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Introduction

The University’s Academic Promotion Committee requests that reports be provided by assessors. It is appreciated that assessors may not have direct knowledge of the applicant’s performance under each criterion. Assessors are, however, strongly encouraged to comment on each criterion and may choose to indicate that their comments are based solely on the evidence provided in the application.

It is incumbent upon the applicant, and the supervisor where applicable, to ensure that the assessors whom they have nominated are willing to assess the full application and will be able to submit their reports by the due date. Assessors will be provided with an electronic copy of the application by the Secretary of the Academic Promotion Committee.

The identity of assessors chosen by the supervisor is confidential and is not to be disclosed to the applicant. Assessors acting in this role are asked not to communicate with the applicant with respect to their application.

Committee’s Rating Scale

Assessors are encouraged to use the Committee’s rating scale in relation to each criterion:

9-10	Compelling case for promotion
7-8	Evidence of strength providing a worthy case for consideration
5-6	Evidence of strength in a number of areas but not sufficient to achieve promotion
3-4	Insufficient case with potential for a future application
1-2	Weak case for promotion falling well short of what is required

Completing the Assessor’s Form

Report Pro Forma Section	What is being sought by the Committee?
1. 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	Assessor’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>2. Please indicate your assessment of the application by ticking the appropriate box:</p>	<p>Indication of assessor's assessment of the applicant's case.</p>
<p>3. Teaching and Curriculum Development, including leadership in Teaching</p> <p>3.1. Quality of applicant's performance (for Levels D & E include comment on leadership aspects)</p> <p>3.2 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.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>4. Research, Scholarship, Creative Achievement and Professional Activity</p> <p>4.1. Quality of journals, publications and creative & artistic works (if you are able to cite discipline norms, please clarify what the norms are)</p> <p>4.2. 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 the applicant's leadership. 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). Whatever norms are cited, the Committee needs to be clear as to the reference group these arise from.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>5. Service to the University and to the Community</p> <p>5.1. Quality of applicant's performance</p> <p>5.2. 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>6. Other General Comments</p>	<p>Assessors can make any general comments about the applicant's case here.</p>