizenship; or
- a conferred Masters by Coursework with a significant research component (at least one-third of the credit weighting) and a minimum two years' industry and/or academic experience in learning and teaching, research and academic citizenship.

Applying to Level C

For **Standard** and **Research and creativity focused** applications, applicants must hold a conferred PhD and have made substantial progression to achieving the Level C research performance criteria.

For **Learning and teaching focused** applications, applicants must possess:

- a conferred PhD, and substantial progress towards achievement of Level B research performance criteria; or
- Masters by Coursework with a significant research component (at least one-third of the credit weighting) and level of research equivalence experience via a minimum five years' industry and/or academic experience. Equivalence should be demonstrated via industry and/or academic experience sector relevant outcomes and impact and should be clearly articulated throughout the promotion application. Equivalence must demonstrate principles aligned to a successful research identity and meeting Level C research criteria. Equivalence only relates to Level C promotion applications and relates to the applicants' discipline; and evidence of a scholarly learning and teaching portfolio, including authorship of publications, grants and/or awards relating to the applicant's discipline and/or Learning and Teaching.

Applying to Level D

A conferred PhD and have made significant progression to achieving the Level D promotion criteria and promotion type.

Applying to Level E

A conferred PhD and have made significant progression to achieving the Level E promotion criteria and promotion type.

Ranking of professional activity criteria by applicant

In consultation with your Executive Dean and/or supervisor, applicants for promotion will rank the Achievement areas against the criteria for consideration by the University Promotion Committee in assessing their application. The Achievement area ranked first will be the primary focus of assessment by the panel.

- For 'Standard' applications, all three areas of Achievement must be ranked.

- For 'Research and creativity focused' appointments, applicants are not required to rank the 'Teaching and Learning' Area of Achievement.

- For 'Learning and teaching focused' appointments, applicants are not required to rank the 'Research and Creativity' Area of Achievement.

To be promoted, the applicant is expected to provide clear evidence demonstrating:

- the applicant's first-ranked Achievement area aligns with the criteria specified for the academic level being applied for;

- the applicant is working towards meeting the criteria specified for the academic level being applied for in their second-ranked Achievement area; and

- the applicant has satisfactorily met the criteria for their third-ranked Achievement area at their current academic level.

Please note: A higher level of achievement is required for 'focused' applications.

For further information, applicants should refer to the University's [People and Culture Policy](#) and [Academic Promotion (Higher Education) Procedure](#), which are to be read in conjunction with this document.

Learning and teaching criteria

Level A	Level B	Level C	Level D	Level E
Context: Discipline, receives support and guidance from senior colleagues while performing in their areas of academic work	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, national, working towards international** **Leads, innovates and provides leadership to early and mid-career academics**	**Context: Discipline, University, national, international** **Sustains and fosters leadership, innovation and mentorship across the University, academic community and discipline**
Level A indicators include: • evidence of understanding of concepts, curriculum and unit structure of the learning content • evidence of understanding of student-centered learning and teaching principles relevant to the student experience • evidence of understanding of assessment strategies that assess student learning at the unit level • evidence of understanding of university processes aligned with timely and appropriate feedback to students • demonstrated ability to embed technology in learning and teaching activities and practices across diverse learning environments	**Level B indicators include:** **Meets requirements of Level A, and** • curriculum and structure alignment with blended, online and digital learning and teaching strategies at the unit level • evidence of sustained and evaluated supportive student learning strategies, at various stages of unit delivery (early, mid, late stage of delivery) • informal, formal, diagnostic, formative and summative assessment strategies and their roles in assessing student learning at the unit level • use of timely, effective and appropriate feedback mechanisms to students, relative to their learning goals and levels of achievement • participation in moderation of assessment activities that support consistent and comparable judgements of student learning • innovation and effective use of technology-enhanced learning and teaching design. activities and practices that support student learning • utilise curriculum to integrate disciplinary professional practice for student learning (i.e.: Work Integrated Learning) at the unit level • incorporate contemporary scholarship and research findings to develop curriculum, learning and teaching practices	**Level C indicators include:** **Meets requirements of Level B, and** • lead implementation of innovative assessment tasks and high-quality feedback strategies that transform learning experiences • lead effective benchmarking and systematic evaluation practices associated with student-centered learning environments • peer recognition of leadership and excellence in learning and teaching pedagogy • integration of contemporary scholarship/technologies than enhance learning and teaching practices • evidence of a scholarly learning and teaching portfolio, including authorship of publications/grants/awards • active engagement of students in pedagogically-sound scholarship/discipline research and curriculum activities • lead stakeholder coordination to develop and benchmark innovative learning and teaching focused curriculum • sustained engagement in innovative peer-review practices focused on quality learning and teaching indicators • evidence of partnerships leading to discipline-based academic scholarship • internationalisation for the development of students and offshore partners, through curriculum, student mobility, and cross-cultural learning	**Level D indicators include:** **Meets requirements of Level C, and** • lead and evaluate complex learning and teaching initiatives that improve delivery efficiencies and student success • lead and systematically evaluate technologically and pedagogically strategies aligned to quality teaching • collaborate in external national peer-review quality assurance processes • evidence of external award/grant recognition relative to innovative learning and teaching practice • develop organisational policies/strategies that promote excellence in quality learning and teaching practice • successful local implementation of national scholarship of learning and teaching practices • evidence of work-integrated learning curriculum mapping initiatives that enhance student experience • design and evaluate innovative learning environments through communities of practice including moderation between key university partnerships • demonstrated industry/peer recognition of professional standing and contribution to learning environment innovation	**Level E indicators include:** **Meets requirements of Level D, and** • evidence of successful, strategic leadership and innovation in enhancing quality-teaching practices and supporting student learning • lead multi-disciplinary teams that construct, evaluate and disseminate high impact sustained innovation • sustained leadership in post-graduate coursework course learning and teaching innovation • collaborate in external international peer review quality assurance processes/benchmarking activities/curriculum initiatives than enhances student engagement • peer recognition of scholarly contributions and research outcomes that demonstrate sustained influence and impact on student engagement, learning and retention • sustained leadership in academic mentoring/coaching aligned to scholarship of learning and teaching across the institution • create, evaluate, disseminate and lead uptake of institutional-wide innovative initiatives that support learning design, student learning and support, assessment, feedback and developing effective learning environments

Indicative evidence (examples of not exhaustive): Refer to the [Federation Teaching Expectations](#) (Part B, page 13-14)

Research and creativity criteria

Level A	Level B	Level C	Level D	Level E
Context: Discipline, receives support and guidance from senior colleagues while performing in their areas of academic work	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, national, working towards international** **Leads, innovates and provides leadership to early and mid-career academics**	**Context: Discipline, University, national, international** **Sustains and fosters leadership, innovation and mentorship across the University, academic community and discipline**

Level A indicators include:

- conferral of PhD and substantial progression to achieving the Level B research performance criteria; or
- a **Masters by Research** and the following:
  - completion of Nature Publishing Group modules (Effective Scientific Writing and Effective Collaboration in Research)
  - enrolment in the Vitae Researcher Development Framework and produce an expertise and capabilities plan
  - enrolment in the Level A Academic Mentoring course; or
- a **Masters by Coursework**, applicants must have made substantial progress in their Masters by Research and the following:
  - completion of Nature Publishing Group modules (Effective Scientific Writing and Effective Collaboration in Research)
  - enrolment in the Vitae Researcher Development Framework and produce an expertise and
  - capabilities plan
  - enrolment in the Level A Academic Mentoring course

Articulation can be discussed with your supervisor and, if required, the candidature panel

- for applicants from creative disciplines, **Thesis by exegesis** and completion of modules similar to Nature Publishing Group, Vitae Researcher Development Framework and produce an expertise and capabilities plan and enrol in the Level A Academic Mentoring course

Level B indicators include:

Meets requirements of Level A, and

- good track record of research outputs (journal publications, books, creative works and/or non-traditional research outputs) is 0.75 (by volume) of the ARC averages for the discipline area
- emerging relative citation index that is consistent at or just below the world standard for their discipline or esteem indicators for creative works* (or the equivalent esteem indicator for creative works)
- contributes to research team activities through for example being listed as a named investigator on research awards
- seeks mentorship in developing own research course/profile
- develops HDR student supervision skills in alignment with relevant graduate school policies and standards
- successful co-supervision of Honours students to timely completion
- production of new creative works
- initiating and resourcing creative projects
- public presentation of professional arts practice at state and/or national level; and
- critique or review of others' works offering a new or original interpretation

Level C indicators include:

Meets requirements of Level B, and

- significant track record of research outputs that is consistent (by volume) with ARC average for the discipline area
- established relative citation index that is at the world standard for the discipline area*
- evidence of winning category 1, 2, 3 or 4 research awards
- effective management and acquittal of funded research projects
- demonstrated record of Honours and HDR completions
- evidence of HDR supervision and completion as principal supervisor
- management of research staff, including professional staff, as appropriate to the discipline area
- evidence of emerging research leadership in research unit and or research group consistent with the discipline area
- provides effective mentorship to early career researchers
- participates in research masterclasses (e.g. publishing with impact and/or grantsmanship)
- production of significant new creative works
- initiating and resourcing significant creative projects
- considerable public presentation of professional arts practice at national and/or international level; and
- critique or review of others' works offering a significant new or original interpretation

Level D indicators include:

Meets requirements of Level C, and

- excellent track record of research outputs that is 1.2 - 1.5 times higher (by volume) than the ARC average for the discipline area
- excellent relative citation index (or the equivalent esteem indicator for creative works) that is 1.2 – 1.5 times higher than the world standard for the discipline area*
- evidence of an established National and emerging International profile (e.g. through invitations to conferences or participation in national or international research courses)
- a consistent track record of obtaining research income (category 1, 2, 3 or 4) including substantial awards as Chief investigator, consistent with the field of research
- led creative performance or industry/government engaged activities underpinned by research
- established track record as principal supervisor of successful HDR student completions
- significant contribution to early career mentoring including research training seminars and workshops
- significant contribution to team-based research within research centres or institutes
- production of significant new and well recognised creative works
- initiating and resourcing substantial and significant creative projects
- evidence of strong peer recognition of professional arts practice
- invitation/s to serve on board/s and/or judging panel/s
- winning prize of national standing
- major exhibitions at national and international level; and
- critique or review of others' major work offering a significant new or original interpretation

Level E indicators include:

Meets requirements of Level D, and

- outstanding track record of research outputs that is 1.6 - 2.0 times higher than the ARC average for the discipline area
- outstanding relative citation index (or the equivalent esteem indicator for creative works) that is 1.6 – 2.0 higher than the world standard for the discipline area*
- consistent track record of having led and managed substantial category 1, 2, 3 or 4 awards (consistent with ERA data for the discipline area)
- evidence of an established International reputation for research (e.g. through consistent invitations to international conferences or to participate in international research courses {e.g. Gates, NIH, EU frameworks programmes} or equivalent creative arts activities
- outstanding track record of HDR completions as Principal supervisor
- outstanding track record of ECR mentoring including evidence of outcomes
- significant contribution to research training activities
- consistent evidence of industry/government engagement through research contracts or involvement in advisory bodies
- production of significant new and nationally/internationally recognised creative works
- providing leadership to substantial and significant creative projects at national/international level
- evidence of national/international peer recognition of professional arts practice
- invitation/s to serve on board/s and/or judging panel/s
- winning prize of international standing
- major exhibitions at national and international level and or commissioned works for performance, exhibitions, etc.; and
- critique or review of others' major work offering a
- significant new or original interpretation

Leadership, engagement and academic citizenship criteria

Level A	Level B	Level C	Level D	Level E
Context: Discipline, receives support and guidance from senior colleagues while performing in their areas of academic work	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, working towards national** **Develops, leads and innovates**	**Context: Discipline, University, National, working towards international** **Leads, innovates and provides leadership to early and mid-career academics**	**Context: Discipline, University, National, international** **Sustains and fosters leadership, innovation and mentorship across the University, academic community and discipline**
Level A indicators include: • demonstrated evidence of working well with others and in teams • emerging understanding of learning and teaching, research and University governance • working within collaborative academic networks within the University • contributing to the organisational activities of the School/Directorate • academic coordination within units	**Level B indicators include:** **Meets requirements of Level A, and** • demonstrated evidence of working well with others and in teams • improving own understanding of learning and teaching, research and University governance • establishing and working within collaborative academic networks within and outside the University • contributing to academic and/or professional governance activities • academic co-ordination activities appropriate for level	**Level C indicators include:** **Meets requirements of Level B, and** • active contribution to the development and implementation of School/University policies • active contribution to working parties, curriculum and/or research committees • undertaking formal Academic Leadership roles. • demonstrated contribution to specific projects with University-wide impact • seeks opportunities to capitalise on new and existing relationships resulting in enhancements to teaching, learning and research outcomes • service on relevant boards, government bodies and/or committees of discipline or community at the local or state level • outreach activities to present teaching and/or research • successful organisation of conferences, conference streams/tracks, including evidence of registrations • delivering invited lectures at local or state level in relation to professional and discipline activities • evidence of active involvement in strategic initiatives of disciplinary, professional or clinical bodies	**Level D indicators include:** **Meets requirements of Level C, and** • leadership and mentorship of early and mid-career academics • demonstrated significant contribution towards the development and implementation of University-wide policies or projects • evidence of significant leadership in the School and/or the University • evidence of external national reputation and growing international recognition • leadership and major contributions to working parties, curriculum and/or research parties • evidence of leadership and reputation in the discipline/profession and in community service • coaches colleagues to collaborate and strengthen relationships and establish new connections • contributions to attracting undergraduate/postgraduate students, enhancing student experience/engagement • identifies and pursues collaborative relationships with industry or other organisations to better position the teaching and learning or research functions of the University favourably • sharing expertise through public debates and communicating scholarship to the wider public • service on relevant boards, government bodies and committees of community organisations at state or national level	**Level E indicators include:** **Meets requirements of Level D, and** • evidence of leading collaborative innovation, changes and improvements across the University • demonstrated leadership in achieving Federation's strategic priorities • media coverage in relation to dissemination of one's research, clinical expertise or teaching to the broader community • sustained service and leadership to the discipline/profession at the state, national and international levels • role models and fosters greater collaboration by striving to unify efforts and encouraging cross-disciplinary thinking • promotes better internal and external collaboration across discipline, industry and community • establishment of clinical, community or other relevant facilities to benefit the community • number and quality of national and international linkages • profile in the public domain as a public intellectual

Academic career progression and areas of achievement

Academic positions are classified from Level A to Level E, as outlined in the Minimum Standards for Academic Levels (MSALs) in the Federation University Australia Union Enterprise Agreement (Academic and General Staff Employees). The three recommended areas of achievement are tabled below and provide a framework for describing achievements in academic promotion applications. The importance of demonstrating leadership is a specific requirement for each area.

Learning and teaching	Research and creativity	Leadership, engagement and academic citizenship
Achievement is a result of engagement in teaching or contributing to educational endeavour. Leadership is to be demonstrated in this area of achievement.	Achievement is a result of engagement in research, discovering and applying new knowledge or creating artistic work and performances. Leadership is to be demonstrated in this area of achievement.	Achievement is a result of engagement in other leadership endeavours or contributions to the public welfare or common good, which calls upon the applicant's academic and professional expertise.

As Academic staff progress through their careers from Level A, their roles develop in complexity and accountability, and the context in which they collaborate, engage and have impact broadens. The table below shows the recommended progression by level during the unit of a senior academic career.

Academic Level	Academic expectations	Context	Performance indicators for promotion
Level A	Receives support and guidance from senior colleagues while performing in their areas of academic work.	Discipline	Make contributions to the teaching and learning of the University, and to carry out activities to develop scholarly, research and/or professional expertise relevant to the discipline.
Level B	Builds independence and initiative in their areas of academic work.	Discipline Working towards University	Demonstrated reputation in a specific discipline in one of the core areas.
Level C	Develops, leads and innovates in their areas of academic work.	Discipline University Working towards national	Demonstrated emerging national reputation in one of the core areas through development of leadership and innovation.
Level D	Leads, innovates and provides mentorship to early and mid-career academics.	Discipline University National Working towards international	Demonstrated national with emerging international reputation in one of the core areas through leadership, innovation and mentorship.
Level E	Sustains and fosters leadership, innovation and mentorship.	Discipline University National International	Demonstrated national and international reputation in one of the core areas through sustained leadership, innovation and mentorship.