**Indicative standards by promotional level**

**Professor (E)**

Note: Indicators in **Bold** up to Lecturer B should be considered as **minimum standards**. Indicators in Bold **above** Lecturer B should be considered as **key signals** to build a case for promotion where the contribution is in teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

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| **Criterion 1:  Design and planning of learning activities** | |
| Planning, development and preparation of learning activities, learning resources and materials for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level** * Significant curriculum or disciplinary contribution through published student learning materials/textbooks * **Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum** | * Unit/course outline and materials * Report from unit and/or course coordinator * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Student feedback derived from external independent evaluation * Tutor feedback on preparation, organisation or mentoring support * Feedback from teaching teams * Expert peer review on course/program materials and innovation * External peer recognition and/or review on impact of curriculum, discipline or innovation * Details of leadership roles and specific contribution * Details of mentoring and support of colleagues * Feedback from staff mentored * Letter from Chair of curriculum committee on contribution * Awards and citations for learning materials * Text book awards |
| **Criterion 2:  Teaching and supporting student learning** | |
| Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or (inter)national level** * Leadership in academic practice in the university, discipline or (inter)nationally * **Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/ coaching)** | * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Examples of student work/ theses * Postgraduate student grades and time to completion * Systematic monitoring of student learning outcomes * Peer review and personal responses to the review and practices * Adoption of innovation by others * Impact of innovation/initiative within university or wider * Impact of mentoring on peers or colleagues * Recognition from university national and international peers * Nomination for a teaching award * Success in a university, national or discipline teaching award * Letters of invitation or thanks |
| **Criterion 3:  Assessment and giving feedback to students** | |
| Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Establishes effective organisational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students** * **Successful leadership/ mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation** | * Unit/Course outline with assessment tasks and marking criteria * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Extracts from a number of units/courses showing variety of assessment tasks * Feedback from course coordinator on assessment tasks and student outcomes. * Examples of innovative assessment tasks * Examples of standards of student learning * Data evidencing impact of assessment innovation * Use of learning analytics * Feedback on role in establishing moderation and standards practices * Examples of examiner reports and/or independently moderated student work * Peer review of course assessment and response to review * Examples of policies, practices and their implementation * Peer recognition of leadership role and achievements |
| **Criterion 4:  Developing effective environments, student support and guidance** | |
| Activities related to the creation of an engaging learning environment for students. Including; supporting transition, and the development of learning communities that account for and encourage equity and diversity. | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments** * **Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities** | * Student surveys and feedback and responses to these * Informal unsolicited student or peer feedback * Details of role and engagement in learning communities (formal or informal) * Use of learning analytics showing student engagement with student support services such as PASS and English Language Proficiency * Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities * Extent and participation in innovation for student engagement * Reports evaluating the effectiveness of targeted student support interventions on student retention and progression * Feedback from peers or students mentored * Examples of leadership role and outcomes |
| **Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning** | |
| 1: Teaching and learning research incorporated into teaching practice | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching** * **Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning** * **(Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution** * **Authorship/co-authorship and systematic publication relevant to teaching and learning** | * Excerpts from unit/course materials demonstrating incorporation of current T & L research into teaching activities * Details of grants and awards (successful and unsuccessful) and outcomes * Details of conferences and presentations * Copies of publications and details of contribution and impact * References and letters from peers * Details of mentoring roles and outcomes * Details of leadership roles and contribution confirmation by peers * Impact of projects, grants and other initiatives for the university or (inter)nationally * TEQSA, OLT recognition as assessor or expert |
| 2: Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Establishes effective organisational policies and/or strategies in curriculum development using current discipline based research** * **Leadership in the development of curriculum/discipline within the relevant discipline at university and/or (inter)national level** * Membership on school/disciplinary review and advisory committees in university and sector * **Sustained leadership in initiatives involving students in pedagogically sound research programs/projects** | * Excerpts from unit/course materials demonstrating the incorporation of current disciplinary research or the inclusion of research orientated tasks * Student surveys and feedback * Student participation in conferences, presentation of papers and/or publishing * Number of students progressing to research degrees * Number of postgraduate students supervised to completion, grades and time to completion * Number of students in academic/research positions following graduation * Peer review recognising role and contribution * Receipt of prizes or awards by students supervised * Peer review reports related to teaching/curriculum materials * Adoption of teaching/curriculum materials by others * Letters of reference from peers or invitations indication standing in discipline * Assessor reports * Details of leadership roles, duration, achievements |
| 3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum | |
| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Establishes and maintains effective organisational policies and/or strategies on integrating work-based practice** * **Sustained leadership in work-based, professional practice at discipline and /or (inter)national level** * **Sustained industry/ professional peer recognition** | * Excerpts from Unit/Course materials demonstrating the integration of case studies and/or industry experience * Feedback from students on experience * Extent of participation by students, industry * Letters or surveys of industry satisfaction on preparation of students for practice * Peer review of professional /authentic experience * Invitations to work with industry, letters of support from industry * Feedback from industry partners indicating alignment between industry requirements and learning outcomes * Feedback from industry partners indicating the efficacy of programs in preparing graduates for professional practice |
| **Criterion 6:  Evaluation of practice and continuing professional development** | |
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| Indicative Standards | Indicative Evidence |
| **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   * **Sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at (inter)national level** * Contributes to and/or leads professional development courses * **Establishing effective organisational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching** * **National impact and peer recognition** | * Student surveys, comments and feedback * Peer review on a range of dimensions of teaching * Mapping achievements and experience to professional standards frameworks * Application for teaching fellowship (HERDSA, HEA) * Certificates/ transcripts of professional development undertaken, duration, changes made as a consequence * Details and examples of the impact of the change in practice, evidence of changes in student, peer evaluation * Details of contribution to the professional development, mentoring of others, and outcomes * Invitations to present keynote at T & L and disciplinary conferences * Teaching Portfolio demonstrating reflective practice * Examples of leadership contribution in professional development and evaluation |
| **Criterion 7:  Professional and personal effectiveness** | |
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| Indicative Standards | Indicative Evidence |
| **Professional Qualities**   * **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   **Demonstrates further professional qualities such as:** • Proactive sustained leadership and contribution to the development of professional qualities at the university, sector/disciplinary and/or (inter)national • Building and sustaining collaborative relationships and working proactively to create and develop capacity of a range of stakeholders    **Personal qualities**   * **Meets the requirements for** [**Level D**](http://uniteachingcriteria.edu.au/new-senior-lecturer-c-2/) **and**   **Demonstrates further personal qualities such as:** • Building and sustaining proactive and effective collaborative relationships and working proactively to create and develop capacity of a range of stakeholders | * 360 degree leadership feedback * Team and program awards * Committee contribution * Collaborative teaching and learning grants, publications * Industry, professional awards/recognition * Details of mentoring roles and outcomes * Feedback from staff mentored * Details of leadership roles and confirmation of contribution from peers * Letters of reference and/or thanks |