

# 14.01B Academic Staff Promotion Guidelines

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## Rationale and Scope

These guidelines are designed to support the Academic Staff Promotion Policy and should be read in conjunction with that policy. Nothing in the guidelines should be interpreted as overruling that policy. The intent is to assist applicants and supervisors to prepare an application that is consistent with the policy.

## Definitions

**For the purposes of these guidelines, the following definitions apply:**

*Academic Promotion website* refers to <http://www.une.edu.au/hrs/promotion/index.php>

*Agreement* means University of New England Academic Staff-Union Collective Agreement 2010-2012 or current workplace agreement as applicable.

*Chair* means Chair of the Academic Promotion Committee

*Head of School* means Heads of Schools, Directors of Centres or equivalent.

*Pro Vice-Chancellor and Dean (PVC/D)* also means Centre Director or equivalent, where applicable.

*The Policy and Guidelines* means [Academic Staff Promotion Policy](#) and [Academic Staff Promotion Guidelines](#).

## 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 must discuss their readiness for promotion with their supervisor within four weeks of applications being called.

**14.01B.3** Staff are required to make available to their supervisor, before that discussion, the documentation listed in clause 14.01.6 of the Policy.

**14.01B.4** Staff members may also provide a copy of their Performance Planning and Review report/s.

**14.01B.5** Prospective applicants must submit an “Intention to Apply” form.

### **Eligibility**

Applicants should refer to Clauses 14.01.1-3 of the Policy.

### **Information Sessions**

**14.01B.6** Two Information Sessions for prospective applicants are held soon after applications have been called. Applicants are strongly encouraged to attend one of these sessions. It has generally been observed that applicants who have attended such sessions tend to prepare a more informative application for the Committee’s consideration.

**14.01B.7** Supervisors of staff applying for promotion must attend the Supervisor’s Information Session.

**14.01B.8** Committee members must attend the Promotion Committee Information Session.

### **Seeking Advice**

**14.01B.9** In addition to seeking advice from supervisors, applicants may consider providing a draft of their application to peers. It may be helpful if one of the peers is not familiar with the discipline. Peers may be able to advise applicants where a claim appears to be exaggerated or understated and may discuss weighting choices. Advice from a recent successful applicant may also be beneficial.

**14.01B.10** Academic staff consulted by the applicant may also be approached by the supervisor in the preparation of the supervisor’s report.

**14.01B.11** Applicants must not consult or discuss their application with Promotion Committee Members (check promotion website) or any person on the list of potential assessors.

### **Preparing a Case**

**14.01B.12** Applicants are advised that the Committee’s brief under the Policy is to consider the applicant’s whole career while achievements since last appointment or promotion at UNE will be the primary determinant. In particular:

- Staff who are considering applying for promotion after a recent appointment or promotion are encouraged to carefully consider whether sufficient time has passed for them to be able to demonstrate achievements at UNE; and

- promotion applications should explicitly identify and highlight achievements since last appointment or promotion.

**14.01B.13** In the application, an appropriate balance must be achieved between presenting the case and providing evidence regarding achievements in the current position and emerging and demonstrated leadership. It should not be assumed that either will be taken for granted.

**14.01B.14** Disciplinary norms and practices should be clearly explained under relevant criteria.

**14.01B.15** 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).

**14.01B.16** Applicants should ensure that claims made in one section are not repeated in another section.

### **Nomination and selection of Assessors**

**14.01B.17** Assessors should be chosen carefully. When suggesting an assessor, applicants should refer to clauses 14.01.35-36 of the Policy. Applicants are advised to nominate assessors who have a high level of academic/professional experience in the relevant discipline and, ideally, do not have a close personal/professional connection with the applicant.

**14.01B.18** 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.19** The applicant is required to provide the contact details for all potential assessors and must submit the list to their Head of School four weeks prior to closing date of applications.

**14.01B.20** 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 Human Resource Services (HRS) by the due date.

**14.01B.21** The Head of School will submit the final list of assessors to HRS by the closing date for applications. The relevant form [14.01c](#) is available at the Academic Promotion [website](#).

### **Submission of Application**

**14.01B.22** Applications must be completed using the Academic Promotion application form 14.01a available at the Academic Promotion [website](#). Applications must be submitted to the supervisor and HRS in pdf format.

**14.01B.23** Applicants should 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.24** Applications must meet the following specifications:

- not exceed 20 pages, excluding the following sections:
  - One - General Applicant Information (including weightings and section contents)
  - 3.2 – Teaching Load tables
  - 3.3 – Supervision table
  - Maximum of five evaluation reports, comprising:
    - 3.4 – UNE-recognised Student Evaluation of Teaching Reports<sup>1</sup>
    - 3.5 – UNE-recognised Unit Evaluation Reports
    - 3.7 – UNE-recognised Peer Review of Teaching and/or Teaching materials

*Note: Evaluation reports must retain original size.*

  - 4.2 – Research Grants
  - 4.3 – Publications
  - 6 – Applicant Declaration
  - 7 – List of Evidence.
- Section Two: Summary of Application (maximum one page);
- be completed in no less than ‘11’ point font;
- original set margins must be retained throughout the document;
- be legible: scanned documents must remain clear and readable (equivalent to ‘10’ point font);
- pages must be numbered;
- website addresses are not to be included as supporting evidence.

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<sup>1</sup> UNE-recognised evaluations: TLC reports prior to 2009; Corporate Intelligence Unit reports 2009 onwards; or formal evaluation tool from a previous institution.

## Completing the Application

### 14.01B.25 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	7/2/12	50%	Senior Lecturer (Level C), Base +5	UNE
Appointed	7/2/11*	50%	Senior Lecturer (Level C), Base +4	UNE
Appointed	7/2/07	100%	Senior Lecturer (Level C), Base +1	UNE
Appointed	1/1/06	100%	Top of Range Lecturer	USYD
Promoted	1/1/02	100%	Lecturer	USYD
Appointed	1/1/01	100%	Associate Lecturer	USYD

\* Do not include every year. This line is included to indicate position changed from 100% to fractional.

#### 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.

#### Fractional Appointments (if applicable) max. 250 words

Applicants should comment on the expectations of the workload within the School to place the achievements claimed, in the application, in their relevant context. Refer to Clause 14.01.14 of the Policy.

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.

#### Significant Division of Workload (if applicable) max. 250 words

Applicants may explain any significant division of workload, such as a part-time secondment to a position that entails duties other than those of their substantive position.

**Significant Career Interruptions** (if applicable) max. 250 words

Applicants should provide an explanation of any significant career interruptions that may have affected their capacity to achieve in specific criterion areas. Refer to Clause 14.01.84 of the Policy.

**Weightings**

Applicants should refer to the Policy for the range of weightings permitted for each criterion. Applicants are encouraged to seek advice from their supervisor and any peers consulted on the application as to the appropriateness of weightings selected.

**14.01B.26 Section Two - Summary of Application** (max. one page)

The summary of the application should highlight to the Committee the applicant's strengths in the three criterion areas presenting arguments as to why he/she should be promoted. An applicant may include a brief indication of their performance in relation to the criteria against discipline standards for the level to which they aspire.

**14.01B.27 Section Three: Experience and Achievement in Teaching, Curriculum Development and Research Supervision, including Leadership in Teaching****Evidence of Teaching Performance - General**

In preparing the case under this criterion, applicants may provide evidence in the form of:

- supervision of honours and undergraduate students;
- successful and timely supervision of postgraduate students;
- high quality teaching material presented to students;
- initiative in practical work, field work and placement of students in work experience;
- leadership in teaching, curriculum development and contribution to student learning (especially for levels D and E applicants);
- initiative and innovation in teaching delivery and curriculum design and student engagement;
- coordination, development, review and management of units and/or awards (as appropriate for the level of the applicant and to opportunities available);
- teaching performance and contribution to student learning recognised through awards or fellowships;
- attracting teaching improvement grants;
- strategies implemented, and/or development activities undertaken, to improve learning outcomes for students;
- invited presentations on teaching to scholarly meetings, conferences or other peer groups;

- where appropriate, leadership within a course, School or Faculty to enhance the quality of student learning outcomes at a wider level than through the applicant's own teaching;
- strategies that demonstrate the successful engagement of relevant professional and/or community bodies that enhance the marketability of the course and/or teaching outcomes; and/or
- description of team projects, including an explanation of the relative contribution of the applicant in relation to other team members.

### Evidence of Teaching Performance – Support Roles

Academic staff employed in academic support roles in Schools, Faculties or support groups such as the Teaching and Learning Centre (TLC) and the Oorala Centre may provide evidence such as:

- contributions to academic professional development programs, seminars and workshops for staff;
- contributions to academic, teaching and course development activities;
- advising, mentoring and counselling staff; and
- advising, mentoring and counselling students;

as well as the examples listed in Evidence of Teaching Performance - General above.

### 3.1 Summary

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

### 3.2 Teaching Load (excluded from page limit)

Applicants should provide details of their teaching load for this year and last year, indicating whether this represents a normal teaching load in relation to other staff in the school and explaining any difference.

3.2 Teaching Load (example)								
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	MM2 20	3.6	3.6	7.2	Yes	No	Yes	7.2
Sem. 2	MM1 05	13	12	25	No	No	Yes	12
Tri. 1	GSB7 38		12.75	12.75	Yes	Yes - 2	Yes	10

Tri. 2								
Tri. 3	GSB7 45		7	7	Yes	No	Yes	7
					<b>Total</b> EFTSL allocated to you in School's workload:			34.2
Any comments on current teaching load in current year (maximum 250 words)								

### 3.3 Supervision (excluded from page limit)

Applicants who have supervised Honours and/or postgraduate students must complete the table in this section

Applicants may comment on contextual considerations attached to their supervision opportunities and record.

### 3.4. Teaching and unit evaluations (up to a combined maximum of five) are excluded from page limit:

#### 3.4.1 Student Evaluation of Teaching Reports<sup>2</sup>

Applicants are required to provide at least three complete UNE recognised Student Evaluation of Teaching reports over a range of years, including one from the most recent teaching block.

#### 3.4.2 Unit Evaluation Reports (optional)

Where unit evaluation reports are included and an applicant is not the Unit Co-ordinator, justification for including the report must be presented. Individual student responses are not to be submitted.

### 3.6 Response to Teaching and Unit Evaluation Feedback

In commenting on how they have responded to student feedback, applicants should indicate, where possible, how changes to their teaching methods have been reflected in subsequent evaluations.

### 3.7 Peer Review of Teaching and/or Teaching Materials (optional - excluded from page limit)

Applicants are encouraged to provide TLC Peer Review of Teaching and/or Teaching Materials from colleagues who are at or above the level to which they are applying. Proforma reports for Peer Review of Teaching can be found at <http://www.une.edu.au/tlc/academicdevelopment/peerreview.php>

<sup>2</sup> UNE-recognised evaluations: TLC reports prior to 2009; Corporate Intelligence Unit reports 2009 onwards; or formal evaluation tool from a previous institution.

### **3.8 Nominations and/or Awards in Teaching**

Applicants may list any awards or nominations received for excellence in teaching and learning here. Documentation which supports this list should be sighted and confirmed by their supervisor and should not be included in the application.

### **3.9 Feedback on previous unsuccessful application**

Applicants who were unsuccessful in their last application to this level, should state, in 250 words or less, how they have addressed the Committee's feedback under this criterion.

### **3.10 Other Evidence of Teaching Performance**

In addition to student evaluation of teaching reports, evidence may include, but is not limited to, peer reviews, qualitative comments (including an analysis of how the applicant has responded to student feedback), unsolicited letters of acknowledgement or impact, and letters acknowledging receipt of teaching grants and awards. Applicants may insert any other evidence they consider appropriate to their application.

## **14.01B.28 Section four: Research, Scholarship, Creative Achievement and Professional Activity**

Applicants should clearly distinguish professional activities under the Research criterion from professional activities under the Service and Administration criterion. It is the Committee's expectation that applicants will provide evidence of meeting current Government reporting requirements. The indicators used by the Government, will be taken into account. Applicants may, however, make a case for assessing excellence on other criteria.

### **Evidence of Research Performance**

In preparing the case under this criterion, applicants may provide evidence of research in the form of:

- joint or sole authorship of books, chapters in books, review of state of the art articles, publications in refereed journals, and other articles, papers and published conference proceedings in any medium. Regard will be given to the international status of the publication and the role of reviewers in its assessment as well as to the disciplinary context in which the outcome was produced;
- editorship of refereed scholarly journals;
- patents, inventions or other innovation outcomes from research;
- reviews of publications;
- joint or sole authorship, direction or execution of activities such as performances, productions, exhibitions or designs appropriate to the discipline concerned, particularly with regard to the international status of the work and the role of reviewers in its assessment, or any other creative achievement;

- academic leadership (especially for levels D and E applicants), including leadership in research centres, CRCs and other research-focused groups or organisations;
- professional practice achievements acknowledged by appropriate peer, industry or client recognition;
- attracting competitive external research grants;
- attracting non-competitive industry and other grants and/or research consultancy income that generate clear outcomes and/or evidence of impact;
- evidence of participation in/development of research partnerships or relationships with groups/organisations/universities outside of UNE that have yielded demonstrable outcomes;
- research performance recognised through awards or fellowships;
- involvement in consultancy work in terms of its contribution to the advancement of knowledge and/or its application to professional practice, including consultancy reports and presentations. Evidence that the applicant has met conditions under the 'Paid Outside Work' policy must be provided;
- contributions of a scholarly kind to the affairs of a professional organisation or a learned society;
- invited addresses or presentations to scholarly or professional meetings and conferences;
- experience as an examiner or editor/reviewer for academic/professional journals or publishers (as appropriate for the level of the applicant and to opportunities available) and/or
- evidence of research or innovation impact, including evaluation or impact assessments, media stories or press releases about research impacts or outcomes or other indicators of research impact or innovation adoption.

In preparing the case under this criterion, applicants may provide evidence of scholarship of teaching in the form of:

- Teaching citations
- Grants awarded for teaching innovations
- Published reviews, or measurable uptake, of new courseware, software, and/or websites (with citation/usage rates, where applicable)
- Outputs (for example, publication of journal articles, including journals specialising in teaching and learning or academic disciplines, citations of publications, publications of academic books and monographs), ranked for quality and impact where applicable
- Success in obtaining competitive external grants / funds / income, including Australian competitive research funds, other research funds, Australian Learning and Teaching Council (ALTC) grants, Australia Research Council grants; and successful project outcomes and fund management
- Success in obtaining competitive internal grants / funds / income

- Uptake of innovations by third parties (within UNE, nationally or internationally), that have a demonstrable outcome and measurable impact (such as courseware)
- Esteem factors (for example, awards recognising excellence, teaching awards, media citations, membership of editorial boards of Learning and Teaching publications)
- Keynote addresses at national and international conferences, including conferences with a teaching and learning focus. Only refereed conference papers may be included.

#### 4.1 Summary

Applicants should provide an overview of their contributions to research, scholarship, creative achievement and professional activity, highlighting their strengths and providing examples of these strengths. This narrative should refer to the impact evidence provided.

#### 4.2 Research Grants (excluded from page limit)

Applicants should list all research grants under the relevant category, i.e. Successful External Grants, Successful Internal Grants, and Pending Grants (Internal and External). This list will be provided to Research Services for verification of the details before the list is provided to members of the Promotion Committee.

#### 4.3 Publications (excluded from page limit)

Information about publications post 2003 will be sourced from the University's e-Publication data base. Publications up to 2003 may be listed by the applicant, and should be in a comparable format.

As e-Publications will not include non-traditional publications such as creative and artistic works, applicants should provide a list of these works. For the Committee's purposes, the following definitions will apply with respect to the status of publications:

- "Published" = manuscript issued for public distribution.
- "Forthcoming" = "in press" = manuscript has been formally accepted for publication and will appear in print (a letter confirming acceptance will provide useful evidence).
- Theses prepared for postgraduate awards should not be listed as publications.
- Papers "submitted" or "under review" should not be included.

##### 4.3.1 Significant Publications

Applicants must list significant publications (maximum of ten) and explain the reason for their significance. For example:

*The significance of this publication derives from the fact that the impact factor rating of the journal is 9.08 (according to*

*[http://www.bwg.com/iipopescu/Jo\\_rankingb.htm](http://www.bwg.com/iipopescu/Jo_rankingb.htm)), that this article was cited by three separate authors in journal articles published in 2009 and that it was reprinted by permission in the Occupational Health Notes of the Hunter New England Health District.*

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. The Library can offer assistance in determining journal impact factors (where such exist) and in collecting information on citation counts for published articles, as well as providing assistance with e-publications@UNE. Library staff provide information on [research impact and citations](#) online; face-to-face classes ([citation indexing](#)), and individual consultations with [a Faculty Librarian or school specialist](#).

#### **4.4 Nominations and/or Awards in Research**

Applicants should list any awards or nominations received for excellence in research. Awards and documentation which supports this list should be sighted and confirmed by their supervisor and not included in the application.

#### **4.5 Feedback on previous unsuccessful application**

Applicants who were unsuccessful in their last application to this level, should state, in 250 words or less, how they have addressed the Committee's feedback under this criterion.

#### **4.6 Other Evidence of Research Performance**

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

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

1. 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.
2. For research publications, 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.
3. 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. While conference proceedings are an important part of academia, they normally have a significantly lower status than refereed journal articles. Where refereed conference proceedings are the discipline norm, evidence of this should be provided by the applicant.
4. 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.

5. 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.

### **Section five: Service and Administration to the University and Community**

In preparing the case under this criterion, applicants may provide evidence in the form of:

- contribution to policy formation at discipline/school/centre/faculty, and/or University level;
- contributions to the University community and professional, private and public organisations, which are not listed under 4.5 above and are consistent with the applicant's areas of expertise, or deemed by the applicant to be significant;
- leadership in service and administration (especially for levels D and E applicants);
- the initiation or maintenance of links between the University and external groups such as employers, graduates, professional organisations, government organisations and the community at large; and/or
- enhancement of public appreciation of the University through a variety of electronic, print, performance and other media;
- letters of invitation or acknowledgement of contribution, detailing specific contributions and outcomes from Committee participation and other University and community roles.

#### **5.1 Summary**

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

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

## **5.2 to 5.4 Service and Administration to the University, Discipline & Community**

Applicants are advised to provide details of service and administration activities, indicating the duration, nature and impact of the activity undertaken.

### **5.5 Major Management/Leadership Roles**

Academic staff who have undertaken a major management role, such as Academic/Research Director, Head of School, Acting Head of School, may claim greater weighting for service and administration. Applicants should provide dates, details of the role, the nature of the service and administration function and outcomes.

### **5.6 Feedback on previous unsuccessful application**

Applicants who were unsuccessful in their last application to this level, should state, in 250 words or less, how they have addressed the Committee's feedback under this criterion.

### **5.7 Evidence of Service and Administration Performance**

Applicants should provide evidence of participation, quality and impact 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 and administration, etc.

## **Testimonials**

**14.01B.29** The inclusion of testimonials is rarely informative and therefore their inclusion is discouraged.

## **Additional Information**

**14.01B.30** 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, student evaluation of teaching and/or unit reports, and other achievements. Additional information must be emailed in pdf to HRS and must not exceed two pages.

## **Supervisor/Head of School Responsibilities**

**14.01B.31** Supervisors are expected to provide advice, direction and mentoring to their staff in relation to promotion.

**14.01B.32** Applicants must meet with their supervisor within four weeks of applications being called. The supervisor can be expected to provide a realistic assessment of the prospect for promotion, based on the documents provided.

**14.01B.33** On receipt of an application, HRS will provide the supervisor with a list of the applicant's publications from 2004 as sourced from e-Publications.

- 14.01B.34** The Head of School will select assessors for each application (refer to clauses 14.01B.17 to 14.01.B21 above).
- 14.01B.35** The supervisor's report is to provide a balanced assessment against the criteria (refer to 14.01.11 to 14.01.28 of the Policy). This assessment must be based on evidence. This evidence may be drawn from the application, from discussions with senior colleagues, or on observations of the supervisor. If the evidence is drawn from sources other than the application, the facts should be included in the report.
- 14.01B.36** The supervisor is not and should not act as an advocate for any applicant.
- 14.01B.37** It is the applicant's responsibility to ensure that applications are complete and comply with the prescribed format. The supervisor is asked to comment on whether this responsibility has been discharged when submitting their report.
- 14.01B.38** If the applicant is undertaking a service and administration role clause 14.01.47 of the Policy will apply.
- 14.01B.39** If an applicant's supervisor is also applying for promotion to the same level, refer to clause 14.01.39 of the Policy.
- 14.01B.40 Report Form** – what is being sought by the Committee?

1. Experience and Achievement in Teaching, Curriculum Development and Research Supervision, including Leadership in Teaching	
1.1. Quality of applicant's performance (for Levels D & E especially also comment on leadership aspects)	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.
1.2. How does the applicant's teaching and supervisory load compare with School norms and expectations of staff at their level?	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.
1.3. Comment on results of student evaluation of teaching and, if applicable, unit evaluation reports.	The Committee is looking for substantiation of the staff member's effectiveness in teaching.
1.4. Other comments Using the Committee's rating descriptors please indicate your assessment of the case for Teaching.	Any other evaluative comments about the contributions under this criterion can be made here.

<b>2. Research, Scholarship, Creative Achievement and Professional Activity</b>	
<b>2.1</b> Quality of journals, publications and creative & artistic works (if you are able to cite discipline norms, please clarify what the norms are)	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 ideally 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 School-based, in others; they may be established by professional bodies or through systems such as ARC journal rankings or other impact ratings 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.).
<b>2.2</b> Where the applicant has claimed a percentage contribution to a grant, please indicate whether you can verify that claim, on the evidence presented to you.	Applicants are asked to provide to their supervisor evidence of their claim, such as a statement from collaborators. You are asked to indicate whether the evidence supports the claim.
<b>2.3</b> Other comments  Using the Committee's Rating descriptors please indicate your assessment of the case for Research	Any other evaluative comments about the contributions under this criterion can be made here.
<b>3. Service and Administration to the University and Community</b>	
<b>3.1</b> Quality of applicant's performance	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 and administration activities, not simply a re-listing of those service and administration activities.

<p><b>3.2 Other comments</b></p> <p>Using the Committee's Rating descriptors please indicate your assessment of the case for Service and Administration.</p>	<p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p><b>4. Overall Assessment</b></p>	
<p><b>4.1</b> Has the applicant satisfactorily fulfilled the requirements of the current substantive position? <b>Yes/No</b></p>	<p>Outcomes from recent goal setting reviews may help inform this judgment.</p>
<p><b>4.2</b> In your view, has the applicant shown that he/she is able to undertake the required duties of the level to which they aspire? <b>Yes/No</b></p> <p><b>4.3</b> Using the Committee's Rating descriptors please indicate your overall assessment of the application.</p>	<p>Base this view on whether the applicant has demonstrated the ability to perform some of the duties of the level to which they are aspiring.</p>
<p><b>5. Other General Comments</b></p>	<p>Supervisors may 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. It may be relevant, for example, to clarify any trade-offs that may have been made in workload between the various criterion areas (for example, undertaking high level service and administration roles over a period of years may have had a negative impact on the applicant's publication output).</p>

#### **14.01B.41 UNE Senior Colleagues Additional Report**

If the senior colleagues do not agree with the supervisor's report, or have additional comments they consider should have been included, they may provide an additional report to the supervisor. Such reports will be provided, together with the supervisor's report, to the applicant.

**Further Information:** Academic Services Unit, HRS, ext. 3612,  
email: [HRS-AcademicServices@une.edu.au](mailto:HRS-AcademicServices@une.edu.au)