Macquarie University Academic Promotion Criteria

	The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Teaching**	The scholarship of **Application**	**Leadership** and **Citizenship**
CATEGORIES	The pursuit of new knowledge and understanding; the outcomes, process and passion that add value to discovery	*[Within University Sector]* Linking and connecting disciplines; giving meaning and perspective to original research and/or research fields; connecting discovery with curriculum; illuminating and interpreting discoveries to bring new insight; changing practice at University	Maintaining the continuity of human knowledge via a dynamic exchange of ideas to facilitate active learning; encouraging and equipping students with critical, creative thinking; instilling the ability and passion for learning, and actively linking all forms of scholarship	*[Outside University Sector]* Activities that link universities with society; the translation and application of knowledge and discovery to the broader community; a two-way flow where knowledge can inform application and application can inform discovery; connecting students with, and embedding learning into applied practice	Modelling the University values; active and meaningful contribution to the University and broader community
CRITERIA	• Research output (publications of original research, creative works) • Research impact (citations, journal and publisher quality) • Grant income • HDR supervision (student completions and thesis examinations)	• Synthesis of research (e.g. review articles, textbooks, meta-analyses, academic journal editing, commentaries) and contribution to interdisciplinary research teams, publication and dissemination of research findings beyond disciplinary boundaries • Embedding research activity or research into student learning and curriculum • Media or community communications • Contribution to tertiary education policy and practice	• Curriculum or learning environment development and innovation • Excellent student outcomes, properly moderated • Peer and student review of teaching quality • Reflective engagement with feedback • Professional development and/or accreditation • Broad and deep engagement with the scholarship of learning and teaching	• Engagement with industry, government or community of value to the University • Contributions to enhancing the employability of graduates • Positive engagement and/or leadership within one's profession or discipline outside the academy	• Demonstration and modelling of University values of scholarship, integrity and empowerment through everyday behaviour and conduct • Active service and contribution to University strategy and business through administrative and leadership roles, and to the broader academic and non-academic community • Mentoring and development of others and self • Reflective practice

Discretionary indicators

Evidence of peer esteem such as invitations to give keynote addresses; invitations to join or chair significant advisory committees; prizes and awards from learned societies

Assessment in each category will have four levels of achievement:

Not achieved/Not applicable
Achieved
Superior
Outstanding

Requirements for promotion:

For promotion to Levels B/C – a minimum 8 points required with a minimum 1 point in Leadership and Citizenship and at least one Outstanding area (3)

For promotion to Levels D/E – a minimum 9 points required with a minimum 2 points in Leadership and Citizenship and at least one Outstanding area (3)

Once a level of achievement has been determined, points will be allocated as per the following scale to determine an overall score:

Not achieved/Not applicable	0 points
Achieved	1 point
Superior	2 points
Outstanding	3 points

Guidance on applying criteria:

- Applicants do not need to score across all five categories. The assessment and scoring system allows flexibility in how the threshold score for promotion is met. The only mandatory category where applicants must score some points is Leadership and Citizenship.
- The examples of evidence/ indicators for each level are indicative only and do not provide a list of expectations. It is not expected that applicants would cover all the examples/indicators in a category to achieve Outstanding in that category. The focus is on quality of achievement, not on the number of examples/indicators that are covered by an applicant.
- The promotions committee apply a holistic approach to the assessment of applicants, considering the applicant and their achievement as a 'whole person', and relative to opportunity.
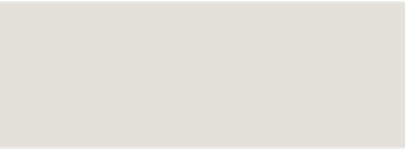
Promotion to Level B: Examples of evidence / indicators

The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Teaching**	The scholarship of **Application**	**Leadership** and **Citizenship**
Research output • Completed doctoral degree or peer reviewed, independent research and/or standing/reputation considered to be of an equivalent standard in the discipline area. • A developing research program **Research impact** • Acceptance of scholarly outputs for publication in peer reviewed bodies • Exhibiting creative outputs OR other demonstrated scholarly activities • Invitations or acceptances to present at national conferences **Grant income** • Participation on funding applications for internal and external funding **HDR supervision** • Supervision or co-supervision of HDR students • Invitation/s to examine MRes or PhD Theses • Completion of HDR Supervision training • Articulation of (developing) personal HDR supervision philosophy with evidence of reflection	**Synthesis of research** • Demonstration of cross-disciplinary study • Collaboration in a multi-disciplinary team • Publications or grant applications for cross disciplinary projects • Peer review within and beyond the discipline • Engagement with programs to enable integration e.g.entrepreneurship **Embedding research activity or research into student learning and curriculum** • Collaborative teaching activities (e.g. wikis, joint unit conveners, guest lectures/pracs/tutorials) • Unit design and unit activities that build on research activities • Contribution/Influence on Department Committees that supports integration (e.g. Research or curriculum committees) **Media or community communications** • Open day or outreach activities (e.g. school/ community talks) • Media coverage of research or teaching including social media activity	**Curriculum development and innovation** • Active participation in program design, administration and delivery • A record of teaching activity (tutoring, lecturing, demonstrating, facilitating, assessing etc at more than one level of coursework study) • Department Learning and Teaching Grants or Awards **Excellent student outcomes** • Documented moderation processes by facilitating and managing collaboration with tutors **Engagement with student feedback** • Written reflection to feedback on teaching and/or curriculum **Engagement with peer review** • Contributing to Department or Faculty peer review of teaching where possible **Professional development and/or accreditation** Record of continuous professional development, including through internal or external accreditation schemes **Scholarship of Learning and Teaching** • Articulation of (developing) personal teaching philosophy with evidence of reflection	**Engagement with industry, government or community** • Positive engagement in developing links with external partners to facilitate knowledge exchange, research translation, or student engagement in practice • Creating student links with relevant industry, profession or society **Graduate employability** • Engagement in units or programs that contribute to generic, professional and applied student outcomes (communication, problem solving, teamwork) **Professional or discipline practice** • Actively practising within one's discipline or profession that connects practice with student learning or discovery	**Demonstration and modelling of University values** • Positive and collaborative interaction with others, aligned to University values **Active service and contribution to University strategy and business** • Active membership and positive contribution to Department or Faculty committee or working party • Participation in value adding activities for Department **Mentoring and development of junior colleagues and students** • Establishment and regular meeting with a senior mentor • Involvement in student academic advising **Reflective citizenship practice and development** • Initiation of feedback from mentor, students or colleagues • Incorporation of suggestions into practice

LEVEL B: EXAMPLES OF EVIDENCE / INDICATORS

Promotion to Level C: Examples of evidence / indicators

	The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Teaching**	The scholarship of **Application**	**Leadership** and **Citizenship**
LEVEL C: EXAMPLES OF EVIDENCE / INDICATORS	**Research output** • Development of coherent and independent research programme • High-quality refereed publications, creative works or other demonstrated scholarly activities • Evidence of sustained growth in citations • Demonstrated capacity to build collaborative research partnerships **Research impact** • National recognition in discipline, e.g. evidence of requests to review papers and grants, invitations to conferences, steering committees, or to submit book proposals. • Emerging record of visiting fellowships and/or invited presentations • Active participation in organisation of national or international conferences **Grant income** • A co- or chief investigator on successful competitive internal or external grant applications **HDR supervision** • Primary supervision of HDR students • Successful completions of HDR students • Co-publishing/producing with HDR students in high-quality journals/outlets • Invitations to examine HDR theses • Emerging capacity to mentor junior staff • Completion of HDR Supervision training	**Synthesis of research** • Collaboration to incorporate research activities into student learning and curriculum • Authorship on review or opinion papers • Co-led grants (research or teaching) that bring together internal and/or external researchers • Participation in University Research Centers • Guest editor for journals **Embedding research activity or research into student learning and curriculum** • Co-leading units and schemes that enable integration at Department /Faculty level • Evidence based evaluation of impact from embedding research into teaching **Media or community communications** • Participation in social impact activities that span disciplines (e.g. TEDx talk, pop up science/arts events) • Co-leading media or community events **Contribution to tertiary education policy and practice** • Engagement with industry advisory boards • Contribution/Influence on University/ Faculty/ Department Committees or University policy or initiatives	**Curriculum development and innovation** • Leadership role in program design, administration and delivery within a reflective approach to learning and teaching • Demonstrated innovation in teaching practice • Faculty Learning & Teaching Grants or Awards **Excellent student outcomes** • Recognised development of processes for improving student outcomes **Engagement with student feedback** • Evidence of reflective or scholarly approaches to using student feedback to improve teaching and/or curriculum **Engagement with peer review** • Participation in peer review of teaching processes, including contribution to development of such processes **Professional development and/or accreditation** • Record of continuous professional development, including through internal or external accreditation schemes (e.g. Higher Education Academy) **Scholarship of Learning and Teaching** • Articulation of clear personal teaching philosophy with evidence of reflection and response to a range of evaluative feedback	**Engagement with industry, government or community** • Sustained relationships with external partners with proven outcomes. e.g. ARC linkage or similar grants, participation in government or industry consulting or policy development • Established student links with relevant industry, profession or society **Graduate employability** • Implementation and/or coordination of units or programs that contribute to generic, professional and applied student outcomes (communication, problem solving, teamwork) **Professional or discipline practice** • Actively practising within one's discipline or profession, and coordination or leadership of involving students in practical learning or research training, or engagement in research	**Demonstration and modelling of University values and leadership qualities** • Evidence of enabling junior colleagues and students • Positive and collaborative behaviour in leadership roles **Active service and contribution to University strategy and business** • Demonstrated initiative and active participation on several Department/ Faculty/University Committees • Effective and outcome-focused chairing of Department/Faculty Committees • Evidence of developing and implementing initiatives and creative solutions • Program convener • Positively raising the University's profile through contributions to the broader academic and non-academic community **Mentoring and development of junior colleagues and students** • Active mentoring of junior staff/students • Continuing practice of mentoring by senior colleagues **Reflective citizenship practice and development** • Seeking feedback on behaviour and values from mentor, colleagues, students • Professional development of leadership, values and behaviour • Professional development for mentoring capacity

• Articulation of clear personal HDR Supervision philosophy with evidence of reflection and response to a range of evaluative feedback				

Promotion to Level D: Examples of evidence / indicators

	The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Teaching**	The scholarship of **Application**	**Leadership** and **Citizenship**
LEVEL D: EXAMPLES OF EVIDENCE / INDICATORS	**Research output** • Leadership of a coherent and independent research program • Demonstrated ability to build research capacity and productive research engagements and collaborations • Sustained record of high-quality publications, creative works based on a sustained research program • Evidence of sustained growth in citations **Research impact** • Esteem by national or international peers • Record of visiting fellowships and/or invitations to give keynote addresses at national or international conferences, join editorial boards of national or international journals, national or international conference organising committees, and/or other peer esteem measures **Grant income** • Chief investigator on successful competitive grant applications and evidence of leading or collaborating in research partnerships funded by competitive grants **HDR supervision** • Sustained track record of successful HDR completions • Completion of HDR Supervision continuing professional development • Articulation of scholarly HDR Supervision philosophy with evidence of reflection and response to a range of evaluative feedback	**Synthesis of research** • Lead-authorship on review or opinion papers • Lead CI grants (research and/or teaching) that bring together internal and/or external researchers • Leadership role in University Research Centers • Editorship for journals and books **Embedding research activity or research into student learning and curriculum** • Leading teaching syntheses (e.g. text books, workshops, publications, teaching grants) • Leading collaboration (internal or external) with the university's leading researchers to incorporate research activities into student learning and curriculum **Media or community communications** • Development and leading of media/community engagement strategy • Development and leading social impact activities that span disciplines (e.g. TEDx talk, pop up science/arts events) **Contribution to tertiary education policy and practice** • Member of external advisory boards • Leading contribution to University policy or initiatives	**Curriculum development and innovation** • Principal role in program design, management and delivery within a reflective approach to learning and teaching • Recognised development of innovation in teaching practice. • Leading and managing teaching teams • University Learning &Teaching Grants or Awards **Excellent student outcomes** • Leading and Managing teaching teams including roles in Faculty wide activities that enhance learning outcomes **Engagement with student feedback** • Active role in Learning & Teaching Policy development to enhance student engagement **Engagement with peer review** • Substantive role in leading Faculty peer review activities, including in establishment of Faculty peer review processes • Engagement with external peer review processes, e.g. awards or sector peer review programs **Professional development and/or accreditation** • Record of continuous professional development, including through internal or external accreditation schemes (e.g. Higher Education Academy) • Contribution to development of Professional Development approaches and opportunities	**Engagement with industry, government or community** • Leadership in establishing a significant track record of value to the University arising from sustained and durable industry, government or community engagement - e.g. patents, research or philanthropic funding, student placements, graduate employment, institutional reputational value **Graduate employability** • Leadership or coordination of student placements within industry or community and/or engagement of HDR students in industry **Professional or discipline practice** • Recognised leadership in professional or societal disciplinary practice with demonstrable value for the academy - e.g. leadership in organisation of student involvement in practical learning or research training, or research engagement • Evidence of academic leadership within one's own discipline or profession (e.g. national award)	**Demonstration and modelling of University values and leadership qualities** • Track record of practicing and supporting University values • Positive and collaborative behaviour in leadership roles **Active service and contribution to University strategy and business with clear leadership** • Effective and outcome focused chairing of Faculty/ University Committees • Evidence of developing and implementing initiatives with broad-ranging impacts within the University, as well as the broader academic and non-academic community. • Program convening, HDR leadership, Faculty or Department leadership roles **Mentoring and development of junior colleagues and students** • Track record of ongoing mentoring of junior staff • Provision of professional development for other staff • Evidence of performance management of staff **Reflective citizenship practice and development** • Track record of ongoing reflective practice (reflection on actions to improve the way we work, acting on feedback) with evidence of ongoing development

| | | **Scholarship of Learning and Teaching**

• Articulation of highly developed personal teaching philosophy with evidence of reflection and response to a range of evaluative feedback
• Engagement with the scholarship of learning and teaching through conference engagement or publication | | |

Promotion to Level E: Examples of evidence / indicators

LEVEL E: EXAMPLES OF EVIDENCE / INDICATORS

The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Teaching**	The scholarship of **Application**	**Leadership** and **Citizenship**
Research output • Demonstration of research leadership at an international level • High-quality publications/creative works, conference presentations, based upon a sustained research program. • Evidence of sustained growth in citations **Research impact** • Demonstrated research capacity and productive research engagements and collaborations – internal and external. • Invitations to give keynote presentations at international conferences, invitations to join/chair prestigious national and international committees • Leadership of a national or international research centre/network or other multi-researcher enterprise **Grant income** • Significant track record of attracting external competitive grant funding at a national or international level, typically involving multiple institutions **HDR supervision** • Leadership of a supportive research-training environment that enables learning and discovery and facilitates on-time HDR completions.	**Synthesis of research** • Leading innovation in cross-disciplinary research • Establishment and recognition of novel integrative research field • Director of University or external research center • Leading research networks, conference, workshops • Editor-in-Chief **Embedding research activity or research into student learning and curriculum** • Leading teaching syntheses across University and beyond (e.g. strategy development, cross university programs & activities, national teaching grants) **Media or community communications** • Sustained evidence of media and community engagement with national and international impact **Contribution to tertiary education policy and practice** • Creation of advisory boards • Sustained evidence of high level influence on research and teaching practice (strategy development and implementation, relevant chair duties on committees and boards)	**Curriculum development and innovation** • Strategic role in learning and teaching design, delivery and management within a reflective approach • Leading the development and implementation of University-wide learning and teaching innovation **Excellent student outcomes** • Sector engagement and direction of learning and teaching initiatives – including systematic quality enhancement **Engagement with student feedback** • Leadership in Strategic direction of learning and teaching, including policy direction **Engagement with peer review** • Leading the University's engagement in national learning and teaching activities • Contribution to the development of others **Professional development and accreditation** • Recogntion through exernal professional development opportunitites (e.g. Higher Education Academy) • Leading institutional professional development and staff support approaches **Scholarship of Learning and Teaching** • Significant contribution to the scholarship of learning and teaching through conference engagement or publication.	**Engagement with industry, government or community** • Nationally recognised track record of value to the University arising from sustained and durable partner engagement - e.g. research or philanthropic funding, societal policy changes, student placements, graduate employment, reputational value • Providing mentorship to the academy on engagement strategies with industry, government and community • Demonstrated impact on national and international government policy and public debate **Professional or discipline practice** • Exceptional evidence of academic leadership within one's own discipline or profession (e.g. national reputation, development of professional standards, involvement in national accreditation activities) • Authoritative public voice for one's profession or discipline of clear reputational value to the University	**Demonstration and modelling of University values and leadership qualities** • Demonstrative leadership in embedding University values into local practices and processes • Active participation in further developing University values **Active service and contribution to University strategy and business with clear leadership** • Track record of significant senior administrative and leadership roles with demonstrative outcomes • Evidence of leadership within the broader academic and non-academic community **Mentoring and development of junior colleagues and students** • Significant track record of successful mentoring activities • External recognition of mentoring activities • Development and participation in University/discipline wide mentoring workshops & initiatives • Track record of performance management of staff **Reflective citizenship practice and development** • Evidence of creating environment of reflective practice and development at local level • Provision of professional development for other staff