

14.01B Academic Staff Promotion Guidelines

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These guidelines are designed to support the Academic Staff Promotion Policy. Nothing in the guidelines should be inferred as changing that policy. Rather, the intent is to assist applicants to prepare a case that is consistent with the policy.

Introduction

- 14.01B.1** The promotion application is the pivotal element of the promotion process. It therefore needs thoughtful and thorough attention so that applicants are not disadvantaged by a weak or rushed application.
- 14.01B.2** Staff considering applying for promotion discuss their readiness for promotion with their supervisor within four weeks of applications being called. Staff are required to make available to their supervisor the documentation listed in clause [14.01.5](#) of the Promotion Policy.

Eligibility

For information on eligibility applicants should refer to the [Academic Staff Promotion Policy](#).

Preparing a Case

- 14.01B.3** The criteria for promotion are weighted towards an applicant's activities since last appointment or promotion at UNE. For this reason staff who have been recently appointed, are encouraged to carefully consider whether sufficient time has passed for them to be able to demonstrate achievements at UNE.
- 14.01B.4** In the application, an appropriate balance must be achieved between discussion and evidence regarding achievements in the normal course of pursuing duties and emerging and demonstrated leadership. It should not be assumed that either will be taken for granted.
- 14.01B.5** When preparing the application, applicants must not assume that Committee members will have knowledge of disciplinary norms and practices. What the applicant assumes to be common knowledge may not be common knowledge for the Committee and therefore needs to be spelt out fully in the application.
- 14.01B.6** An applicant should clearly explain in his/her application any constraints that may have influenced his/her capacity to achieve in specific criterion areas.

Information Sessions

- 14.01B.7** Two Information Sessions for prospective applicants will be held soon after applications have been called. Applicants are strongly encouraged to attend one of these sessions.
- 14.01B.8** Supervisors of staff applying for promotion must attend the Supervisor's Information Session.
- 14.01B.9** Committee members must attend the Promotion Committee Information Session.

Assessors

- 14.01B.10** Also refer to the relevant clause of the [Academic Staff Promotion Policy](#).
- 14.01B.11** Assessors should be chosen carefully. When suggesting an assessor, applicants should bear in mind that assessors should normally be at or above the level for which the applicant is applying and ideally would not have a close connection with the applicant. Applicants are advised to nominate assessors with a high level of academic/professional experience in the applicant's discipline area.
- 14.01B.12** It is desirable that nominated assessors are recognised at a national or international level in the applicant's discipline. It is expected that assessors for Levels D and E should be of international standing.
- 14.01B.13** The applicant is required to provide the contact details for all potential assessors and must submit to their Head of School four weeks prior to closing date of applications.
- 14.01B.14** It is incumbent upon the Head of School to ensure that the selected assessors are willing to assess the application, and will be able to submit their reports to HRS by the due date.
- 14.01B.15** The Head of School will submit the final list of assessors to HRS by the closing date for applications. The assessors form is available at: <http://www.une.edu.au/hrs/promotion/index.php>.

Application

Applicants must adhere to all submission dates. Only in very exceptional circumstances will the Chair of the relevant Promotion Committee, in their absolute discretion, accept a late application.

- 14.01B.16** Applications must meet the following specifications:
- not exceed 30 pages, excluding:
 - Application Summary
 - Section 1 (General Applicant Information)
 - Sections 2.1 and 2.2 (Teaching Load and Supervision)
 - Lecturer teaching performance evaluations
 - Sections 3.1 and 3.2 (Research Grants and Publications)

- be completed in a minimum of '11' point size font;
- be legible: original documents reduced in size for inclusion in 'Evidence' must remain clear and readable;
- include a maximum of ten photocopied/scanned pages of evidence;
- original set margins must be retained throughout the document;
- pages must be numbered.

Supporting evidence for each criterion area should be included in the relevant section, not as an appendix to the application. Web site addresses are not to be included as supporting evidence.

Submission of Application

14.01B.17 Applicants must:

- submit application, including application summary, 14.01b, in pdf Human Resource Services (HRS), promotionapplications@une.edu.au
- submit application, including application summary, in pdf – to their supervisor by the closing date.

14.01B.18 Applicants should arrange their application in such a way that outcomes and achievements attained since the time of last appointment or promotion are clearly highlighted, listing all publications achieved since last promotion in bold face type. Applicants need to be aware that the Committee's brief, under the policy, is to give primary emphasis to achievements since last appointment or promotion at UNE. This means that promotion applications should explicitly identify achievements since last appointment or promotion. It should also be noted that applying for promotion is not the appropriate avenue for handling human resource management issues such as the applicant taking a job at a lower level at UNE than at their previous institution.

14.01B.19 In constructing an application, care should be taken not to name actual staff when making any normative comparisons between the applicant's achievements and those of other staff in the School or University. For comparison purposes, applicants can refer to other staff by their level classification (e.g., my supervisory load (at 3.2 EFTSL) is above average compared to the other level C staff in my School (whose average is 2.0 EFTSL).

Completing the Application

14.01B.20 Summary of Application

The summary of the application (form 14.01b) should highlight to the Committee the applicant's strengths in the three criterion areas presenting arguments as to why he/she should be promoted. If the applicant's appointment is fractional, some comment on the expectations of the applicant's workload within their School is appropriate to assist the Committee in placing the achievements in the application in their relevant context. If the applicant is 'fractional' between two different roles at UNE, clear and convincing comments on the implications of this for expectations of

the applicant’s achievements in various criterion areas are essential. This form should be submitted with the application form 14.01a.

14.01B.21 Section One – General Applicant Information

Employment Details

List appointments in reverse chronological order. Include details of date of appointment and promotion (where relevant) and the current level and base+ of appointment, e.g.

Appointment	Date	Position Fraction	Level	Institution
Current	7/2/09	50%	Senior Lecturer (Level C), Base +3	UNE
Appointed	7/2/08	50%	Senior Lecturer (Level C), Base +2	UNE
Appointed	7/2/06	100%	Senior Lecturer (Level C), Base +1	UNE
Appointed	1/1/05	100%	Top of Range Lecturer	USYD
Promoted	1/1/00	100%	Lecturer	USYD
Appointed	1/1/00	100%	Associate Lecturer	USYD

Academic Qualifications

These should be set out in full, with dates when degrees / diplomas were awarded. Also indicate if currently studying for a higher degree.

Significant Career Interruptions/Constraints (if applicable)

Applicants should provide an explanation of any breaks and/or constraints in their career path that may have affected their capacity to achieve in specific criterion areas.

Weightings

Applicants should refer to the [Academic Staff Promotion Policy](#) for the range of weightings permitted for each criterion.

Section Contents

It is the responsibility of the applicant to ensure that the page numbering is accurate.

14.01B.22 Section two: Experience and Achievement in Teaching and Curriculum Development, including Leadership in Teaching

Overall Summary

Applicants should provide an overview of their approach and contributions to teaching and curriculum development. They should highlight their strengths and provide examples of this strength, including, where relevant, leadership in teaching and curriculum development, and quality assurance.

2.1 Teaching Load (example)

Applicants should provide details of their teaching load for this year and last year. It should be indicated whether or not this represents a normal teaching load in relation to other staff in the school. If not, an explanation should be provided.

2.1 Teaching Load								
Units Taught – Current Year								
semester/ trimester	Unit	Unit's Total Internal EFTSL	Unit's Total External EFTSL	Total Unit EFTSL	Were you the Unit Coordinator? (Yes/No)	Supervision of casual marking/ teaching staff (Yes/No and how many)	Did you originally develop / significantly modify unit? (Yes/No)	No. of EFTSL allocated to you in School's workload
Sem.1	MM22 0	3.6	3.6	7.2	Yes	No	Yes	7.2
Sem. 2	MM10 5	13	12	25	No	No	Yes	12
Tri. 1	GSB73 8		12.75	12.75	Yes	Yes - 2	Yes	10
Tri. 2								
Tri. 3	GSB74 5		7	7	Yes	No	Yes	7
					Total EFTSL allocated to you in School's workload:			34.2
Any comments on current teaching load in current year?								

2.2 Supervision

Applicants who have supervised Honours and/or postgraduate students must complete the table in this section, indicating past and present students' names, level of supervision and whether the student successfully completed. If a student withdrew before completing, the reason should be provided in a footnote.

After this table, suitable comments about approaches to supervision, norms/expectations regarding supervision, and constraints on supervision can and should be made, so that the applicant's supervisory record can be placed in its proper context. The applicant should also indicate how many EFTSL are typically allocated for supervision activities and how this load compares to other staff in the discipline/School.

2.3 Evidence of Teaching Performance

- Applicants are required to submit evidence of teaching merit as set out in clauses 14.01.18 and 14.01.19 of the Promotion Policy.
- Applicants are advised to submit additional forms of evidence such as reports on Peer Observation of Teaching and/or Teaching Materials.

Pro-formas for Peer Observation of Teaching and Teaching Materials can be downloaded at: <http://www.une.edu.au/tlc/staff/evaluation/consultation.php>

Applicants should provide evidence of how they have responded to student feedback from teaching evaluations. Individual student responses are not to be submitted.

14.01B.23 Section three: Research, Scholarship, Creative Achievement and Professional Activity

When completing this section, applicants should clearly distinguish professional activities under this criterion from service criterion activities. It is the Committee's expectation that applicants will provide evidence of meeting ongoing Government reporting requirements.

Overall Summary

Applicants should provide an overview of their contributions to research, scholarship, creative achievement and professional activity, highlighting their strengths and providing examples of this strength.

3.1 Research Grants

Where two or more have contributed to a research grant, applicants must provide evidence of their contribution (in percentage form). Confirmatory evidence should be provided to the supervisor.

3.2 Publications

Applicants should list publications with accurate details as required by DEEWR or any academic journal.

Applicants must ensure, when listing co-authors, the applicant's contribution and that of co-authors, does not exceed 100%. Theses prepared for postgraduate awards should not be listed as publications.

Publications
<i>Refereed Journal Articles</i> Bloggs, J., Doe, V (2006) 'The Imperatives of Basket Weaving', <i>Australian and New Zealand Journal of Basket Weavers</i> , Vol 55, No 1, pp. 34-53. (60%)

For the Committee's purposes, the following definitions will apply with respect to the status of publications:

- "Published" = manuscript has been published.
- "Forthcoming" = "in press" = manuscript has been formally accepted for publication and will appear in print (a letter confirming acceptance will provide useful evidence).

Papers "Submitted" or "under review" should not be included.

3.3 Evidence of Research Performance

In this section applicants may include published reviews or other assessments of their research, scholarship and professional activities.

In addition to indicating most significant publications, applicants should include evidence on their research outcomes as recorded on the University's repository system. This list can be obtained at: <http://e-publications.une.edu.au>

Research quality may be demonstrated in a number of ways, depending upon the specific outcome.

- For journal articles, citation or other bibliometric analysis, journal ranking and/or impact factor or reprinting of a previously published article in a compendium or edited book of readings may be used to signal quality.
- For books and book chapters, published reviews or specific invitations to write or contribute may constitute research quality or reputation evidence. In discipline areas where books, edited books and/or book chapters are more the norm in terms of research output, the applicant should spell this out in their application. The quality of such outcomes might then be displayed through evidence such as published reviews, evidence of the adoption of outcomes for specific purposes and expert commentaries on the outcomes.
- For a published conference paper, evidence showing that the paper, in modified and expanded form has been published in a peer-reviewed outlet may be acceptable.
- For non-peer-reviewed outcomes such as consultancy reports or commissioned reports, evidence that the report or research therein has had an impact in some specifiable context (e.g., professional practice, policy development or assessment, facilitating organisational change) should be presented. It is recognised that such evidence may take a narrative rather than a quantitative form.
- For other types of outcomes (e.g., creative works, performances, organisational interventions) that can be defensibly described as research (the onus on the applicant to provide this defence), evidence for quality and impact could arise from media reports, press releases, reviews, written acknowledgement of impact, empirical evaluative data and the like.

Where such data are available, applicants are encouraged to indicate the discipline standing of key journals they have published in, by referring to impact indicators or accepted journal ranking.

14.01B.24 Section four: Service to the University and Community

The types of service claimed must be related to the applicant's work and role as a UNE academic.

Applicants should contextualise their service contributions and where they have focused their activities. Highlight, where appropriate, leadership in service roles and activities. The Promotion Committee will pay attention to qualitative aspects of applicants' claims for service. For particular service

roles it is essential to spell out the dimensions, duties and achievements associated with their performance in the roles. It is also essential to explain any outcomes or achievements that have come from service roles.

4.1 to 4.5

Applicants are advised to provide evidence of participation and quality of the activity claimed, e.g., letters of invitation or acknowledgement, letters from committee chairs regarding contributions, publicity and other reflections of impact of service, etc.

Testimonials

14.01B.25 The inclusion of testimonials is rarely informative and therefore their inclusion is discouraged.

Additional Information

14.01B.26 Up until 10 working days prior to the advertised meeting of the Committee, applicants may provide additional information relevant to their application, such as update of publications, lecturer teaching performance evaluations, and other achievements. Additional information must not exceed two pages, be submitted electronically to HRS.

14.01B.27 Applicants are advised to retain a full copy of their application, as unsuccessful applications can be disposed of after one year as per the State Records Authority of New South Wales.

Reports on the Application

Introduction

14.01B.28 Also refer to the [Academic Staff Promotion Policy](#), taking particular note of clauses relating to supervisors providing advice, direction and mentoring staff in relation to promotion and preparation of the supervisor's report.

14.01B.29 The supervisor's report is an essential component of the promotion application process. It needs thoughtful and thorough attention so that applicants are not disadvantaged. The University expects those in supervisor roles to consider ways in which they can support the career development of those staff under their supervision. The supervisor's role is to provide a balanced assessment against the criteria and in relation to the evidence provided by the applicant and by the senior colleagues who are consulted. The supervisor is not and should not act as an advocate for any candidate.

14.01B.30 If the applicant is undertaking a service role please refer to clause 14.01.41 of the Policy.

14.01B.31 If an applicant's supervisor is also applying for promotion to the same level, please refer to clause 14.01.4 of the Policy.

Supervisor’s Report

14.01B.32 Report Proforma Section – what is being sought by the Committee?

<p>1. Has the applicant satisfactorily fulfilled the requirements of the current substantive position? Yes/No</p>	<p>Supervisor’s affirmation that the applicant has met all expectations of their current duty statement. Outcomes from recent goal setting reviews may help inform this judgment.</p>
<p>2. In your view, has the applicant shown that he/she is able to undertake the required duties of the level to which they aspire? Yes/No</p>	<p>Supervisor’s considered view on the applicant’s capacities, based on demonstrated performance thus far, to perform the duties of the level they are aspiring to for promotion.</p>
<p>3. Using the Committee’s Rating descriptors please indicate your assessment of the application:</p>	<p>Supervisors are asked to tick the appropriate box which best correlates with their assessment of the application.</p>
<p>4. Teaching and Curriculum Development, including leadership in Teaching</p> <p>4.1 Quality of applicant’s performance (for Levels D & E especially also comment on leadership aspects)</p> <p>4.2 How does the applicant’s teaching and supervisory load compare with School norms and expectations of staff at their level?</p> <p>4.3 Comment on result of student evaluations of teaching and/or unit conducted by the Teaching and Learning Centre</p> <p>4.4 Other comments</p>	<p>The Committee is looking for comment on the quality of the applicant’s contributions under this criterion, including where relevant, comments on leadership exhibited by the applicant.</p> <p>Here the Committee is looking for verification of the applicant’s teaching and supervisory load within the context of the School’s workload management system. For both types of load, the Committee expects to see a clear indication of how the applicant’s load compares with expectations of staff in the School at the level (A, B, etc.) of the applicant.</p> <p>The Committee is looking for substantiation of the staff member’s effectiveness in teaching.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>5. Research, Scholarship, Creative Achievement and Professional Activity</p> <p>5.1 Quality of journals, publications and creative & artistic works (if you are able to cite discipline norms, please clarify which norms they are)</p>	<p>The Committee is looking for comment on the quality of the applicant’s contributions under this criterion, including where relevant, comments on leadership exhibited by the applicant. The Committee realises the difficulties presented with discipline norms in research, but as far as is possible, would like indications of where the applicant’s contributions fall with respect to such norms (e.g., grants, publication rates and impact, etc). In some cases, norms may be</p>

<p>5.2 Verify % contribution to joint grant</p> <p>5.3 Other comments</p>	<p>School-based, in others; they may be established by professional bodies or through systems such as ARC journal rankings which can show impact ratings for journals. Whatever norms are cited, the Committee needs to be clear as to the reference group these arise from (School, University, etc.).</p> <p>Applicants are asked to provide to their supervisor evidence of their claim, such as a statement from collaborators.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>6. Service to the University and to the Community</p> <p>6.1 Quality of applicant's performance</p> <p>6.2 Other comments</p>	<p>The Committee is looking for comment on the quality of the applicant's contributions under this criterion, including where relevant, comments on leadership exhibited by the applicant. The Committee especially looks for qualitative comment on contributions in service activities, not simply a re-listing of those service activities.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>7. Other General Comments</p>	<p>Supervisors should make any general comments about the applicant's case here. This section may be used to clarify any constraints on the applicant's performance in any areas and to clarify any trade-offs that may have been made in workload between the various criterion areas (for example, undertaking high level service roles over a period of years which may have had a negative impact on the applicant's publication output, etc).</p>

14.01B.33 Senior Colleagues Additional Report

If the senior colleagues do not agree with the supervisor's report, or have any comments they consider should have been included in the report, they may include an additional report, which is to be presented to the supervisor. Any such reports must be submitted with the supervisor's report.