

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 538003X

Explanatory notes for promotions process

The promotions process at La Trobe is evidence based.

Applicants should take care when preparing their application to provide evidence not only of their activities in each area, but also the quality and impact of their contribution. The type of evidence is often the same at each classification level, but differentiated by expected impact, scale, scope, duration, degree of leadership, for example.

The following 'evidence matrix' gives examples of evidence of performance and achievement at each level of appointment across the four assessment areas:

- * teaching and supervision;
- * research and scholarly activity;
- * university service, management and leadership; and
- * professional and community service, management and leadership.

The matrix makes suggestions about where certain types of evidence might be used. However, applicants may decide to list evidence under other areas and will not be disadvantaged if they do so. In cases where evidence could fit under two or more assessment areas, applicants should allocate it to the area where the more significant contribution has been made. The same evidence should not be cited in more than one area.

Applicants whose most significant contributions are in learning and teaching are encouraged to weight their applications towards teaching without fear of disadvantage.

application. Applicants will normally be expected to achieve minimum standards of performance in all areas, but are not expected to demonstrate achievement at the same level in all areas.

The examples given are indicative rather than prescriptive or exhaustive. This means that applicants are NOT expected to have done all of the things listed. Applicants may also cite other examples which are not on the list to demonstrate their performance and achievements.

Applicants should not to use the descriptors as a set of headers, but rather should use the examples to help construct a narrative which explains the case they are making.

All academic staff can use this matrix for career planning and preparation for performance development reviews, not just for the purposes of promotion.

For further information applicants should refer to the La Trobe University Academic Promotions Policy and Procedures documents.

How to use this spreadsheet

For examples of the types of evidence required for a particular domain (teaching, research, university service, professional service), choose the relevant domain at the Bookmark icon on the left hand side of the screen.

For examples of the types of evidence required at a classification level (promotion to level B, C, D, E), choose the relevant level at the Bookmark icon on the left hand side of the screen.

Acronyms used in the matrix: ALTC (Australian Learning and Teaching Council); ARC (Australian Research Council); CAL (Copyright Agency Limited); CTLC (Curriculum, Teaching and Learning Centre); ERA (Excellence in Research for Australia); HDR (higher degree by research); HERDSA (Higher Education Research and Development Society of Australasia); NHMRC (National Health and Medical Research Council); OSP (Outside Studies Program); PLR (Public Lending Right);

TEACHING		
Types of Evidence Required	Subject Teaching (including labs, studios, etc)	Student Supervision (Clinical Placements, Honours, Minor Theses, HDR)
<i>Independently peer-reviewed outputs or other independent measures of quality and impact</i>	Peer-reviewed teaching portfolio	Peer-reviewed teaching/supervision portfolio
	Peer-reviewed curriculum development	
	Successful teaching innovation or 'flagship' curriculum development	
	Presentation of peer reviewed paper or invitation to present at teaching and learning conferences	Presentation of peer reviewed paper about supervision or invitation to present at teaching and learning conferences
	Faculty, University, and national ALTC teaching citations and awards	School, faculty, University, and national teaching citations or awards for supervision
	University, HERDSA or ALTC Teaching Fellowship	University, HERDSA or ALTC Teaching Fellowship
	Publication of textbooks reflecting curriculum expertise, and evidence of use in other institutions	Numbers of HDR students supervised (successful completions); clinical supervision, mentoring
	Significant influence on practice in the clinical (professional) field nationally, as a result of teaching, scholarship and innovation	Innovation in supervisory practice leading to improved student success
	Successful innovation in multi-campus teaching	Career/employment outcomes of research students
	Invitations to undertake peer review or evaluations of teaching practice/curriculum at other universities	Publications, prizes, awards, or presentations of research students
	Evidence of contribution to student welfare and engagement	
	Participation in or leadership of funded teaching and learning research/project	
<i>Academic preparation and ongoing professional development</i>	Successful completion of La Trobe 3-day teaching and learning program, or equivalent	Successful completion of La Trobe 3-day teaching and learning program, or equivalent
	Completion of general teaching skills development workshops/seminars	Successful completion of HDR supervision training
	Teaching and learning conference attendance	Teaching and learning conference attendance
	Specialised teaching skills development workshops/seminars	General or specialised supervision skills development workshops
	(La Trobe) Graduate Certificate in Higher Education or equivalent award	Graduate Certificate in Higher Education or equivalent award
	Masters/PhD in higher education teaching and learning or equivalent	Masters/PhD in higher education teaching and learning or equivalent
	Professional qualifications and relevant clinical/professional experience	
	Membership of ALTC or equivalent disciplinary network or association	Professional qualifications or relevant clinical/professional experience
<i>Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc</i>	Invitation, development or organisation of teaching development seminars, workshops or conferences	
	Student feedback on teaching (avoid use of selective quotations or comments)	Student feedback/evaluations of supervision
	Expert assessors' reports	Assessors' and supervisors' reports
	Letters of reference from international experts in curriculum, teaching and learning	

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

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RESEARCH		
Types of Evidence Required	Discovery, innovation, creative work	Knowledge transfer and development; applications; synthesis and integration
<i>Independently peer-reviewed outputs or other independent measures of quality and impact</i>	Completed PhD	Invited industry/professional conference research presentations
	Post-doctoral research fellowship, nationally-competitive or international research fellowship	Competitive grants with industry partner
	Co-authorship or authorship of high quality journal article, book chapter, monograph or other refereed publications in discipline area, scholarship of teaching, or clinical or professional practice	Authorship of contracted government, professional or industry reports
	Evidence of quality and impact such as ERA rankings, impact factors and/or citation indexes where available	Research commercialisation, patents and licences, registered designs
	Curated exhibition or creative work of regional, national or international significance	Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a regional, national or international level
	Internal or external funding for research and scholarship, including grants from competitive granting bodies	Publication of research findings in professional practice or knowledge transfer journal with high impact factor
	Membership of expert research panels (eg ARC, NHMRC) or international equivalents	Development of public policy with evidence of the impact of this work
	Translation of books into other languages	Publication of legal or clinical case notes
	Election to learned academy	Regional and national lectures/seminars on specialist topics
	Data reflecting impact from Public Lending Right (PLR) or Copyright Agency Limited (CAL)	
	Contribution to developing national research policy	Invitations to represent the University on external boards, reference groups or strategic national organisations
	Editor or member of editorial board of high quality national or international journal	Evidence of impact on policy/practice improving sustainability, including regional sustainability
	Editorship of a prestigious work of reference	
	Local, regional, national and/or international research awards	
<i>Academic preparation and ongoing professional development</i>	Attendance at national/international discipline conference	Membership of external professional or industry associations/bodies
	Effective use of OSP to develop national and international linkages and to raise impact of research	Participation in workshops/programs around commercialisation, industry linkages
	Membership of disciplinary or professional association	

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Professional development	Participation in university or national workshops on research management	
	Participation in specific programs designed to develop research capacity	
	Membership of Australian Institute of Aboriginal and Torres Straight Islander Studies	
Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc	Independent reviews of publications or creative works	Assessors' reports on research impact from leaders in clinical/professional practice
	Invitations to distinguished visiting posts	Assessors' reports from industry/end-user groups
	Invitations to give external research related lectures	Invitations to contribute to endorsed professional guidelines
	Assessors' reports on research grant applications	
	External assessors' reports on research quality and impact	

UNIVERSITY SERVICE, MANAGEMENT AND LEADERSHIP			
Types of Evidence Required	Subject and/or Course Level	School, Institute and/or Faculty Level	University Level and/or Strategic Initiatives or Projects
Independently peer-reviewed outputs or other independent measures of quality and impact	Successful development or maintenance of subject or course eg enrolment and completion rates	Effective, efficient performance in allocated administrative roles at school/institute or faculty level	Evidence of extent of activities and their outcomes at University and strategic levels
	Effective and efficient performance in allocated administrative roles at the subject or course level	Leadership and effective management of an academic area	Effective and efficient performance in allocated administrative roles at University or in Strategic Projects
	Effective management of cross-campus alignment and consultation	Leadership and successful development of a Centre/school/institute	Participation in or leadership of cross campus teams in curriculum development, or initiatives to improve teaching and learning
	Effective cross-campus management and leadership of tutors and associated staff in subject or course	Effective leadership of an academic portfolio within a faculty (e.g. Associate Dean)	Productive service on, and chairing of, University committees and strategic project groups
	Successful program coordination or leadership of an academic area(s)	Effective service on, and chairing of, committees at the school, institute or faculty level	Contributions to policy formation within the University
	Attracting funds to support development or maintenance of a subject or course	Mentoring of less experienced staff	Introduction and development of a major innovation in support of University plan
	Effective contribution to or leadership of subject/program reviews and improvement	Effective contribution to local implementation of University policy (eg Design for Learning; University Research Plan; Internationalisation Strategy)	Attracting funds to develop or establish research or teaching facilities
		Success in fostering a collegial environment, collaborations or team building	Mentoring and fostering of academic staff
		Successful introduction and development of major innovations	Membership of ERA committees
		Attracting funds to develop or establish research or teaching facilities	Contributions to enhance equity and diversity in teaching, research and other University activities
	Contributions to attracting undergraduate/post-graduate students, enhancing student experience/engagement	Involvement in projects/initiatives to support social and environmental sustainability	
		Effective and consultative multi-campus management	
Academic Preparation and Ongoing Professional Development	University Equality and Diversity workshop/training	University Equality and Diversity workshop/training	University Equality and Diversity workshop/training
	Successful completion of La Trobe 3 day teaching and learning program or equivalent	Performance development training	Management skills development workshops, seminars
	Participation in/completion of subject or course-level skills development workshops and seminars	Management skills development workshops, seminars and programs	Relevant conference attendance
	Conference attendance	Relevant conference attendance	Specialised relevant skills development workshops and seminars
	Postgraduate diploma/certificate in University management or leadership-related topics or equivalent award	Postgraduate diploma/certificate in University management or leadership-related topics or equivalent award	Postgraduate diploma/certificate in University management or leadership-related topics or equivalent award
	Masters/PhD in University management, leadership or equivalent degree	Masters/PhD in University management, leadership or equivalent degree	Masters/PhD in University leadership and management or equivalent degree
		Project management training	Project management training
	Specialised relevant skills development workshops and seminars		

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

<i>Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc</i>	Student feedback/evaluations of subject or course	Outcomes from formal program/school or faculty reviews	Outcomes from formal reviews of projects
	Independent evaluations of subjects and/or courses	360 degree evaluations	360 degree evaluations
	Supervisors' reports; annual performance review outcomes	Supervisors' reports; annual performance review outcomes	Supervisors' reports; annual performance review outcomes
		Relevant assessors' reports	

PROFESSIONAL AND COMMUNITY SERVICE, MANAGEMENT AND LEADERSHIP

Types of Evidence Required	Academic Disciplines/Higher Education and/or Professions	La Trobe University's Communities in Victoria	Other Communities
<p><i>Independently peer-reviewed outputs or other independent measures of quality and impact</i></p>	<p>Serving in executive roles in disciplinary, professional or clinical associations at state, national or international levels Successful organisation of conferences, conference streams/tracks, including evidence of registrations Portfolio documenting evidence of activities, extent of leadership and output of committee memberships in professional, clinical or discipline-related organisations. Evidence of leadership or active involvement in strategic initiatives of disciplinary, professional or clinical bodies Service on national higher education bodies such as ARC, NHMRC, HERDSA, ERA panels. Invitation to participate in or chair external academic reviews at other universities Chairing of Universities Australia sub-groups Evidence of key role in activities that influence clinical or professional practice Fellowships in professional, clinical or discipline organisations</p>	<p>Service on relevant boards, government bodies and/or committees of community organisations at the local or state level Evidence of number/quality of linkages in State of Victoria Outreach activities to present teaching and/or research to under-represented groups, such as Victorian indigenous communities Portfolio of evidence related to extent of contribution to and impact of community service Collaborative relationships with, or acting as advisor or consultant to, Victorian industry or other organisations or bodies Contribution to policy making including providing advice to local or state governments Media coverage related to disseminating one's research or teaching to the broader community Initiatives/activities that support the University's regional plan and/or regional mission Establishment of clinical, community or other relevant facilities of benefit to the community</p>	<p>Service on boards, government bodies and committees of community organisations at the national or international levels (such as Oxfam, World Health Organisation, International Labour Organisation) Delivering invited lectures at national and international forums in relation to professional or discipline activities Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally or internationally Sharing of expertise through public debates and communicating scholarship to the wider public Invitations to represent the University on external boards, reference groups, commissions Collaborative relationships with, or acting as advisor or consultant to, industry or other organisations or bodies, honorary positions and professional work Reports commissioned by government agencies, grant agencies, and international organisations Number and quality of national and international linkages Profile in the public domain as a "public intellectual" Media coverage related to dissemination of one's research, clinical (professional) expertise or teaching to the broader community via media coverage, iTunes, Podcasts, the internet, etc. on professional topics Engagement with international students, alumni work</p>
<p><i>Academic preparation and ongoing professional development</i></p>	<p>Relevant Masters or PhD or equivalent qualification Relevant conference attendance Participation in peer supervision or professional/clinical development learning groups Completion of higher education management/leadership programs such as LH Martin institute</p>	<p>Relevant skills development, workshops and seminars Relevant conference attendance Relevant Masters or PhD or equivalent degree Specialised skills development, workshops and seminars related to community involvement</p>	<p>Relevant skills development, workshops and seminars Relevant conference attendance Relevant Masters or PhD or equivalent qualification</p>

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

	<p>Graduate Certificate qualification related to discipline, profession or management; or equivalent award</p> <p>Relevant discipline/professional or clinical skills development, workshops and seminars</p>	<p>Graduate Certificate qualification related to community work or management; or equivalent award</p>	
<p>Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc</p>	<p>Professional, clinical or discipline related awards or honours</p> <p>Statements from expert peers or members of the profession or discipline regarding role, extent and impact of service</p> <p>State or national reputation as an expert in a clinical or professional field</p> <p>International reputation as a leader and innovator in a clinical (professional) field</p> <p>External assessors' reports from discipline, profession or sector</p>	<p>Letters of special invitation or commendation</p> <p>Public recognition, honorary status and awards</p> <p>Statements from expert peers, community, government or industry partners regarding role, extent and impact of service to La Trobe community in Victoria</p> <p>External assessors' reports</p>	<p>Letters of special invitation or commendation</p> <p>Public recognition, honorary status and awards</p> <p>Statements from expert peers, community, government or industry partners regarding role, extent and impact of service</p> <p>External assessors' reports</p>

Level B				
Types of Evidence Required	Teaching and Supervision	Research and Scholarly Activity	University Service, Management and Leadership	Professional/ Community Service, Management and Leadership
<i>Independently peer-reviewed outputs or other independent measures of quality and impact</i>	Peer review of teaching practice by school or CTLC evaluator	Co-authorship or authorship of high quality journal article, book chapter, monograph or other refereed publications in discipline area, scholarship of teaching or clinical or professional practice	Development of curriculum/subjects	Membership of relevant disciplinary or professional or industry association
	Peer review by school or CTLC evaluator of constructively aligned curriculum and evidence of student engagement	Curated exhibition or creative works	Effective participation in course curriculum planning and review	Involvement in continuing education for the profession or the community
	Participation in La Trobe funded curriculum, teaching and learning project	Evidence of quality and impact of research such as ERA rankings, PLR or CAL data, impact factors and/or citation indexes where available; translation of work into other languages	Efficient performance of allocated administrative roles	
	Paper at La Trobe Curriculum Teaching and Learning colloquia	Receipt of research funding	Service on committees at the school or Program level	
	Evidence of teaching innovation leading to improved student learning	Professional contract and consultancy reports for government, industry etc.	Service to Program/department or school (such as Open Day, school liaison)	
	Evidence of other contributions to increasing student learning or engagement	Refereed conference presentations	Involvement in projects/initiatives to support social and environmental sustainability	
	Publications, prizes, awards or presentations of research students	Invited external lectures/seminars on specialist topics		
		Research awards	Involvement with international students	
		Editorial work - books and/or journals	Engagement with Alumni	
		Postdoctoral research fellowship		

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Academic preparation and ongoing professional development	Completion of La Trobe 3 day teaching and learning program or equivalent	Normally have completed PhD; postdoctoral fellowship	University Equality and Diversity workshop/training	Relevant conference attendance
	Participation in La Trobe or equivalent teaching and learning conferences or workshops	Participation in school/faculty/University workshops/seminars on improving research performance or commercialisation	Specialised relevant skills development workshops and seminars	Specialised skills development workshops and seminars
		Membership of relevant professional or disciplinary association		Experience in an area of clinical (professional) expertise and relevant qualifications in that clinical (professional) field
		Membership of research group		
Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc	Student feedback on teaching	Independent reviews of publications/creative works	Positive assessment by Head of school and Dean	
	Assessor reports from La Trobe colleagues and supervisors	Assessor reports from external discipline experts, such as PhD examiners	Outcomes from formal reviews of projects or from program/school or faculty reviews	

Level C			
Types of Evidence Required	Teaching and Supervision	Research and Scholarly Activity	University Service, Management and Leadership
<i>Independently peer-reviewed outputs or other independent measures of quality and impact</i>	Peer review of teaching practice by school or CTLC evaluator	Co-authorship or authorship of high quality journal article, book chapter, monograph or other refereed publications in discipline area, scholarship of teaching or clinical or professional practice	Development or maintenance of a subject or course
	Peer review of constructively aligned curriculum with evidence of high levels of student engagement and learning	Curated exhibition or creative work	Contribution to subject/ program reviews and improvement
	Participation in University or nationally funded curriculum, teaching and learning project	Evidence of quality and impact of research such as ERA rankings, PLR or CAL data, impact factors and/or citation indexes where available; translation of work into other languages	Design and leadership of teaching and learning professional development at La Trobe
	Delivery of peer-reviewed paper at national teaching and learning conference	Receipt of internal or external research grants	Effective management and leadership of tutors and associated staff in subject or course
	University or ALTC teaching excellence citation	Professional contract and consultancy reports for government, industry etc.	Efficient performance of allocated administrative roles
	Curriculum adopted at another University	Refereed conference presentations	Contribution to committees at the department/school or faculty level
	Publication of textbook material or textbook and evidence of use at another institution	Invitations to visiting posts, fellowships, lecture series	Internal and external research collaboration roles
	school, faculty or University award for postgraduate supervision/mentoring	Research awards	Service to program or school (eg student advising, Open Day, school liaison)
	Supervision of Masters or PhD students to completion	Editorial work - books and/or journals	

Academic Promotions Evidence Matrix

	Evidence of career outcomes for research students. Publications, prizes, awards or presentations by research students.	Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level	Contribution to local implementation of University policy (eg Design for Learning; University Research Plan; Internationalisation Strategy)
		Membership of the Australian Institute of Aboriginal and Torres Strait Islander Studies	Involvement in projects/initiatives to support social and environmental sustainability
Academic preparation and ongoing professional development	Clinical experience and postgraduate qualification in that clinical/professional field	Membership of research group	University Equality and Diversity workshop/training
	Participation in national teaching and learning conferences or specialised teaching and learning workshops	Participation in school/faculty/University workshops/seminars on improving research performance	Specialised relevant skills development workshops and seminars
	Membership of ALTC or equivalent disciplinary associations/networks	Membership of relevant professional or disciplinary association	
	Successful completion of first subject in Graduate Certificate in Higher Education	Effective use of OSP to develop international experience/networks	
	Completion of HDR supervisor training		
Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc	Excellent student feedback on teaching or supervision	Independent reviews of publications/creative work	Assessment by Head of school and Dean
	Assessor reports from La Trobe colleagues and supervisors	ARC/NH&MRC assessor reports	Outcomes from formal reviews of projects or from program/school or faculty reviews

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Professional and Community Service, Management and Leadership
Membership of professional or discipline associations; participation in their activities
Service on relevant boards, government bodies and committees of community organisations at the local or state level, including invitations to represent La Trobe on these bodies
Activities designed to influence professional practice
Contribution to organisation of disciplinary conference
Publication of legal or clinical/professional casenotes
Delivering invited lectures at local or state fora in relation to professional or discipline activities
Involvement in the organisation of conferences, conference streams/tracks, including evidence of scale
Evidence of active involvement in strategic initiatives of disciplinary, professional or clinical bodies
Invitations to teach at other universities, provide executive education programs, or in-service education

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Contributions to outreach activities (teaching and/or research) for under-represented groups
Contributions to initiatives/activities that support the University's regional plan and/or regional mission
Relevant conference attendance
Specialised skills development, workshops and seminars related to profession, discipline or community involvement
Experience in area of clinical/professional) expertise
References supporting claims of significant clinical or professional experience or claims of service on external bodies
Local or state media coverage related to disseminating one's research, clinical (professional) expertise or teaching to the broader community
Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at local or state level
Public recognition, honorary status and awards for professional or community service

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Level D				
Types of Evidence Required	Teaching and Supervision	Research and Scholarly Activity	University Service, Management and Leadership	Professional and Community Service, Management and Leadership
Independently peer-reviewed outputs or other independent measures of quality and impact	Positive external peer review of teaching practice by faculty or CTLC evaluator	Refereed articles in high quality journals, book chapters, books published by international academic presses, in discipline area, scholarship of teaching or clinical or professional practice	Leadership, maintenance and development of a discipline, program, or an academic area	Contribution to/leadership in clinical, professional or discipline-related organisations
	Positive external peer review of constructively aligned curriculum with evidence of high levels of student engagement and learning	Curated exhibition or creative work of national significance	Development of post-graduate subjects and courses	Service on relevant boards, government bodies and committees of community organisations at state or national level, including invitations to represent La Trobe at these forums
	Successful leadership or co-leadership of nationally/internationally grant-funded teaching and learning project	Evidence of quality and impact such as ERA rankings, PLR or CAL data, impact factors and/or citation indexes where available; translation of work into other languages	Leadership of subject/ program reviews and improvement	Collaborative relationships with, or acting as advisor or consultant to, industry or other organisations; honorary positions and professional work
	Invited keynote at national teaching and learning conference	National competitive grant funding	Effective leadership in an academic portfolio within a faculty eg Associate Dean	Development of public policy (eg through commissioned reports) with evidence of the impact of this work
	University or ALTC award for curriculum, teaching and learning	Major professional contract and consultancy reports for government, industry	Leadership of successful cross campus collaboration or coordination in teaching or research	Influence on practice in a clinical/professional field nationally, as a result of teaching, scholarship and innovation
	Curriculum adopted at another University	Invited conference presentations at national or international level	Effective management of a department/school/institute	Nominated assessor for ARC/NHMRC or equivalent funding bodies
	Awarded teaching and learning fellowship	Election to learned academy	Efficient performance of allocated administrative roles	Invitations from other universities to join review panels for faculties, academic boards, research centres
	Supervision of Masters or PhD students to completion	Editor or member of editorial board of high quality journal	Contribution to and leadership of committees at school or faculty level	Deliver invited lectures at national forums in relation to professional or discipline activities

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

	Evidence of career outcomes for research students. Publications, prizes, awards or presentations by research students.	Development and publication of novel models of care delivery or other professional innovations that influence professional practice at a national level	Mentoring of new or more junior staff	Successful organisation of national conferences, conference streams/tracks, including evidence of scale
		Research commercialisation, patents and licences, registered designs	Attraction and support of post-doctoral or other research fellows and self-funded research associates	Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally
		Establishment and funding of shared research equipment/facility	Leadership of school/faculty/University workshops/seminars on improving research performance	Significant involvement in initiatives/activities that support the University's regional plan and/or regional mission
		National research awards		Evidence of impact on profession such as leadership in professional development, mentoring.
		Editorial work - books and/or journals	Contribution to local implementation of University policy (eg Design for Learning; University Research Plan; Internationalisation Strategy)	
		Membership of ARC/NHMRC panels	Leadership/contribution to projects/initiatives to support social and environmental sustainability	
		Contribution to developing national research policy	Success in fostering a collegial environment, collaborations or team building	
Academic preparation and ongoing professional development	Graduate Certificate in Higher Education or equivalent qualification	Effective use of OSP to develop international linkages and raise impact of research	University Equality and Diversity workshop/training	
	Master's degree in higher education teaching and learning or equivalent qualification	Participation in University programs to develop research capacity or manage research	Short course or postgraduate diploma/certificate in management or leadership-related topics	

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

	Participation in national teaching and learning conferences or specialised teaching and learning workshops			
Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc	Excellent student feedback on teaching and supervision	Assessors reports on quality and impact from leaders in the discipline or area of clinical/professional practice	Assessment by Head of school, Associate Dean and Dean	Acknowledgement by professional, disciplinary, community or industry leaders of contribution and standing
	Assessors reports from national teaching and learning leaders	National reviews of publications/creative works	Supervisors' reports; annual performance review outcomes	National media coverage related to research, clinical (professional) expertise or teaching to the broader community. Profile in the public domain as a "public intellectual"
		ARC/NH&MRC assessor reports	Outcomes from formal reviews of projects or from program/school or faculty reviews	Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at state or national level
		Invitations to visiting posts, fellowships, lecture series		Public recognition, honorary status and awards for professional or community service

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Level E				
Types of Evidence Required	Teaching and Supervision	Research and Scholarly Activity	University Service, Management and Leadership	Professional and Community Service, Management and Leadership
	Positive external peer review of teaching practice by faculty or CTLC evaluator	Refereed articles in top tier international journals, book chapters, books published by international academic presses, in discipline area, scholarship of teaching or clinical or professional practice	Leadership, maintenance and development of a discipline, program, or an academic area	Serving in executive roles in professional or discipline associations at state, national or international level
	Positive external peer review of subject/courses with evidence of strong student engagement and learning	Curated exhibition or creative work of national or international significance	Development and/or coordination of new courses	Service on boards, government bodies and committees of community organisations at the national or international level, including invitations to represent La Trobe at these forums
	Successful leadership of international/national grant-funded teaching and learning projects	Evidence of quality and impact of research such as ERA rankings, PLR or CAL data, citations, impact factors where available; translation of work into other languages	Leadership of curriculum reviews and improvement	Collaborative relationships with, or acting as advisor or consultant to, industry or other organisations; honorary positions and professional work
	Curriculum adopted at other universities	Success in national competitive grant funding	Effective leadership of a portfolio within a faculty (eg Associate Dean)	Development of public policy (eg through commissioned reports) with evidence of the impact of this work
	Awarding of ALTC Senior Fellowship or other international teaching and learning fellowship	Leadership of collaborative national or international research projects	Leadership of cross campus teams in curriculum development, or initiatives to improve teaching and learning	Significant influence on practice in a clinical/professional field nationally or internationally, as a result of teaching, scholarship and innovation
	Invited keynote at international teaching and learning conference	Major professional contract and consultancy reports for government, industry	Leadership of strategic activities at faculty and University levels and/or contributions to policy formation within the University	Nominated assessor for ARC/NHMRC or international research grants
	Supervision of Masters and PhD students to completion	Invited keynote presentations at national or international level	Leadership and effective management of a school, institute or faculty	Invitation to chair external academic reviews at other universities
	University or ALTC award for excellence in teaching and learning	Election to learned academy	Efficient performance in allocated administrative roles at University or major project level	Delivering invited lectures at national and international forums in relation to professional or discipline activities

Academic Promotions Evidence Matrix

Externally peer-reviewed outputs or other independent measures of quality and impact	Evidence of career outcomes for research students. Publications, prizes, awards or presentations by research students.	National or international research awards	Effective leadership or chairing of, faculty and university committees and strategic project groups	Successful organisation of national or international conferences, conference streams/tracks, including evidence of scale
		Editor or member of editorial board of major national or international journal	Supervision and mentoring of academic staff	Evidence of leadership or active involvement in strategic initiatives of national or international disciplinary, professional or clinical bodies
		Development and publication of novel models of care delivery or other professional innovations that influence professional practice at international level	Attraction and support of post-doctoral or other research fellows and self-funded research associates	Invitations to teach at other universities, provide continuing executive education programs, or in-service education nationally or internationally. Profile in the public domain as a "public intellectual"
		Research commercialisation, patents and licences, registered designs	Leadership of school/faculty/University workshops/seminars on improving research performance	Evidence of leadership in outreach activities to under-represented group in higher education, such as Victorian indigenous communities
		Membership of ARC or NHMRC panels, or international equivalents	Success in attracting funding to support the development or establishment of research or teaching facilities	Leadership in developing initiatives/activities that support the University's regional plan and/or regional mission
		Contribution to developing national research policy	Leadership/management of local implementation of University policy (eg Design for Learning; University Research Plan; Internationalisation Strategy)	
			Provide leadership in projects/initiatives to support social and environmental sustainability	
			Success in fostering a collegial environment, collaborations or team building	

Academic Promotions Evidence Matrix

Policy Database Document Reference Number 534003X

Academic preparation and ongoing professional development	Graduate Diploma in Higher Education or equivalent	Effective use of OSP to develop international linkages and raise impact of research	University Equality and Diversity workshop/training	
	PhD in teaching and learning or equivalent		Short course or postgraduate diploma/certificate in management or leadership-related topics	
	Participation in international teaching and learning conferences or specialised workshops			
Feedback, evaluations and assessments from students, graduates, colleagues, managers, external partners, etc	Excellent student feedback on teaching; excellent feedback on HDR supervision	Assessors reports on quality and impact from national and international leaders in the discipline or area of clinical/professional practice	Assessment of management and leadership roles from relevant Deans/PVCs/DVCs	Positive evaluation of contribution to professional or clinical practice as an innovator or leader at an international level
	Letters of reference from international experts in curriculum, teaching and learning	International reviews of publications/creative works	360 degree evaluations	Evaluation of contribution to community organisations/ industry/professional associations at the national or international level
			Outcomes from formal reviews of projects or from program/school or faculty reviews	National or international media coverage related to disseminating one's research, clinical (professional) expertise or teaching to the broader community. Profile in the public domain as a "public intellectual"
			Supervisors' reports; annual performance review outcomes	Statements from expert peers, community, government or industry partners regarding role, extent and impact of service at national or international level
				Public recognition, honorary status and awards for professional or community service

Academic Promotion - Suggestions for Presenting Evidence in the Narrative Section of the Application Form

Areas and Types of Evidence	Suggestions for presenting that evidence
I. Teaching and Supervision	
(nominated area of excellence)	
1. Externally peer-reviewed outputs	
Participation in an Australian Learning and Teaching Council (ALTC) funded national project	Explain the significance of the project to teaching improvement nationally and at La Trobe and your specific documented contributions to that project. For example: developed the project proposal, created an online survey, analysed and reported findings, led workshops, authored final project report.
Receipt of La Trobe Citation for Outstanding Contributions to Student Learning	Explain and provide evidence of the significance and impact of the activities/accomplishments on which the citation was awarded on student learning.
2. Appropriate preparation and staff development	
Successful completion of the first subject in the Graduate Certificate in Higher Education	Provide evidence of the quality, significance and/or usefulness/impact of the assessed outputs of your participation in the graduate certificate. What did you produce? What demonstrable difference has it made to teaching and learning?
Participation in national discipline-based workshop on assessment	Explain what you applied from that workshop to your assessment practice and provide evidence of the outcomes of that application.
3. Feedback and evaluations from relevant people	
Summary of student feedback on teaching for past three years	Explain the trends in the data over three years, how it compares with relevant feedback on teaching for similar subjects and how it demonstrates excellence.
II. Research and Scholarly Activity	
1. Externally peer-reviewed outputs	
2. Appropriate preparation and staff development	
3. Feedback and evaluations from relevant people	
III. University Service, Management and Leadership	
1. Externally peer-reviewed outputs	
2. Appropriate preparation and staff development	
3. Feedback and evaluations from relevant people	

Academic Promotion - Suggestions for Presenting Evidence in the Narrative Section of the Application Form

IV. Professional and Community Service, Management and Leadership	
1. <i>Externally peer-reviewed outputs</i>	
2. <i>Appropriate preparation and staff development</i>	
3. <i>Feedback and evaluations from relevant people</i>	