

14.01C Academic Staff Promotion – Assessors’ Guidelines

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Rationale and Scope

These Guidelines are designed to assist assessors in providing the University’s Academic Promotion Committee with a specialist independent assessment of an application for promotion. Assessors will normally be at or above the level for which the applicant is applying and ideally will not have a close connection with the applicant. Selected assessors will have a high level of academic/professional experience in the applicant’s discipline area.

Introduction

- 14.01C.1** 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.
- 14.01C.2** It is incumbent upon the applicant’s supervisor to ensure that the selected assessors 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.
- 14.01C.3** The identity of assessors chosen by the supervisor is confidential and is not to be disclosed to the applicant. Assessors are asked not to communicate with the applicant with respect to their application.

Committee’s Rating Descriptors

- 14.01C.4** Assessors are requested to use the Promotion Committee’s rating descriptors 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. Experience and Achievement in Teaching, Curriculum Development and Research Supervision, including leadership in Teaching	
<p>1.1. Quality of applicant's performance (for Levels D & E also comment on leadership aspects)</p> <p>1.2. Other comments</p> <p>1.3. Using the Committee's Rating descriptors, please indicate your assessment of this criterion.</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>
2. Research, Scholarship, Creative Achievement and Professional Activity	
<p>2.1. Quality of journals, publications and creative & artistic works (if you are able to cite discipline norms, please clarify what the norms are)</p>	<p>The Committee is looking for comment on the quality of the applicant's contributions under this criterion, including where relevant, comments on the 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 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>2.2. Other comments</p> <p>2.3. Using the Committee's Rating descriptors please indicate your assessment of this criterion.</p>	<p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>3. Service to the University and to the Community</p>	
<p>3.1. Quality of applicant's performance</p> <p>3.2. Other comments</p> <p>3.3. Using the Committee's Rating descriptors please indicate your assessment of this criterion.</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 and administration activities, not simply a re-listing of those service and administration activities.</p> <p>Any other evaluative comments about the contributions under this criterion can be made here.</p>
<p>4. Overall Assessment</p>	<p>Using the Committee's Rating descriptors indicate your overall assessment of the application.</p>

14.01C.5 The University of New England greatly appreciates the contribution that assessors make to our academic promotion process.

Further Information: Academic Services Unit, HRS, ext. 3612,
email: HRS-AcademicServices@une.edu.au

