Macquarie University Academic Promotion Criteria

	The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Education**	The scholarship of **Application**	**Citizenship** and **Leadership**
CATEGORIES	The pursuit of new knowledge and understanding; aligned with one or more of the University's five future-shaping research priorities; a meaningful contribution to the University's research objectives to: accelerate world-leading research performance, develop the world-ready research leaders and thinkers of tomorrow, engage as a world-recognised research collaborator of choice, and deliver research with world-changing impact; and the passion, processes and outcomes of discovery that help to solve local, national and global questions and challenges	*[Within University Sector]* Linking and connecting disciplines, initiatives, teams, collectives and communities; 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 discovery and knowledge creation or creative practice 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 of genuine care, purposeful collaboration, bold innovation and collective ambition through decisions, behaviour, and interpersonal interactions. As a leader, active and meaningful contribution to the University and broader community, and embracing mentorship of staff and students
CRITERIA	• Track record of high quality, traditional and/or nontraditional knowledge creation or creative practice appropriate to the discipline/s • Clear explanation of the applicant's contribution to these outputs and outcomes • Evidence of research influence, uptake and value to the discipline/s (e.g., awards and recognition, invitations, requests for methods, tools, models etc, changing practice in field, citations, spreading national and international network etc) • Research income from diverse sources (Categories 1-4) and its appropriate stewardship • High quality Graduate Research (GR) training (student supervision, completions, success, trajectories, thesis examinations) • Demonstration of research best practice (including research ethics, integrity, transparency)	• Synthesis of research (e.g. review articles, textbooks, meta-analyses, replication studies, academic journal editing, commentaries) and contribution to interdisciplinary research teams, publication and dissemination of research findings beyond disciplinary boundaries • Development of and/or involvement in collaborative, coordinated and consilient research initiatives, teams, collectives and communities • Embedding research activity or research into student learning and curriculum • Media or community communications contribution to tertiary education or research policy and practice (e.g., embedding or improving education or research integrity standards)	• Curriculum design, development and innovation • Student outcomes and achievement • Reflective and evidence-informed enhancement of teaching quality and education practice • Professional development and accreditation • Leadership in education A reflective education portfolio is required to evidence development and achievements across time, including evidence of impact.	• Strategic, mutually beneficial engagement with local, national and/or international partners industry, government or community (e.g., delivery of solutions, value for investment) • Short-, medium- and/or longer-term impacts on collaborators, stakeholders and/or end-users (as measured by quantitative indicators or qualitative cases) • Development of skills, knowledge, placement and training opportunities and experience, including for research students, in commercialisation, entrepreneurship and the innovation pathway • Entrepreneurial efforts and outcomes (e.g., patents, licences, start-ups, spin outs) • Contributions to enhancing the employability of graduates • Positive engagement and/or	**Citizenship** • Demonstration and modelling of inclusive behaviours and the University values that align with the DIB Framework pillars of Organisation, Community and Culture through everyday behaviour and conduct • Building capability in reflective practice **Leadership** • 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

and contribution to a sustainable, inclusive and cooperative research culture			leadership within one's profession or discipline outside the academy	
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:

Rating	Points	Definition
Not Applicable	NA	The pillar is not relevant to the applicant's job family or position. No assessment is required.
Insufficient Evidence	0	The applicant has not provided adequate or relevant evidence to demonstrate achievement in this area.
Emerging Evidence	1	The applicant shows early signs of achievement or potential in this area. Evidence is present but is modest, developing, or not yet consistent in scope or impact.
Compelling Evidence	2	The applicant presents clear and relevant evidence of achievement. Contributions demonstrate consistency and alignment with institutional expectations, with indications of meaningful impact.
Outstanding Evidence	3	The applicant demonstrates exceptional achievement, leadership, or innovation in this area. Evidence reflects sustained excellence and significant influence at institutional, national, or international levels

Requirements for promotion:

1. To be promoted to Level B, applicants must achieve:

    a. A minimum of 8 points with:

        i. Outstanding Evidence (3) in at least one of the five categories;

        ii. Compelling Evidence (2) in one other category; and

        iii. a minimum of Emerging Evidence (1) in the category of Citizenship and Leadership

2. To be promoted to Level C, an applicant must achieve:

    a. A minimum of 8 points with:

        i. Outstanding Evidence (3) in at least one of the five categories;

        ii. Compelling Evidence (2) in one other category; and

        iii. a minimum of Compelling Evidence (2) in the category of Citizenship and Leadership

3. To be promoted to Level D, an applicant must achieve:

    a. A minimum of 9 points with:

        i. Outstanding Evidence (3) in at least one of the five categories;

        ii. Compelling Evidence (2) in one other category; and

        iii. a minimum of Compelling Evidence (2) in the category of Citizenship and Leadership

4. To be promoted to Level E, an applicant must achieve:

    a. A minimum of 9 points with:

        i. Outstanding Evidence (3) in at least two of the five categories;

        ii. a minimum of Compelling Evidence (2) in the category of Citizenship and Leadership

NB: Second outstanding evidence for promotion to Level E can be claimed in the Citizenship and Leadership pillar

Guidance on applying criteria:

- Applicants do not need to grade themselves 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 grade themselves 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, contextualised approach to assessment, considering applicants diverse contributions and achievements relative to discipline norms, timeframes, constraints and opportunities

Promotion to Level B: Examples of evidence / indicators

The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Education**	The scholarship of **Application**	**Citizenship** and **Leadership**
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 • Acceptance of scholarly outputs for publication in peer reviewed bodies (with a clear explanation of the applicant's contribution) • Exhibiting creative outputs OR other demonstrated scholarly activities **Research impact** • Evidence of developing research influence, uptake and value (e.g., presentations at national or international conferences, invitations from colleagues to share research, awards or other recognition, requests for methods, tools, models, citations, altmetrics etc) **Grant income** • Participation on funding applications for internal and external funding from any source • Developing understanding of appropriate stewardship of research funding **GR supervision** • Supervision or co-supervision of GR students • Invitation/s to examine MRes or PhD Theses • Completion of GR Supervision training • Articulation of (developing) personal GR supervision	**Synthesis of research** • Demonstration of multi-, cross- or interdisciplinary research or study • Collaboration in a multi-, cross- or interdisciplinary initiative, team, collective or community • Involvement in high quality research outputs and outcomes or grant applications for multi-, cross-, or interdisciplinary teams • Peer review for trusted disciplinary and cross-disciplinary venues • Engagement with courses to enable research-education 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 design, development and innovation** • Active and evidenced participation in curriculum design and development at course or unit level with a clear and scholarly rationale for pedagogical choices • Effective delivery of education activities with evidence of student engagement and achievement • Evidence of innovative education practices that enhance the student experience and/or outcomes • Education Grants or Awards at departmental/school level or above **Student learning outcomes and achievement** • Evidence of student engagement and achievement, including specific examples of enhanced educational practices that have been informed by data or other evidence. • Implementation of student-centred teaching approaches with demonstrated impact on the educational environment and student outcomes **Reflective and evidence-informed enhancement of teaching quality and education practice** • Evidence of active engagement in the scholarship of education and evaluative practices that enhances education quality • Documented outcomes of peer observation with resulting reflective enhancements to educational practice • Reflective engagement with student feedback with specific evidence of enhanced educational practices	**Engagement with industry, government or community** • Positive engagement in developing strategic, mutually links with external partners to facilitate knowledge exchange, research translation, or student engagement in practice • Creating student links with relevant industry, profession or society • Developing skills and knowledge in commercialisation, entrepreneurship and the innovation pathway **Graduate employability** • Engagement in units or courses 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	**CITIZENSHIP** **Demonstration and modelling of inclusive behaviours and University values** • Positive and collaborative interaction with others, aligned to University values and the DIB Framework. **Reflective citizenship practice and development** • Initiation of feedback from mentor, students or colleagues • Incorporation of suggestions into practice **LEADERSHIP** **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 meetings with a senior mentor • Involvement in student academic advising

LEVEL B: EXAMPLES OF EVIDENCE / INDICATORS

philosophy with evidence of reflection

Research best practice:

- Completion of Responsible Conduct of Research and relevant training appropriate to the discipline (e.g., ethics, integrity, data management)

- Articulation of understanding and application of transparency in research (e.g. co-design/evaluation with participants/community, study (pre)registration, sharing code or data, alignment with reporting guidelines)

- Evidence of contributions to a sustainable, inclusive and cooperative research culture (e.g., within team, department, school or collective)

Professional development and accreditation
- Evidence of active and reflective engagement in professional development activities with reflective growth and demonstrated impact specific evidence of enhanced educational practices
- Evidence of active and reflective engagement with a mentor that has resulted in specific enhancements to education practice.
- Associate Fellow of Advance HE or higher

Leadership in education
- Reflective portfolio evidences a commitment to personal growth and development as an educator.

Promotion to Level C: Examples of evidence / indicators

LEVEL C: EXAMPLES OF EVIDENCE / INDICATORS

The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Education**	The scholarship of **Application**	**Citizenship** and **Leadership**
Research output • Development of coherent and independent research programme • High-quality refereed publications, creative works or other demonstrated scholarly activities (with a clear explanation of the applicant's contribution) • Evidence of sustained growth in citations • Demonstrated capacity to build trusted, reciprocal research partnerships **Research impact** • Evidence of significant research influence, uptake and value including: • National recognition in discipline (e.g., awards or other recognition, 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 at national or international conferences • Invitations from colleagues to share research or collaborate, requests for methods, tools, models • Indicators that the work is being built on and/or engaged with by others (e.g. Citations to findings, methods or tools in diverse outlets, disciplines or settings). • Active participation in organisation of national or international conferences **Grant income** • A co- or chief investigator on successful competitive internal or	**Synthesis of research** • Participation in collaborative, coordinated and consilient research initiatives, collectives or communities (including Faculty or University Research Centres)Authorship on review articles, textbooks, meta-analyses, replication studies, commentaries 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 or research policy and practice** • Engagement with industry advisory boards • Contribution/Influence on University/ Faculty/ Department Committees or University policy or initiatives	**Curriculum design, development and innovation** • Active and evidenced leadership in curriculum design and development with a clear and scholarly rationale for pedagogical choices, including evidence of course-based thinking • Effective delivery of curriculum over a sustained period of time with evidence of student engagement and achievement • Evidence of leading the implementation of innovative education practices that enhance the student experience and/or outcomes • Education Grants or Awards at Faculty level or above **Student learning outcomes and achievement** • Evidence of student engagement and achievement over a sustained period of time, including specific examples of enhanced educational practices that have been informed by data or other evidence. • Lead the implementation of student-centred teaching approaches with demonstrated impact on the educational environment and student outcomes **Reflective and evidence-informed enhancement of teaching quality and education practice** • Evidence of active and sustained engagement in the scholarship of education and evaluative practices that enhances education quality • Documented outcomes of peer observation with resulting reflective and evidenced enhancements to educational	**Engagement with industry, government or community** • Sustained strategic and mutually beneficial engagement relationships with local, national and/or international partners with proven value for the university. e.g. ARC linkage or similar grants, participation in government or industry consulting or policy development • Evidence of short-, medium-, and/or longer-term impacts on collaborators, stakeholders and/or end-users • Demonstration and application of skills and knowledge in commercialisation, entrepreneurship and the innovation pathway • Involvement in entrepreneurial efforts and outcomes (e.g., patents, licences, start-ups, spin outs) • Established student links with relevant industry, profession or society **Graduate employability** • Implementation and/or coordination of units or courses 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	**CITIZENSHIP** **Demonstration and modelling of inclusive behaviours and University values and leadership qualities** • Evidence of collaborating with, and enabling and empowering junior colleagues and students • Positive, collaborative, and supportive behaviour in leadership roles aligned with university values and the DIB framework **Reflective citizenship practice and development** • Seeking feedback on behaviour and values from mentor, colleagues, and students • Professional development of leadership, values and behaviour • Professional development for mentoring and reflective capacity **LEADERSHIP** **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 • Course 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

external grant applications from any source
- An understanding of appropriate stewardship of research funding

GR supervision
- Primary supervision of GR students and successful completions of GR students
- Co-publishing/producing with GR students in high-quality journals/outlets
- Invitations to examine GR theses
- Completion of GR Supervision training
- Articulation of clear personal GR Supervision philosophy with evidence of reflection and response to a range of evaluative feedback

Research best practice:

- Mentoring others (e.g., peers, junior colleagues or students) in the responsible conduct of research and component knowledge and skills (e.g., ethics, integrity, data management)
- Commitment to and mentoring of others in the understanding and integration of transparency in research
- Significant record of contributions to a sustainable, inclusive and cooperative research culture (e.g., within team, department, school or collective)

practice across a sustained period of time
- Reflective and sustained engagement with student feedback with specific evidence of enhanced educational practices

Professional development and accreditation
- Evidence of active and reflective engagement in professional development activities with reflective growth and demonstrated impact specific evidence of enhanced educational practices
- Evidence of active and reflective engagement with a mentor that has resulted in specific enhancements to education practice.
- Evidence of contributions to the professional development of other educators
- Fellow of Advance HE or higher

Leadership in education
- Reflective portfolio evidences a sustained commitment to personal growth and development as an educator
- Evidence of emerging leadership in education with documented impact on the education practices of others.

staff/students
- Continuing practice of mentoring by senior colleagues

Promotion to Level D: Examples of evidence / indicators

LEVEL D: EXAMPLES OF EVIDENCE / INDICATORS	The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Education**	The scholarship of **Application**	**Citizenship** and **Leadership**
	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 (with a clear explanation of the applicant's contribution) **Research impact** • Evidence of significant and sustained research influence, uptake and value (e.g., presentations at national or international conferences, invitations from colleagues to share research, requests for methods, tools, models, citations etc) • Esteem by national or international peers (e.g. awards or other recognition) • 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 from any source • Appropriate stewardship of research funding	**Synthesis of research** • Significant leadership contribution to collaborative, coordinated and consilient research initiatives, collectives or communities (including Faculty or University Research Centres) • Lead-authorship on review articles, textbooks, , meta-analyses, replication studies, commentaries or opinion papers • Lead CI grants (research and/or teaching) that bring together internal and/or external researchers • 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 or research policy and practice** • Member of external advisory boards • Leading contribution to University policy or initiatives	**Curriculum design, development and innovation** • Evidence of strategic leadership in curriculum design and development that has course-level impact • Evidence of highly effective delivery of curriculum over a sustained period of time with evidence of student engagement and achievement • Evidence of leading the implementation of innovative education practices that enhance the student experience and/or outcomes • Education Grants or Awards at University or National level **Student learning outcomes and achievement** • Evidence of sustained excellence in student engagement and achievement, including multiple examples of enhanced educational practices that have been informed by data or other evidence. • Strategic leadership in the implementation and/or scaling of student-centred teaching approaches with demonstrated impact on the educational environment and student outcomes **Reflective and evidence-informed enhancement of teaching quality and education practice** • Evidence of active and sustained leadership in developing and/or enhancing the scholarship of education and evaluative practices that enhances education quality within a School/Department or Faculty	**Engagement with industry, government or community** • Leadership in establishing a significant track record of strategic and mutually beneficial engagement and relationships with local, national and/or international partners from industry, government or the community (e.g., research or philanthropic funding, student placements, graduate employment, institutional reputational value) • University and community recognition of short-, medium-, and/or longer-term impacts on collaborators, stakeholders and/or end-users • Strategic sharing of skills and knowledge in commercialisation, entrepreneurship and the innovation pathway with other researchers, research communities and research students • Leadership of entrepreneurial efforts and outcomes (e.g., patents, licences, start-ups, spin outs) **Graduate employability** • Leadership or coordination of student placements within industry or community and/or engagement of GR students in industry **Professional or discipline**	**CITIZENSHIP** **Demonstration and modelling of inclusive behaviours and University values and leadership qualities** • Track record of practicing and supporting University values • Positive, collaborative and supportive behaviour in leadership roles aligned with university values and the DIB framework **Reflective citizenship practice and development** • Track record of ongoing reflective practice (reflection on actions to improve the ways of work, acting on feedback) with evidence of ongoing development **LEADERSHIP** **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. • Course convening, GR 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

GR supervision
- Sustained track record of successful GR completions and trajectories after completion
- Completion of GR Supervision continuing professional development
- Articulation of scholarly GR Supervision philosophy with evidence of reflection and response to a range of evaluative feedback

Research best practice:
- Leading others in the responsible conduct of research and component knowledge and skills (e.g., ethics, integrity, data management)
- Leadership within the discipline, organisational unit or university in the understanding and integration of transparency in research
- Leadership of initiatives that ensure a sustainable, inclusive and cooperative research culture within the university or beyond

- Documented outcomes of enhancements to educational practice that have resulted from active engagement as a peer review of the educational practices of others
- Evidence of systematic and sustained engagement with student feedback with specific evidence of enhanced educational practices with a course-level impact

Professional development and accreditation
- Evidence of active and reflective engagement in professional development activities with reflective growth and demonstrated impact specific evidence of enhanced educational practices that have broad impact on students and/or staff
- Evidence of sustained contributions to the professional development of other educators
- Evidence of contribution to the scholarship of education through publications, presentations or other activities.
- Senior Fellow of Advance HE or higher

Leadership in education
- Reflective portfolio evidences a sustained commitment to personal growth and development as an educator with deep impact on students and/or other educators
- Evidence of leadership in education with documented impact on the education practices of others.
- Evidence of engagement in and influence on institutional practice and/or policy

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)

Promotion to Level E: Examples of evidence / indicators

The scholarship of **Discovery**	The scholarship of **Integration**	The scholarship of **Education**	The scholarship of **Application**	**Citizenship** and **Leadership**
Research output • Demonstration of research leadership at an international level • High-quality publications/creative works, conference presentations, based upon a sustained research program. (with a clear explanation of the applicant's contribution) • Demonstrated research capacity and productive research engagements and collaborations – internal and external **Research impact** • Significant and sustained evidence and external recognition of status as a research leader based on research influence, uptake and value at a national and/or international level • 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 and leading external competitive grant funding at a national or international level, typically involving multiple institutions • Appropriate stewardship of research funding and sharing best practice with others **GR supervision** • Leadership of a supportive research-training environment that enables learning and discovery and facilitates on-time	**Synthesis of research** • Leading innovation in multi-, cross- or interdisciplinary research • Establishment and recognition of novel integrative research field Director or co-director of collaborative, coordinated and consilient research initiatives, collectives or communities (including International, National, State or University Centres) • 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 or research 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 design, development and innovation** • Evidence of strategic leadership in curriculum design and development that has Faculty or University level impact • Evidence of driving highly effective, sustained and transformative curriculum delivery across a course or Faculty with evidence of student engagement and achievement • Evidence of leading the implementation of innovative education practices that enhance the student experience and/or outcomes • Education Grants or Awards at National level **Student learning outcomes and achievement** • Evidence of driving initiatives that result in sustained excellence in student engagement and achievement at scale that have been informed by data or other evidence. • Strategic leadership in the implementation and/or scaling of student-centred teaching approaches at Faculty or University level with demonstrated impact on the educational environment and student outcomes **Reflective and evidence-informed enhancement of teaching quality and education practice** • Evidence of active and sustained leadership in developing and implementing strategic initiatives at Faculty or Institutional level that have demonstrated outcomes of enhanced education practice and teaching quality	**Engagement with industry, government or community** • Nationally recognised track record of value to the University arising from sustained and durable strategic and mutually beneficial engagement and relationships with local, national and/or international partners from industry, government or the community (e.g., research or philanthropic funding, student placements, graduate employment, reputational value)National or international recognition of short-, medium-, and/or longer-term impacts on collaborators, stakeholders and/or end-users (e.g., significant societal policy or practice changes) • Providing leadership and mentorship to the academy on engagement strategies with industry, government and community as well as skills and knowledge in commercialisation, entrepreneurship and the innovation pathway • 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	**CITIZENSHIP** **Demonstration of, and role modelling of inclusive behaviour and University values and leadership qualities** • Demonstrative leadership in embedding University values and the DIB framework into local practices and processes • Active participation in further developing University values **Reflective citizenship practice and development** • Evidence of creating an environment of reflective practice and development at local level • Provision of professional development for other staff **LEADERSHIP** **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

GR completions, successful outcomes and future trajectories

Research best practice:
- Discipline, institution or sector leadership of the responsible conduct of research and component knowledge and skills (e.g., ethics, integrity, data management)
- Sustained leadership within the discipline, organisational unit, university or sector in the understanding and integration of transparency in research
- Significant and sustained leadership of initiatives that ensure a sustainable, inclusive and cooperative research culture within the university or beyond

- Evidence of leading initiatives at a Faculty or Institutional level that drive systematic and sustained engagement with student feedback to enhance educational practice and teaching quality

Professional development and accreditation
- Evidence of leadership in driving active and reflective engagement in the professional development of educators at Faculty and/or Institutional level that has resulted in demonstrated impact on educational practices and on the student experience and/or outcomes
- Evidence of leading the scholarship of education through publications, presentations or other activities that has national and/or international recognition
- Principal Fellow of Advance HE

Leadership in education
- Reflective portfolio evidences a sustained commitment to personal growth and development as an educational leader with deep impact on students and/or other educators at an Faculty or Institutional level
- Evidence of senior leadership in education with documented impact on the education practices of others at scale at a Faculty or Institutional level.
- Evidence of leadership in developing and implementing Faculty or Institutional educational strategies

Evidence of leadership in shaping educational practice and/or policy at scale