Qualifications / Experience

Promotion from Level A to Level B will typically require a PhD or equivalent, and evidence of undertaking independent academic research.

This document provides guidance on performance indicators in relevant areas of activity. It outlines the issues that are considered by the Local Promotions Committee in assessing applications for promotion from Level A to Level B. The performance expectation guidelines provided are necessarily general. There may well be discipline-specific performance requirements that are applicable in particular cases.

Performance of academic staff at the ANU is assessed in the following areas:

- Research / Creative Activity
- Education / Teaching
- Service / Outreach

Clinical staff will have passed professional college entrance examination or GP equivalent or postgraduate award at diploma level. Clinical applicants will typically be 4 – 6 years postgraduate in roles such as senior registrars or junior staff specialists, research fellows working towards a doctoral qualification, or GPs of equivalent standing. They would be expected to achieve recognition for excellence at local level in 3 of 4 performance areas:

- Research
- Education / training
- Service
- Professional

Research*

Promotion to level B will typically require:

- Evidence of emerging independence in original project design and execution, and instigating collaborative projects/international networks.
- Evidence of taking projects through to completion in a timely manner.
- Evidence of high quality publications in peer-reviewed journals and/or published reports to industry and government*. For works for which the applicant is not a first author, the contribution of the applicant to the publication(s) in question should be clearly articulated.
  The number of publications expected is discipline-specific. The usual expectation would be recent ‘primary’ research papers in high-quality journals with evidence of substantial intellectual contribution (as indicated by e.g. the order of authorship).
- Evidence of quality and impact of research such as presentations at national and international conferences/meetings.
- Participation in preparation of applications for external funding for research (may include Category 1, 2, 3 funding. Category 1 includes ARC, NHMRC and others listed in the Australian Competitive Grants Register).
- For clinicians, participation in clinical research or audit projects and publication of case report, review article or equivalent scholarly achievements.
*Research Opportunity and Performance Evidence (ROPE) – Where appropriate the applicant should explain his/her productivity in light of the opportunities that have been available to him/her, and elaborate on any issues that have restricted or hampered his/her research output.

**Education**

Level A academic staff may have contributed informally to education. Such contributions may include:

- Teaching* activities (lectures, tutorials, workshops, demonstration in practical classes), where opportunities are provided in the terms of employment. In those cases in which a substantial commitment to teaching has been made, evidence of quality of teaching is expected (SELT reports, peer-review of teaching performance, or teaching awards).
- Co-supervision or mentoring of student research at the undergraduate, Honours and/or postgraduate research or coursework level.
- Membership of the ANU Educational Fellowship Scheme; evidence may include assessors’ reports and completion of EFS modules.
- Teaching and learning professional development. Evidence may include participation in School, College and/or University teaching colloquia and teaching and learning workshops, attendance at CHLT seminars and events, and completion of CHLT Staff Education programs such as Foundations of University Teaching and Learning.
- For clinicians, willingness to undertake regular, evaluated undergraduate or postgraduate teaching as for Clinical Tutor plus role in organisation of teaching - particularly in clinical setting. Contribution to examination processes.

*Teaching Opportunity and Performance Evidence (TOPE) – Where appropriate the applicant should explain his/her productivity relative to the percentage of activity allocated to Education, and in light of the opportunities that have been available to them, and elaborate on any issues that have restricted or hampered his/her involvement in education.

**Service**

Staff at Level A will typically have contributed to their local community, but may not have developed a substantial record of contribution to the wider community

**Service to the local and University Community** – the following factors may be taken into account in assessing contributions to the local and University community:

- Effective membership of local area and university committees;
- Involvement in the organization of conferences, seminars and workshops
- Working with other staff in areas of collective responsibility (e.g. summer schools, other outreach activities);
- For clinicians, clinical competence appropriate for a senior registrar, junior hospital staff specialist or GP equivalent.

**Professional service to the wider Community** – factors such as the following may be taken into account in assessing professional service to the wider community:

- Contributions to professional societies
- Involvement in community/school education or ‘action’ programs.
- Media appearances
- Consultancy services for government bodies
- Engagement with business and industry
• Reviews of journal or conference papers
• For clinicians, involvement in university, hospital or GP bodies, including postgraduate training programs and professional discipline organisations with local leadership role(s).

Notes about performance expectations at academic Level B

Level B academic staff will:
• Have a growing profile in research, education and service.
• Take responsibility for preparation and delivery of substantial course modules and coordination of courses.
• Have an established record of publication.
• Have a significant national and, to some extent, international reputation.
• Take a Chief Investigator role in applications for external funding (often in conjunction with more experienced researchers).
• Demonstrate efficient management of allocated internal service, and actively contribute to their profession and community.