

GUIDELINES ON EVIDENCING ACADEMIC ACHIEVEMENT

The following guidelines provide examples of the kinds of evidence that might be used to demonstrate academic achievement for the purposes of annual appraisal, continuing appointment and promotion. They are intended only as a guide and do not include every type of achievement possible. Staff members should build profiles that best highlight their achievements within the context of their disciplines.

Evidence is especially helpful when it includes benchmarking comparisons against best practice. There may be some overlap in evidence across the academic activities. Demonstrating innovation and leadership are factors that are commonly taken as evidence of a high standard of achievement within many of the indicators.

Depending on the type of appointment the application may refer to all or some of the following categories of academic activity: Teaching, Scholarship of Teaching, Research and Creative Work, Service and Engagement with appropriate [weightings](#) and emphasis. For Clinical Academics this work will be carried out in a clinical context.

1. Criteria

These guidelines should be read in conjunction with [PPL 5:70.17 Criteria for Academic Performance](#), which set out the criteria and standards against which the performance of the staff member is assessed.

2. Description of activities for academics at the University of Queensland

Teaching	Scholarship of teaching	Research and creative work	Service and engagement
Being familiar with the latest developments in one's discipline.	Developing, practising, evaluating, and communicating improved pedagogies, learning processes, curricula, policies and learning materials.	(i) Undertaking activities that fulfill the DEEWR criteria for research. The definition of research is consistent with a broad notion of research and experimental development	Contributing to activities that benefit the organisational unit (School, Faculty, Institute, University).
Being informed by current ideas for teaching in that discipline.	Having an understanding of how people learn and what practices are most effective in the context of the discipline or the profession (pedagogical content knowledge), and how these practices may be specifically related to training and standards in a particular professional context.	(R&D) as comprising "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise applications". R&D is classified by the ABS to include (in addition to pure basic research,	Providing effective leadership in any area of University activity.
Undertaking teaching (and associated coordination) in a range of settings appropriate to the discipline.			Providing effective links between the University and the external community, including clinical and professional activities, in particular so
Supervision of students			

<p>undertaking postgraduate research or advanced specialty programs.</p> <p>Undertaking reflection, review and continuous improvement of curricula, teaching resources and teaching approaches.</p> <p>Applying new ideas in the discipline or profession and new ideas about teaching to teaching practice.</p>	<p>Applying these understandings to work that</p> <p>(i) breaks new ground and is innovative</p> <p>(ii) can be replicated and elaborated</p> <p>(iii) is documented and subject to peer review.</p> <p>For more details on the Scholarship of Teaching and Learning, see www.uq.edu.au/teaching-learning/index.html</p>	<p>strategic basic research, and applied research), experimental development including creative work and performance insofar as they are directly related to original basic and applied research.</p> <p>A (ii) Undertaking activities that support research and meet this definition of research including:</p> <ul style="list-style-type: none"> - management of staff who are either directly engaged in research or are providing professional, technical or clerical support or assistance to those staff; - supervision of students undertaking postgraduate research. <p>(iii) Involvement in technology transfer and commercialisation.</p>	<p>that:</p> <p>(i) teaching is fully informed by professional practice;</p> <p>(ii) research is fully informed by needs of government and industry;</p> <p>(iii) students have opportunities to undertake community engagement;</p> <p>(iv) the standing of the relevant discipline or profession is enhanced locally, nationally or internationally;</p> <p>(v) the University's profile is enhanced locally, nationally or internationally.</p>
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3. Teaching

Evidence for teaching activity includes:

- amount and scope of teaching, including teaching by flexible delivery
- amount and scope of clinical teaching in a client/patient setting
- amount of coordination at the course, major or program level
- amount of supervision of honours and research higher degree students
- amount of supervision of students within placement programs, advanced speciality training programs, programs for residents
- extent of development of teaching materials including assessment
- extent of development of curricula at course or program level
- amount and scope of professional development related to teaching and learning

Evidence for teaching quality and impact includes:

- results for independent, University approved teaching evaluations such as TEVALs, iCEVALs SECaT and in the context of the setting (numbers of students, level being taught, [RIGS](#) etc)
- peer review of teaching methods, assessment approaches, course design and improvement and of teaching materials
- unsolicited testimonials from students
- benchmarking of the course or program against similar courses or programs to improve content and delivery
- demonstrated use of evaluation data, peer review and benchmarking to inform teaching
- a clear and reflective philosophy of teaching, evidenced in self-reflective teaching essay
- development of innovative approaches to teaching
- contributions to the development of learning communities amongst students

- contributions to teaching students with special needs
- contributions to the development of reliable and valid assessment tools
- impact of such contributions and innovations on the practice of others
- number of timely completions of honours and RHD students
- quality of outcomes for Honours, RHD students, advanced speciality training programs students or placement students (class of honours, student publications and conference presentations, employment outcomes)
- contribution to mentoring and peer review of colleagues in teaching and learning
- contribution to tutor training
- recognition of teaching through commendations/awards for teaching or supervision excellence
- ability to guide and advise students in the development of clinical skills, knowledge and attributes – including communication skills and ethical issues
- undertaking clinical teaching that is fully informed by contemporary clinical practice
- provision of appropriate and constructive feedback to students regarding their performance in clinical situations
- demonstrating exemplary clinical practice by example

4. Scholarship of Teaching

(See also *Scholarship of Teaching and Learning* paper: <http://www.uq.edu.au/teaching-learning/index.html?page=65733>)

Evidence of activity in scholarship of teaching includes:

- development and dissemination of new and rigorous models for curricula and teaching practice, in classroom, practical or clinical settings
- participation in practitioner research and case studies of teaching practice
- reflection on and critique of the results of these studies
- identification of implications for future practice, informed by relevant literature
- dissemination of the outcomes of this work:
 - journal articles, published refereed conference presentations,
 - textbooks, book chapters
 - conference and workshop presentations
- conference and workshop organisation
- collaborative relationships within the School/Institution and nationally/internationally in the area of Scholarship of Teaching
- funding (internal, external) for projects and programs in Scholarship of Teaching
- contribution to professional development workshops on teaching and learning
- scholarship of Teaching journal reviewing
- participation in Scholarship of Teaching-related organisations

Evidence of quality and impact in scholarship of teaching includes:

- impact of contributions and innovations on the practice of others (within the institution, nationally/internationally)
- quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate and citation impact factor of journals
- competitiveness of granting agencies from whom funding has been obtained
- invitations: keynote addresses, seminars and workshops at other universities and at conferences, serving on external high level selection committees, visiting appointments at other institutions
- leadership of major Scholarship of Teaching projects

- significance of Scholarship of Teaching collaborations: interdisciplinary initiatives; major international collaborations and other partnerships
- teaching materials adopted elsewhere
- mentoring of others in their Scholarship of Teaching initiatives
- award and prizes for work in Scholarship of Teaching

5. Research and Creative Work

Evidence for research and creative work activity includes:

- publications: books, chapters, monographs, published refereed conference papers, edited books, special journal issues
- original compositions, works of art or design, performances, creative writing, exhibitions
- scholarly translations
- patents
- technical and commissioned reports
- conference presentations and organisation
- research grants held (present, past, amount of funding)
- research grants applied for¹
- research collaborations and contracts (with industry, government, community etc)
- leadership and project management in major projects
- editorial and industry board memberships and book series editorships
- reviewing activity: articles, grants (eg ARC, NHMRC), theses
- clinical case reports, case reviews and letters to clinical journals
- conducting clinical trials as an investigator

Evidence for research and creative work quality includes:

(Quality refers to the intrinsic merit and academic impact of your research. Quality includes the recognition of the originality of your research by academic peers and the contribution of your research to the discipline)

- quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate, ERA/Tier ranking, impact factors of journals and discipline-specific journal rankings²
- stature of book publishers or series editors by whom work is published
- scholarly impact of your publications: citation counts of publications – RCI (citations relative to field of research and number of years since publication are more meaningful than raw counts); ‘h-index’, etc
- independent reviews of publications and creative work
- competitiveness of granting agencies from whom funding has been obtained, level of contribution to grant and funding amount
- significance of research collaborations: interdisciplinary initiatives; major international collaborations; quality/profile of collaborators
- leadership of research-related professional associations
- invitations: keynote addresses; displays of work, curatorial invitation, invited symposia, seminars at other universities; serving on external high level selection committees, visiting appointments held at other institutions
- postdoctoral fellows attracted
- awards: international awards and fellowships, national awards from academies and learned societies, University of Queensland awards (early career, research excellence award etc)
- achievement of specialist clinical qualifications (eg fellowship of professional colleges) achieved by examination or election
- panel memberships (ARC, NHMRC, etc)

- membership of Statutory Committees; government advisory committees
- registration of clinical trial and publication of outcomes

Evidence for research and creative work impact includes:

(Impact refers to the uptake of your research beyond the academic discipline, and the broader social, economic, environmental and/or cultural benefits resulting from your research)

- the extent of commercialisation of research: patents, royalty licences, spin-off companies, successful technology transfer activities
- significance of research collaborations: major industry, government, profession, business, not-for-profit organisations and community partnerships
- community or government adoption of work and development of policy from work
- awards: industry, government and community awards and prizes, national awards from professional associations
- demonstrated engagement with end-users of your research, including community, industry and government groups (eg media comment, series of public lectures, outreach initiatives etc)
- provision of expert advice, technical reports and consultancy services to community, industry, government and other groups
- panel memberships (government advisory committees and task forces, etc)
- invitations to judge events and competitions relevant to research/creative field
- impact of clinical trial outcomes on clinical practice, commercial investment, patents etc

¹For information regarding Australian and International competitive grants see <http://www.uq.edu.au/research/rrtd/grants-external-schemes>

²The Web of Knowledge includes the Science Citation Index and the Social Sciences Citation Index for raw citation counts of ISI indexed publications, Journal Citation Reports for Impact Factors of journals, and Essential Science Indicators to allow discipline-specific benchmarking against international citation data. The Scopus and Google Scholar databases can also be used to provide raw citation counts of publications. Both the Scopus database and ISI Web of Knowledge are accessible through the UQ Library.

6. Service and Engagement

Internal service includes service to the University community and **external** service includes service to the profession, government, industry and community and for which you were not personally paid.

Evidence for service and engagement activity:

- to the School/Centre/Institute/Faculty through for example: membership of Committees, Boards; contributions to student advising, recruitment activity, mentoring and supervision of staff, management of research facilities
- to the University through for example: membership of University Committees, Academic Board or Senate committees, Director of Studies/Director of Research
- to the Profession/Discipline through for example: chairing/presidency or membership of boards, colleges or registration boards or professional /discipline associations editorship/membership of editorial boards of journals; significant organisational contribution to national/international conferences or workshops; continuing professional education; reviewing papers or grants
- provision of expertise to organisations, including government and industry through for example: membership/chairing of government, industry or community boards, committees, reference groups or commissions; advisory work for local, national and international organisations; leadership in

clinical or hospital administration; leadership of clinical groups within a hospital, health service district or at a national or international level

- to the wider community through for example: media comment, community education (for example public lectures), expert witness work, performances, Schools liaison, curatorship for exhibitions, museums and collections
- clinical and other specialist services, including management of clinical case load
- undertaking clinical innovation and its dissemination to the profession and community
- undertaking innovation and commercialisation activities such as seeking venture and other funding for intellectual property protection and development, and providing advice and services to startup companies
- amount and scope of professional development related to service and engagement

Evidence for service and engagement quality and impact

- impact on internal or external organisational policy
- invitations to provide expert comment or consultation from auspicious community and professional bodies, significant media commentary
- requests for specialist advice to other clinical practitioners, provision of technical advice/assistance in legal cases
- standing of publisher/journal for which reviewing or editing activity takes place
- standing of granting bodies where reviewing activity takes place, for example ARC College of Experts
- leadership roles on professional bodies and standing for example local/national or international
- awards/prizes recognising service at any level
- leadership and innovation in the development of new clinical procedures/techniques and extent of adoption by the profession
- leadership in innovation and commercial development of university IP; or demonstrated outcomes of commercialisation
- effective involvement in relevant clinical care services
- leadership in the establishment of a new clinical program/administrative leadership of relevant clinical groups

7. Further Information

Policies, guidelines and forms relating to academic promotion, mid-term and final review for continuing appointment and annual appraisal may be accessed through the *Career Progress and Appraisal for Academic Staff* web-site (<http://www.uq.edu.au/current-staff/index.html?page=10606&pid=8388>)

HR Division - Guidelines on Evidencing Academic Achievement (2012)

<http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/guidelines-evidencing-academic-achievement.pdf>