



THE UNIVERSITY OF SYDNEY

CRITERIA FOR PROGRESSION FOR ACADEMIC LEVELS A, B, C AND D

(For use for Increment, Probation, Confirmation of Appointment, and Promotion)

For the definitions of terms used in this document refer to the Delegations of Authority.
As appropriate for the local nomenclature and reporting lines, when this document refers to Department read also School or Unit;
to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts, Sydney of Music
or Administrative Unit; to Head read Head of Department/School/Unit; and to Dean read also Director or College Principal.

General Criteria

It is always difficult to formulate precise criteria for appointment/promotion to specific levels. The criteria listed in this document should be read as indicative not prescriptive.

The following guidelines on the University of Sydney's expectations at each level of appointment should be read in conjunction with the Position Classification Standards.

The University recognises in evaluating performance that its staff work in diverse disciplines with different protocols and conventions, that they allocate time and talents in different ways, and that the University's well-being and reputation depends on a wide and varied range of contributions.

It also recognises that members of staff do not have the same opportunities to engage in the full range of academic activities. Thus academic profiles at the same level of appointment will be composed in different ways. However, the University considers teaching and research/scholarship/creative work as its core activities and expects that all members of staff contribute to the overall work of their department.

Evaluation

Evaluation of academic performance at the University of Sydney is based, at each level of appointment, on four categories of activity

- teaching
- research/scholarship/creative work
- service and leadership within the University
- service and leadership to the profession, wider community and the development of Australian society.

The University has four standards of evaluation relating to promotion

- outstanding
- superior
- satisfactory
- unsatisfactory.

These standards are understood as follows

- outstanding - significantly exceeding the criteria at the current level of appointment and satisfying the criteria at the next level
- superior - meeting the criteria at the current level of appointment at an advanced standard
- satisfactory - meeting the criteria at the current level of appointment
- unsatisfactory - not meeting the criteria at the current level of appointment.

DOCUMENTING CATEGORIES OF ACTIVITY

Teaching

Documenting experience in teaching

- For promotion, staff should complete the relevant teaching activities form.

Documenting good practice in teaching

Good practice in teaching can be substantiated in a variety of ways. These include

- most importantly, evidence of self-evaluation and reflection on teaching and learning: strategies, approaches, determining goals and assessing how well they are met, philosophies, responses to different forms of evaluation
- systematically collected student evaluations which must include validated generic questionnaires (eg: that provided by the Centre for Teaching and Learning and/or the Course Experience Questionnaire completed by all Australian graduates)
- the use of self-designed instruments/strategies to obtain specific information for formative self-evaluation
- evidence from direct observations by departmental colleagues or external experts.

Documenting scholarship in teaching / outstanding teaching

- numbers of undergraduates attracted into optional units of study, including honours, and postgraduate work
- qualifications in, or awards for, teaching
- successful competitive grant funding for teaching projects
- publication of research on teaching and learning; presentations at meetings
- external recognition: invitations to speak at workshops, conferences or seminars on teaching and learning; positions held in educational societies; consultations on teaching.

Research/ Scholarship/ Creative Work

It is recognised that different disciplines have different indices for assessing productivity and quality in research/scholarship/creative work, but that peer review and placing work in the public arena in some form or other are criteria for assessment in all disciplines:

- publication of books and monographs after the manuscript has gone through a review process
- publication of papers in refereed outlets
- competitive grants
- invited exhibitions, performances and commissioned compositions
- critical reception of work through reviews and citations
- invitations by outside organisations (conferences, other universities) to present work
- invitations to review manuscripts, books, research grant applications, performances and exhibitions
- other publications and conference papers relevant to the discipline, such as unrefereed papers

Service and Leadership in the University

Service and leadership should be expressed in terms of the following list. This list is indicative only.

Positions held at the

- departmental
- faculty
- college and
- university level

and

- positions held on outside bodies on the University's behalf.

Contribution to the Profession and the Community

Professional and community activity is best indicated by achievements in professional areas which advance the profession or bring credit to the University or contribute to the development of Australian society. Achievement in these areas can be assessed by recognition by industry, government agencies and professional peers. Peer acceptance rather than market assessment would normally be regarded as the more relevant measure.

- **Professional activity**

Evidence for significant involvement in professional activity might include

- positions of leadership in professional societies
- liaison with constituencies in ways which promote scholarship, teaching and research/scholarship/creative work
- organisation of conferences, seminars, field days, professional development courses
- professional consultancies
- commissioned reports
- originality in applied work such as the development of new techniques which have been accepted and used by the profession/industry/community
- structures judged as expanding the discipline
- professional awards and distinctions
- appointment and contribution to outside advisory organisations, tribunals, committees of inquiry because of professional expertise and reputation
- appointment and contribution to boards of management of community and public organisations because of professional expertise and reputation
- appointment as judges on adjudication panels to assess performance and creative work.

- **Community service**

Community service might include activities such as

- contribution of professional expertise to community organisations
- engagement as a 'public intellectual' through participation in public debates
- dissemination and popularisation of research/scholarship/creative work through appearances on radio and television, interviews and articles for the print media and talks to community organisations.

CRITERIA BY LEVEL

~ LEVELS A AND B ~

Levels A and B

TEACHING

Teaching Experience

Staff at levels A and B will have demonstrated that, when given the opportunity, they have

- taught units of study at both junior and senior level
- taught in a variety of subject areas including those beyond their immediate research interests
- taught/supervised in different styles and settings (eg: tutorials, lectures, practicals, workshops, seminars, demonstrations, fieldwork, in placements, in clinical and other professional situations)
- supervised or co-supervised honours and postgraduate students effectively (Level B)
- co-operated in the design and delivery of teaching including the preparation of unit of study notes, handbooks and other materials in a timely fashion

Good Practice in Teaching

Staff at levels A and B will have demonstrated that in their teaching they have

- encouraged students to learn effectively and to develop a number of the generic skills expected of graduates of the University of Sydney including critical reasoning
- prepared and delivered material professionally and with enthusiasm
- kept abreast of current developments in areas taught
- used a range of appropriate assessments and provided timely feedback to students
- made themselves available for students seeking academic assistance
- participated in the professional development of their own teaching skills
- sought evaluation of their teaching from staff and students and responded appropriately and effectively to the information
- introduced or implemented improvements/innovations in classes.

Scholarship in Teaching / Outstanding Teaching

Staff at levels A and B will have demonstrated scholarship in teaching and/or outstanding teaching performance through the following

- numbers of undergraduates attracted into optional units of study, including honours, and postgraduate work
- qualifications in, or awards for, teaching
- scholarly activities in teaching (publication or research on teaching, contributions to educational meetings/seminars/workshops)
- contributions to the enhancement of teaching quality (including the design of units of study) within the department or faculty
- application of new initiatives from familiarity with the educational literature relevant to teaching the discipline/award course program
- successful competitive grant funding for teaching projects
- external recognition: consultations or invitations to speak at workshops, conferences or seminars on teaching and learning, membership of, or positions held in, educational societies.

RESEARCH

Staff at Level A will have demonstrated

- **research ability**
- **that they have had the results of an activity accepted in the form of publication (unless there are contractual constraints).**

Staff at Level B will have demonstrated that they have met or exceeded the criteria for Level A and, in addition, have

- **an independent role in research or creative activity**
- **had the results of their research or creative activity accepted in the form of refereed publications**
- **been successful in obtaining research grants, if relevant to the discipline.**

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at levels A and B will have demonstrated that they have

- **contributed to departmental committees**
- **acted as unit of study co-ordinators, in line with the Position Classification Standards (Level B)**
- **participated in outreach events such as Careers and Information Days.**

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at levels A and B will have demonstrated

- **participation in professional / community activity.**

Level C

~ LEVEL C ~

TEACHING

Teaching Experience

Staff at Level C will have demonstrated that, when given the opportunity, they have met or exceeded the criteria for Level B and, in addition, have

- coordinated units of study efficiently at undergraduate and, if appropriate, postgraduate level
- contributed to the development and/or management of units of study within the department or faculty.

Good Practice in Teaching

Staff at Level C will have demonstrated that they have met or exceeded the criteria for Level B and, in addition, have

- contributed to attracting students for successful undergraduate, honours and/or postgraduate study in the department/school
- participated in the planning and implementation of new units of study /award course programs.

Scholarship in Teaching / Outstanding Teaching

Staff at level C will have demonstrated that they have met or exceeded the criteria for Level B, including evidence of

- contributions to developments in teaching the discipline in other institutions (eg: through national and international discipline-based societies, participation in unit of study advisory bodies at other institutions, work in schools)
- development of new modes of teaching (eg: distance education)

RESEARCH

Staff at Level C will have demonstrated that they have met or exceeded the criteria for Level B and, in addition, have

- developed a sustained program in research or creative work
- had the results of their research or creative activity accepted in the form of publications highly respected within the discipline
- supervised postgraduate research students, where the opportunity has been available
- contributed to the national or international activity in their research or creative discipline.

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at level C will have demonstrated that they have acted as

- chairs of departmental committees
- year co-ordinators
- members of faculty and University committees
- organisers of conferences, public seminars and meetings
- representatives of the University in the community and beyond.

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at level C will have demonstrated

- leadership and community recognition.

~ LEVEL D ~

Level D

Level D is not a level to which most Level C staff, by satisfactory performance of their normal duties may expect to attain before retirement. Applicants seeking promotion to Level D should be able to demonstrate a level of performance which would warrant them being seriously considered for appointment to a chair in their particular field of expertise.

TEACHING

Teaching Experience

Staff at Level D will have demonstrated that, when given the opportunity, they have met or exceeded the criteria for Level C and, in addition, have

- contributed to developing the quality of teaching and learning at departmental and faculty level
- provided support and act as a mentor in teaching to newer members of staff
- demonstrated a successful record of postgraduate and/or research supervision.

Good Practice in Teaching

Staff at Level D will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- contributed to improving the quality of teaching at departmental, faculty or University level
- provided leadership in developing new units of study /award course programs
- introduced or encouraged and supported innovation in teaching at departmental or faculty level.

Scholarship in Teaching / Outstanding Teaching

Staff at level D will have demonstrated that they have met or exceeded the criteria for Level C. In addition, they may also provide evidence of

- a national or international reputation for scholarship/leadership in teaching in the discipline or award course program.

RESEARCH

Staff at Level D "Associate Professor" will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- provided research or creative work leadership in their field within the University
- an international reputation in their research or creative work discipline

Staff at Level D "Reader" will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- demonstrated an outstanding record of postgraduate supervision
- demonstrated national/international leadership in research or creative work.

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at level D will demonstrate leadership

- in departments as head of department and chairs of departmental committees
- in the faculty as pro-deans and associate deans, and chairing and contributing to faculty committees
- in the University as chairs and members of University committees
- in the University in the promotion and organisation of new initiatives in teaching, research and administration
- in the relations of the University and other universities and outside organisations (eg: as members or representatives of the University on inter-university committees or committees at other universities, ARC committees, government committees related to tertiary education or the discipline).

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at level D will have demonstrated

- leadership and national or international recognition.