**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.

|  |
| --- |
| **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** |
|   |
| 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** |
|   |
| 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
 |