



# Academic Promotions 2009

## Applicant Information

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## Application Enquiries

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## Closing dates

Applications for promotion are called for annually in the first half of the year. Faculties may also elect to have a second round of applications, as determined by the Dean concerned. Where applicable, staff of the Faculty concerned will be notified of closing dates for second round applications by the Faculty Office.

Under the University's 'Out of Round' Promotions Policy and Procedures, a Head, Dean, Director, the Provost or the Vice-Chancellor may also initiate an 'out of round' promotion procedure for individual staff members who have been offered an appointment at another institution and where the University wishes to offer promotion as a retention strategy. (See 'Out of Round' Promotion Policy and Procedures).

In 2009, the closing dates for the main round of promotions are:

**LEVEL B: Friday 20 March 2009**

**LEVEL C: Friday, 3 April 2009**

**LEVEL D: Friday, 17 April 2009**

**LEVEL E: Friday, 1 May 2009**

**LATE APPLICATIONS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES**

## Lodgement requirements

Applicants are to lodge their application online at [www.usyd.edu.au/provost/academic\\_promotions/](http://www.usyd.edu.au/provost/academic_promotions/) by the relevant closing date.

Applicants may complete an application over several login in sessions before submitting it.

It is recommended that applicants prepare each of their statements in Word and 'cut and paste' them into the online application. A user guide is available once you have logged in, or by calling the Academic Promotions Unit.

Requirement	Lodged with
<p>An application for promotion comprises:</p> <ul style="list-style-type: none"> <li>• Application Details (includes contact details, employment history, qualifications and referees)</li> <li>• Summary of Case for Promotion (500 – 1000 words, Level B-D / up to 2000 words, Level E).</li> <li>• Teaching statement (500 – 1000 words).</li> <li>• Research / Scholarship / Creative / Professional Work statement (500 – 1000 words. Research only applicants may write up to 1500 words).</li> <li>• Service to the University, Profession and Community statement (500 – 1000 words).</li> <li>• Teaching and Research Student Supervision Activities section (to be ratified by your Head of School after submission)</li> <li>• Summary of Publications</li> <li>• An index of any supplementary evidence submitted to the Faculty Office</li> <li>• <b>Level E only:</b> a current CV</li> </ul> <p>More detailed specifications on each of these requirements can be found in Section 3 of this document.</p>	<p>To be submitted online at <a href="http://www.usyd.edu.au/provost/academic_promotions">www.usyd.edu.au/provost/academic_promotions</a></p>
<ul style="list-style-type: none"> <li>• <b>Two copies</b> of each of three pieces of published research/scholarship/ creative/professional work</li> <li>• <b>Two copies</b> of supplementary evidence to support your case (see Section IV: 3f)</li> </ul>	<p><b>Your Faculty Office</b>            Applicants from the Faculties of Science (i.e. Agriculture, Food and Natural Resources; Veterinary Science; Science) should submit as follows:  <b>Levels B and E:</b>            Office of the Dean of Science, Rm 428, Carslaw Building, F07  <b>Level C:</b>            Faculty of Veterinary Science, Rm 204 J D Stewart Building, B01  <b>Level D:</b>            Faculty of Agriculture, Food &amp; Natural Resources, Rm 103, McMillan Building, A05</p>

# Promotion of Academic Staff

## Section I: Policy

The University is committed to attracting, rewarding and retaining staff of outstanding quality who perform in ways that contribute to its reputation nationally and internationally. High performing academic staff are the cornerstone of the University and a range of strategies are available to appropriately recognise, reward and retain these staff.

Promotion is one of these strategies. Other options include additional remuneration (such as market loadings and performance bonuses), employment flexibility, and research support. In some cases, these options will be a more appropriate way of recognising the contributions of particular staff or their market value.

The University is a very diverse institution and its effective functioning and reputation both depend on wide and varied contributions from staff. To be promoted, a staff member must demonstrate sustained achievement at the current level of appointment in the three categories of activity - teaching, research (including different forms of scholarship, creative and professional work), and service to the University, discipline and community. Applicants must provide evidence of the capacity to perform at the level to which they are seeking promotion. The University recognises that members of staff do not have identical opportunities to engage in the full range of academic activities. Thus academic profiles at the same level of appointment will be constructed in different ways. However, the University considers teaching and research as its core activities and also expects that all staff contribute to the overall work of their School.

While applicants are required to provide information concerning their whole career, it is essential that they provide a clear account of achievements and publications since their last appointment or promotion, and evidence of an upward trajectory in performance that would warrant promotion to the next level.

In exceptional cases applicants may seek to be promoted two levels, A – C and B – D only. To justify this, the applicant must put forward a strong case outlining the reasons for seeking such a promotion. The application requires the support of the applicant's Head of School and approval by the relevant Dean. The Dean must then provide a letter of support, addressed to the Provost, justifying the exceptional nature of the case. A copy of this letter must be submitted to the Academic Promotions Unit with the full application by the relevant closing date.

Applications for promotion are called for annually in the first half of the year, however some Faculties may elect to hold a second round in the second half of the year for promotions below Level E. In special circumstances, 'out of round' promotions may be considered. The effective date of the promotion is 1 January of the following year, except in the case of 'out of round' promotions, which take effect immediately.

Assessment of applications for promotion is made by a committee of peers through a process designed to enable fair and consistent application of absolute indicators of academic performance, benchmarked across disciplines and against institutions of similar international standing. The assessment process reflects the University's commitment to the principles of equity, equal opportunity, privacy and confidentiality. The committees assessing applications are the Local Promotion Committee (LPC) (for all levels) and the Central Promotion Committee (CPC) (Levels D and E, and in certain circumstances Level C).

The level of remuneration associated with any promotion will be a matter for consideration by the relevant delegated officer (currently the Dean for Level B – D promotions and the Provost for Level E promotions). The minimum will be Step 1 of the new level of appointment and staff can generally expect to be appointed

to this step. A higher step may be appropriate where a staff member is currently receiving remuneration in excess of Step 1 or where special circumstances exist.

## Section II: Eligibility

Academic Levels A-D who are on a continuing appointment or a fixed term contract that extends **to the end of the year in which the application is being made** are eligible to apply for promotion.

If the staff member's employment is not extended beyond the effective date for promotions, that is 1 January following the year the application is made, a promotion approval should not be interpreted as any undertaking by the University that an extension was intended or approved.

Fractional and conjoint appointees are expected to carry out the duties of a full time staff member at the same level, on a pro rata basis. Applications for promotion from fractional and conjoint appointees will be assessed against the same criteria in terms of opportunities available.

However, if grant funded, eligibility is dependent on the grant conditions governing the funding of employment. Academic research-only staff members may only apply under University procedures where:

- (a) the grant does not specify the classification or salary level; and
- (b) there is no general prohibition of personal promotion.

## Section III: Procedures for applying for promotion

### 1. Seeking advice

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The University expects those in supervisory roles to consider the ways in which they can support the career development of those staff under their supervision. This includes providing advice and mentorship in relation to promotion.

Academic staff should seek confidential advice from their Head (and Supervisor if appropriate) before submitting any promotion application. Such advice would normally include advice on the prospects of promotion and how to prepare an application.

The Academic Promotions Unit can also provide advice on procedural issues, including the requirements in relation to applications.

Applicants from schools that are outside normal Faculty structures will also need to seek advice from the Provost and Deputy Vice-Chancellor who will decide which LPC will assess their application.

### 2. Preparing the application

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Applications are prepared within the framework given in Section IV.

### 3. Contacting and nominating referees

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Referees should be chosen carefully. Applicants must bear in mind that not all nominated referees should originate from within the applicant's own department and referees are normally from a level higher than the applicant's current standing.

For level D and above, prospective referees should be able to attest to the standing of the international profile of the candidate.

The Academic Promotions Unit will be providing your referees with an electronic copy of your application, however it is the applicant's responsibility to confirm the willingness and availability of their referees' to supply a report by the stipulated deadline. Applicants are required to submit the names, telephone numbers and email addresses of no less than three and no more than five referees, including one referee who is familiar with and can comment on the applicant's teaching (NB the teaching referee is not required for research only applicants).

Members of promotion committees may not be referees for any applicant who is to be considered by that committee, unless there are exceptional circumstances approved by Provost and Deputy Vice-Chancellor.

Late referees' reports will not normally be pursued.

### 4. Assessors (Level E only)

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In addition to the referees nominated by the applicant, the LPC will seek the opinion of two independent external assessors nominated by the Chair of the LPC. Applicants will be given the names of the assessors by the Chair or Faculty Officer and have the right to make written objections to the Chair of the LPC within seven days of the date of receipt of the advice, who will forward them to the Provost and Deputy Vice-Chancellor for determination.

### 5. The Report of the Head, or, where there is no Head of School, a person nominated by the Dean (for Levels B-D only)

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The Head (or, where there is no Head, the Dean's nominee) will be requested by the Academic Promotions Unit to provide a report on the applicant covering all three categories of activity. In cases where the applicant is a Head the report is to be written by the Professor most concerned.

The Head (or nominee) should consult with appropriate members of the School before writing the report and indicate in his/her report:

- that the views of the Professor most concerned and all other relevant staff in the School, including any divergent views, have been included;
- those staff who have been consulted; and
- whether the application and the standing of the referees have been discussed with other members of the School.

The report is to be discussed by the Head (or nominee) with the staff member. The staff member will be asked to verify that this has been done.

The applicant has the right to submit comments on any matters raised in this report. If providing a response to the report it must be completed within seven days of receipt of the report of the Head (or nominee). The Head (or nominee) may not make a written reply to the applicant's response.

There is no Head of School report for Level E.

## 6. Updating an application

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Applicants may update their application only at the time of interview, by submitting fifteen copies of up to **one page** of significant additional information. An electronic copy of your update must also be emailed to the Academic Promotions Unit before your interview. The one page limit will be strictly observed.

## 7. Constituting the promotion committees

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Each applicant will be advised via email of the membership of the LPC, and relevant CPC where appropriate, by the Academic Promotions Unit at least seven days before the date of the interview.

Applicants may address objections concerning membership of either committee to the Chair of the relevant CPC, Provost and Deputy Vice-Chancellor (or nominee) for levels B – D, Vice Chancellor for objections to Level E, within seven days of the date of receipt of the advice.

## 8. Consideration of the application

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The application is first considered by the LPC, which also conducts the interview.

### Levels B-D

All applicants are expected to attend an interview.

### Level E

All applicants are required to attend an interview.

Interviews are scheduled for up to 30 minutes for Levels B-D and 40 minutes for Level E. The purpose of the interview is to explore the application further and to provide opportunity for the applicant to update their application.

Each applicant is notified by the Chair of the LPC or the nominated Faculty Officer of the approximate dates on which interviews are to be held and is advised in writing of the specific interview time at least one week prior to the interview.

Applicants who are away from the University during the period of the LPC meetings must do one of the following:

- give permission for their application to be considered in absentia;
- return to the University, at their own expense, to attend the scheduled interview;
- where the applicant is unable to attend in person due to travel on University business, illness, or misadventure, seek permission from the Chair of the LPC for an interview by phone or videoconference, which may be granted at her or his discretion according to circumstances; or
- defer their application until a promotion round when they will be available for interview.

After consideration of the applications and interviews, the LPC votes for or against promotion for each applicant.

The LPC recommendations for Level B applications are forwarded to the Provost and Deputy Vice-Chancellor. Recommendations for Level C applications are forwarded to the Provost and Deputy Vice-Chancellor, except where the LPC concerned has been established to consider candidates from only one Faculty. Applications for Level C considered by LPCs for only one Faculty and all applications for Levels D and E are considered by the CPC.

Further information on the functioning of both the LPC and CPC is detailed in Section IV:1 *Evaluation*.

## 9. Approval

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The approval process for each level of promotion is as follows:

- Level B** – recommendation made by the LPC for approval by the Provost and Deputy Vice-Chancellor.
- Level C** – recommendation made by an LPC comprising of more than one faculty for approval by the Provost and Deputy Vice-Chancellor. Final recommendation made by CPC for approval by the Provost and Deputy Vice-Chancellor for all other applications.
- Level D** – recommendation made by the LPC. Final recommendation made by CPC for approval by the Provost and Deputy Vice-Chancellor.
- Level E** – recommendation made by the LPC. Final recommendation made by CPC for approval by the Senate Chair Appointments Committee.

Upon promotion the following position and personal titles will apply:

	<b>Teaching &amp; Research</b>		<b>Research Only</b>	
	<i>Position Title</i>	<i>Personal Title</i>	<i>Position Title</i>	<i>Personal Title</i>
Level B	Lecturer	As per personal status (Dr, Ms, Mrs, Mr)	Research Fellow	As per personal status (Dr, Ms, Mrs, Mr)
Level C	Senior Lecturer	As per personal status (Dr, Ms, Mrs, Mr)	Senior Research Fellow	As per personal status (Dr, Ms, Mrs, Mr)
Level D	Associate Professor	Associate Professor	Principal Research Fellow	Associate Professor
Level E	Professor	Professor	Professorial Research Fellow	Professor

## 10. Notification of outcome

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All applicants are advised in writing of the outcome of their application as soon as possible after approval.

## 11. Conditions for appeal

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An appeal against an unsuccessful application for promotion may only be made on the grounds of a significant breach of procedure, provided it can be demonstrated that such a breach may have affected the outcome of the application. An applicant has fourteen days from the date of receipt of advice of the outcome of the application, to lodge an appeal with the Vice-Chancellor. (See Academic Promotions Appeals)

## Section IV: Guidelines for applying for promotion

The following information is provided to assist in the preparation of an application for promotion.

### 1. Evaluation

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The following criteria, taken from the Committee Guidelines and Procedures, are used by the LPC to evaluate applications for promotion. Applicants should review the criteria and address them as part of their application.

#### A. Assessment

The LPC should take into account the whole academic career of the applicant, but particular attention must be given to achievement and publications since the last appointment or promotion. It should look for evidence of an upward trajectory in performance that would warrant promotion to the next level.

Each LPC member must rate each applicant in terms of the Evaluation Standards in (B) below, the Minimum Standards outlined in (C) below, and taking into account the Criteria for each Level of Appointment in (D) below.

All LPC members will vote for or against promotion in each case. The *Preliminary Voting Table* contained in the *Guidelines for LPC Meeting* document may be used as a guide for this purpose. **A secret ballot must not be conducted.** If an LPC member's rating of an applicant does not meet the Minimum Standards required for promotion, the LPC member cannot vote in favour of promoting that applicant. Applicants who receive more than two-thirds positive votes are supported for promotion. The votes will be recorded in a table which shows each named committee member's vote for each named applicant and identifies those applicants recommended for promotion.

The LPC should make a clear-cut decision in relation to the standards of evaluation either to recommend or not recommend promotion for each applicant.

#### B. Evaluation standards

Evaluation will focus on the achievements and publications since the date of the last promotion or appointment, but will also take into account the applicant's whole career to date.

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

- Teaching
- Research / scholarship / creative / professional work
- Service to the University, discipline and community

In evaluating performance, the University recognises that 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 depend on a wide and varied range of contributions.

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

The University has three standards for evaluation relating to promotion, which are understood as follows:

- Outstanding – demonstrating very high levels of performance in meeting the criteria for the current level of appointment, as well as providing evidence of capacity to satisfy the criteria of the next level.
- Superior – demonstrating high levels of performance in meeting the criteria for the current level of appointment.
- Satisfactory – meeting the criteria at the current level of appointment.

### C. Minimum Standards required for promotion

Promotion from - to	Teaching	Research/etc	Service	Total
Teaching & Research: A-B, B-C, C-D	Superior/ outstanding	Superior/ outstanding	Superior	1 outstanding (which must be either teaching or research), 2 superior
Teaching & Research: D-E	Outstanding	Outstanding	Superior	2 outstanding, 1 superior
Research only: A-B, B-C, C-D, D-E	Superior*	Outstanding*	Superior	1 outstanding, 2 superior

*\*for research only staff, the levels of performance, contribution and output required to achieve a rating of outstanding in research / scholarship / creative / professional work are commensurately higher than for teaching and research staff, while the levels for a rating of superior in teaching (which includes research student supervision) are commensurately lower.*

### D. Criteria for each Level of Appointment

The following guidelines<sup>1</sup> provide an indication only as to the criteria to be met at the current level of appointment for both teaching and research staff and research only staff.

Staff may be expected to undertake responsibilities and functions of any level up to and including the level to which they are currently appointed. In addition, they may undertake elements of the work of a higher level in order to gain experience and expertise that will assist them in demonstrating the capacity to satisfy the criteria of that higher level for the purpose of promotion.

For specific guidance on the types of activities and evidence of these that will need to be provided to demonstrate that they meet these criteria, applicants should refer to 'Applicant requirements – detailed specifications' in Section IV (3).

#### **Level A (Associate Lecturer)**

**Teaching and Research staff:** A Level A academic will work with the support and guidance of more senior academic staff and is expected to develop his or her expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching, at a level appropriate to the skills and experience of the staff member, engage in research / scholarship / creative / professional activities

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<sup>1</sup> These have been adapted from the Academic Classifications detailed in Schedule 2, Academic Staff Agreement 2006 – 2008

appropriate to his or her discipline, and provide service to the University/discipline and community through participation in administrative and other School and professional / community activities.

Research Only staff: A Level A research academic will typically conduct research / scholarly / creative / professional activities under limited supervision either independently or as a member of a team, and will normally hold a relevant higher degree.

A Level A research academic will normally work under the supervision of academic staff at Level B or above, with an increasing degree of autonomy as the research academic gains skills and experience. A Level A research academic may undertake limited teaching, may supervise at undergraduate levels, and may publish the results of the research conducted as sole author or in collaboration. He or she will provide service to the University/discipline and community through participation in administrative and other School activities and professional/community activities.

### **Level B (Lecturer)**

Teaching and Research staff: A Level B academic will undertake independent teaching and research / scholarship / creative / professional work in his or her discipline or related area. In research / scholarship / creative / professional work and/or teaching a Level B academic will make an independent contribution, and co-ordinate and/or lead the activities of other staff, as appropriate to the discipline. A Level B academic should normally hold a relevant higher degree.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level and engage in independent research / scholarship / creative / professional activities appropriate to his or her profession or discipline. He/she will provide service to the University/discipline and community through acting as members of school committees, year coordinators, members of Faculty and University committees, organisers of conferences, public seminars and meetings, and participating in professional/community activities.

Research Only staff: A Level B research academic will normally have experience in research / scholarly / creative / professional activities, which have resulted in publications in refereed journals or equivalent.

A Level B research academic will carry out independent and/or team research. A Level B research academic may supervise postgraduate research students or projects and be involved in research training. He or she will provide service to the University/discipline and community through acting as members of school committees, year coordinators, members of Faculty and University committees, organisers of conferences, public seminars and meetings, and participating in professional/community activities.

### **Level C (Senior Lecturer)**

Teaching and Research staff: A Level C academic will make a significant contribution to the discipline at the national level. In research / scholarship / creative / professional work and/or teaching he or she will make and be recognised for original contributions which expand knowledge or practice in the discipline.

A Level C academic will normally make a significant contribution to research / scholarship / creative / professional work and to the teaching and administration activities of the School at undergraduate, honours and postgraduate level. He or she will normally provide a significant degree of leadership in research / scholarly / creative / professional activities (including engaging in postgraduate research supervision and/or associate supervision) and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award course or a number of smaller award courses.

They may also be expected to take on leadership roles within the School, Faculty and University, to chair or contribute to committees at any of these levels, and represent the University in relations with other Universities and organisations.

Research Only staff: A Level C research academic will make independent and original contributions to research, which have a significant impact on his or her field of expertise.

The work of the research academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her discipline. This standing will normally be demonstrated by a strong record of published work (or equivalent output) or other demonstrated scholarly activities (including high level research infrastructure development). They may also be expected to take on leadership roles within the School, Faculty and University, to chair or contribute to committees at any of these levels, and represent the University in relations with other Universities and organisations.

A Level C research academic will provide leadership in research, including research training and postgraduate research supervision or associate supervision, in their field within the University.

#### **Level D (Associate Professor)**

Teaching and Research staff: A Level D academic will normally make a sustained outstanding contribution and provide leadership in the research / scholarship / creative / professional work and the teaching and administration activities of the School and Faculty.

A Level D academic will make an outstanding contribution and provide leadership in the governance and collegial life inside and outside of the University and will have attained recognition at a national or international level for leadership in his or her discipline. He or she will make original and innovative contributions and provide leadership in the advancement of research and teaching in his or her discipline.

Research Only staff: A Level D research academic will make major original and innovative contributions and provide leadership in his or her field of study or research, and be recognised as outstanding nationally or internationally.

A Level D research academic will play a significant leadership role within the University, discipline and/or profession in fostering the research activities of others, and in research training.

#### **Level E (Professor)**

Teaching and Research staff: A Level E academic will provide sustained outstanding academic leadership and foster excellence in research, teaching and policy development both within the University and within the community, professional, commercial or industrial sectors.

A Level E academic will be widely recognised as a leading authority in his or her discipline on a national and international level. A Level E academic will make original, innovative and distinguished contributions to research / scholarship / creative / professional work and teaching in his or her discipline.

Research Only staff: A Level E research academic will have achieved international recognition through original, innovative and distinguished contributions and leadership in his or her field of research, which is demonstrated by sustained and distinguished performance.

A Level E research academic will provide sustained outstanding academic leadership in his or her field of research, within the University, discipline and/or profession and within the scholarly and/or general community. He or she will foster excellence in research, research policy and research training.

## E. The Role of the CPC

It is the task of the CPC to ensure that standards are equitable across the University and to make the final recommendations for or against promotion. The CPC will be guided by the advice of the LPC (Levels C - E).

All members will provide a preliminary vote for each application. The votes will be tabulated, and made available at the CPC meeting, as a set of independent but open judgements which will serve as the basis for discussion and decisions.

Recommendation for promotion requires a positive vote from at least n-2 members of the CPC.

Where the CPC cannot fully endorse the LPC recommendation, the LPC Chair is consulted by the CPC before it makes its final decision on the recommendations.

Where the CPC does not endorse an LPC recommendation for promotion, the Chair will provide a written statement outlining the reasons to the unsuccessful applicant and to the LPC Chair.

## 2. Application requirements - general specifications

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- Applications are to be clear, concise, well structured and readable, indicating those areas of endeavour representing the applicant's particular strengths that justify promotion. This will facilitate understanding by committee members who rely on the application, and the head's and referees' reports, as their main sources of information.
- Applicants should focus on achievements and publications since their last appointment or promotion, but should refer in the application to their whole career to date.
- Applicants must provide evidence of the capacity to perform at the level to which they are seeking promotion and demonstrate an upward trajectory in performance that would warrant promotion to the next level.
- Applicants should make mention in their application of any known special circumstances that have affected their opportunity to meet the requirements for promotion.
- Applications must not exceed the specified word limits for each section the same material must not be listed under more than one category (cross referencing should be used where necessary, e.g. where teaching materials are also creative work or teaching publications).

## 3. Application requirements - detailed specifications

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a) Academic Promotions Application Details

This captures the applicant's appointment details and contact information for referees.

b) Summary of the case for promotion

**For levels B, C and D:** applicants should provide a succinct statement of 500 to 1000 words summarizing their case for promotion in relation to the three areas of teaching, research / scholarship / creative / professional work and service to the University, discipline, community and their level of performance in each.

**For level E:** a statement of no more than 2000 words which outlines the applicant's sustained outstanding academic leadership. Academic leadership is understood as:

- an international reputation for outstanding research / scholarship / creative / professional works;
- outstanding achievement in the extension and communication of knowledge and understanding to students, peers and others; and,
- leadership in the University, discipline and profession.

**For reapplication at all levels:** where this is a reapplication for promotion special attention should be given to achievements since the previous application.

c) Teaching Case

The University considers the following to be the five key dimensions of teaching (including research student supervision as appropriate):

- **Performance** – appropriate planning and design, clear goals, effective presentation, instructional technique and online learning, appropriate assessment and feedback and evidence of the appropriate use of student evaluations.
- **Research-led teaching** – encouraging imaginative student inquiry, sharing insights from research and scholarship with students and the use of primary sources and recent discoveries as part of teaching.
- **Student-focused teaching** – teaching that places emphasis on students' perceptions and experiences and on the relation between students and subject matter as well as the teacher's performance.
- **Scholarship in teaching** – systematic use of the best available evidence, including research evidence, to select and use teaching and assessment strategies. In some cases it may extend to original research in teaching methods, etc, in the field of study.
- **Leadership in teaching** – the coordination and management of teaching teams and courses, curriculum and policy development and oversight, mentoring of junior staff (including acting as an associate supervisor), external recognition of teaching expertise and benchmarking of teaching quality with other universities and agencies.

**Preparing the Teaching Case**

The Teaching Case provides the basis for judging an applicant's teaching to be outstanding, superior or satisfactory. It should provide:

- a brief statement of 500 to 1000 words providing evidence regarding the five dimensions of teaching (research only applicants may submit a shorter statement if appropriate).
- the completed Teaching and Research Student Supervision Activities section of the online application

In developing the Teaching Case it is expected that applicants highlight their areas of greatest strength to support their claims regarding outstanding, superior or satisfactory teaching. Applicants should include within the Teaching and Research Student Supervision Activities section, all Units of Study taught. A sample Unit of Study outline can be submitted as supplementary evidence to the relevant Faculty office. It is not expected that applicants provide evidence under all of the possible sources of evidence. The possible sources of evidence outlined in the table below are indicative and aim only at providing assistance to applicants.

Note: a full set of teaching materials should not be included in the basic documentation. If the applicant wishes to submit a more complete set of materials, this should be forwarded to the Dean for consideration by the LPC (refer to page 3). Applicants should ensure that they provide

a broad range of examples of evidence, noting that all types of examples listed below need not be addressed.

**Examples of types of evidence**

<b>Teaching performance</b>	• Design and planning of teaching
	• Using appropriate delivery media to match teaching objectives
	• Student evaluation results on questions relating to assessment; student comments from course experience questionnaire
	• Using a wide and appropriate range of assessment techniques to support student learning and to record achievement
	• Evaluating their own work with a range of self, peer and student monitoring and evaluation techniques
<b>Research-led teaching</b>	• Effective design of curriculum to engage students in research-based activities
	• Teaching materials make use of recent research and scholarship in appropriate field
	• Developing knowledge and practice in a variety of supervisory research methods
	• Encouraging the use of primary resources and up to date materials
	• Sharing insights from one's own research to stimulate student inquiry and imagination
<b>Student-focused teaching</b>	• Evidence of use of student experiences and student assessment outcomes to modify teaching strategies
	• Reflective application of student evaluation results to re-design units of study
	• Recent student evaluation results
	• Examples of learning materials and assessment approaches and outcomes
	• Examples of evaluation of learning outcomes
<b>Scholarship in teaching</b>	• Systematic use of best available evidence to improve learning and teaching
	• Evidence that systematic reflection and analysis has been used to improve teaching
	• Participation in national and international conferences, seminars and workshops on learning and teaching
	• Effective involvement in and leadership of funded or unfunded educational research
	• Developing texts or educational materials which are widely adopted
<b>Leadership in teaching</b>	• Major role in re-design and evaluation of curriculum
	• Coordinating and leading programs of study
	• Leadership positions in faculty forums and committees
	• Acting as a mentor to junior staff (including acting as an associate supervisor)
	• Commendations or awards for teaching innovation and use of innovative teaching materials
	• External invitations to teach and/or develop curricula and/or provide advice

d) Research / Scholarship / Creative / Professional Work Case

Research / scholarship / creative / professional work is defined by the University as "the creation, extension, synthesis, consolidation, application and critical appraisal of knowledge. It also includes creative and artistic work where these relate to the discipline area of the applicant".

The University considers the following to be the four key dimensions of research / scholarship / creative / professional work:

- Program of research, scholarly, creative and/or professional work
- Recognition received for research, scholarly, creative and/or professional work
- Dissemination of research, scholarly, creative and/or professional work
- Research leadership.

**Preparing the Research, Scholarship, Creative and Professional Work Case**

The Research Case provides the basis for judging the applicant's research to be outstanding, superior or satisfactory. It should provide:

- A brief statement of 500 to 1000 words (research only applicants statement may be up to 1500 words) providing evidence that the candidate has conducted and disseminated a sustained program of research, scholarly or creative work that is original in concept and has made a contribution to the discipline.
- The Summary of Publications section.

In developing the Research Case it is expected that applicants highlight their areas of greatest strength to support their claims regarding outstanding, superior or satisfactory research, scholarship, creative and professional work.

Candidates who have participated in research involving others should pay particular attention to providing clear evidence of their own contribution to the scholarly output presented. This is particularly important in relation to research conducted with their supervisor/s.

It is not expected that applicants provide evidence under all of the possible sources of evidence. The possible sources of evidence outlined in the table below are indicative and aim at providing assistance to applicants only.

**Examples of types of evidence**

<b>Program of research, scholarly, creative or professional work</b>	<ul style="list-style-type: none"> <li>• Evidence of having conducted and disseminated a sustained program of research, scholarly, creative or professional work (eg, research, scholarship, experimental development, research infrastructure development, art, compositions, plays, films, recordings, performances, professional projects, etc) that is original in concept and has made a contribution to the discipline</li> </ul>
<b>Recognition received for research, scholarly, creative and/or professional work</b>	<ul style="list-style-type: none"> <li>• Grants, fellowships or commissions for research, scholarly or creative work (eg, successful proposals submitted to major competitive granting bodies, major research or professional consultancies, major planning projects, buildings and professional consultancies, or major commissions for artistic or musical work, etc, both quality and quantity)</li> <li>• Awards for research, scholarly or creative activities (eg, prizes, medals, winning entries in competitions, elected membership of academies, fellowship of academic associations or professional institutes, honorary degrees and other research, scholarship, creative or professional distinctions, etc)</li> <li>• Critical acclaim for research, scholarly or creative work (eg, positive editorials, reviews, interviews or significant citations to one's research, scholarship or creative work by others in books, chapters, journal articles, national or international refereed conference proceedings, exhibition</li> </ul>

	catalogues, curatorial essays or articles in major professional or artistic journals, or citation indices, etc)
<b>Dissemination of research, scholarly, creative and/or professional work</b>	<ul style="list-style-type: none"> <li>• Results of work published in refereed academic or major professional print or electronic journals, chapters in books published by appropriate publishers or national or international refereed conference proceedings, exhibited in group shows at major venues or included in significant collections, performed, recorded or presented by reputable producers or professional companies, or other forms of dissemination highly respected in the discipline</li> </ul>
	<ul style="list-style-type: none"> <li>• Authored or edited books, monographs, compositions, analogue and digital works, scripts, multimedia programs and other publications by recognised university or commercial publishing houses, film festival showings, solo exhibitions or curated thematic exhibitions at major venues, submissions to government committees, or other means of dissemination highly respected in the discipline</li> </ul>
	<ul style="list-style-type: none"> <li>• Invited keynote or plenary addresses and full-length prepared papers presented at major scholarly or professional conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Proprietary and non-proprietary technical reports, training manuals, computer software, instrumentation, measurement, psychometric or evaluation instruments, invention or development of new procedures, processes and techniques</li> </ul>
	<ul style="list-style-type: none"> <li>• Commercialisation of research outcomes through licensing or assignment to “start up” or pre-existing companies, corporations or government departments: development of Intellectual Property, including patents</li> </ul>
	<ul style="list-style-type: none"> <li>• Further dissemination of research, scholarly or creative work through public media related to the discipline (eg, major appearances on radio and television, interviews and articles for the print media and major talks to community organisations, etc)</li> </ul>
<b>Research leadership</b>	<ul style="list-style-type: none"> <li>• Evidence of significant contributions to and leadership in national and international research, scholarly or creative activities (eg, leadership positions in academic, learned and professional societies, editorial advisory boards, invitations to review manuscripts or proposals, appointment to advisory organisations because of academic expertise, appointment to adjudicate art, creative performance, buildings, plans, competitions or other creative or professional work by major professional journals, associations or other groups highly respected in the discipline etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• Major responsibility for the organisation of research, scholarly or creative activities nationally or internationally (eg program chair or vice/co-chair of conferences, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• Appointment and contribution to outside advisory organisations or boards of management of public or community organisations related to the discipline (eg tribunals, commissions of inquiry because of academic expertise, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• Attracted and supervised a range of research, scholarly or creative personnel through the University (eg postgraduate research students, research assistants, post-doctoral fellows, visiting scholars, etc)</li> </ul>

e) Service to the University, Discipline and Community Case

**Service to the University** refers to contributions to institutional planning, governance, line management or contributions to the University community.

**Service to the Discipline** refers to service to the relevant profession or academic discipline, including clinical work, consultancy activities, service on local and national professional/discipline bodies.

**Service to the Community** refers to discipline/profession related contributions to the wider community which enhance the reputation of the University.

**Preparing the Service Case**

The Service Case provides the basis for judging service to the University, discipline and community to be outstanding, superior or satisfactory. It should provide a brief statement of 500 to 1000 words that highlights areas of greatest strength and supports applicant's claims regarding performance. The possible sources outlined below are indicative and aim at providing assistance to applicants.

Service to the University, the discipline and the community is assessed by promotions committees in terms of the amount of activity, the degree of responsibility carried, and the quality of the service rendered.

The following notes are designed to assist applicants for promotion to prepare their case. They are not meant to be either comprehensive or exclusive.

- The applicant should be able to give evidence of having made some sustained personal efforts, whether acting individually or as a member of a team (eg a committee).
- As a result of these efforts, it should be possible to point to constructive achievements in useful (and, possibly innovative) directions.
- The applicant should be able to show continuity of involvement in the service role, the result of sustained efforts (in one or more directions) over some considerable period of time.
- The applicant should have carried major responsibility for the outcome of some of the events claimed as achievements.

**Examples of types of evidence**

<b>Service to the University</b>	<ul style="list-style-type: none"> <li>• Service on School / Faculty / University policy committees (eg Head of School Advisory, Dean's Advisory, Faculty Executive, Library Advisory, Academic Board, Senate)</li> </ul>
	<ul style="list-style-type: none"> <li>• Service on Committees of the Academic Board and/or working parties</li> </ul>
	<ul style="list-style-type: none"> <li>• Administrative service of substantial significance to the governance of the University and its element units (eg Head of School, School Grievance Officer, Higher Degrees Committee, Faculty Promotions Committee, Central Promotions Committee, Research Committee, Coordinator of First-Year Classes in large Schools)</li> </ul>
	<ul style="list-style-type: none"> <li>• More than occasionally giving invited advice and support to peers or more junior colleagues in the teaching and/or research domain (eg mentor, informal critic, PM&amp;D reviewer)</li> </ul>
<b>Service to the Discipline</b>	<ul style="list-style-type: none"> <li>• Editor, associate editor, advisory board member or referee of a scholarly journal</li> </ul>
	<ul style="list-style-type: none"> <li>• Service on ARC, NH&amp;MRC, CAUT, and similar reviewing and funding panels</li> </ul>
	<ul style="list-style-type: none"> <li>• Responsibility as organiser of national and/or international conferences</li> </ul>

	<ul style="list-style-type: none"> <li>• Office-bearer of, or other actively-involved contributor to, a professional society</li> </ul>
	<ul style="list-style-type: none"> <li>• Membership of a professional accreditation panel</li> </ul>
	<ul style="list-style-type: none"> <li>• Liaison service on committees of related professional groups</li> </ul>
<b>Service to the Community</b>	<ul style="list-style-type: none"> <li>• Service on, or on behalf of, Government Statutory Authorities or Commissions of Inquiry on matters of reform (social, political, economic, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• School/Faculty display organiser or disciplinary advisor at University Open Days/Courses and Careers Days</li> </ul>
	<ul style="list-style-type: none"> <li>• Liaison between secondary and tertiary education institutions (eg HSC syllabus committee, resource person for school visits to talk with senior students)</li> </ul>
	<ul style="list-style-type: none"> <li>• Liaison between academia and industry (eg technical standards committee; consortium steering committee, for example, for a CRC or a "technology park")</li> </ul>
	<ul style="list-style-type: none"> <li>• Service to the community through honorary professional work (eg Redfern Legal Centre, State Cancer Council as medical adviser to the Council, National Advisory Council on AIDS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Lobbying and fundraising on behalf of discipline-related worthy causes (eg a medical or legal academic's work in raising public consciousness about the rights of the handicapped)</li> </ul>

f) Supplementary evidence

Applicants may provide relevant supplementary materials as evidence to support their case in teaching, research or service. Any additional information should be carefully selected and web links substituted for documents where possible. Two copies of any supplementary materials, including an index are to be submitted to the relevant Faculty Office, along with two copies of each of three pieces of published work. **Applicants are required to provide in their application an index of any supplementary materials submitted.**

## Section V: Policy Administration

### 1. Background/Context

This document provides the current processes and procedures for managing promotions and was developed after consultation with relevant parties.

### 2. Consultation

Amendments to the 2007 policy package arose out of feedback received from the 2006 CPCs and consultations initiated by the Provost involving the Provost's Academic Strategy Group, the Chair of the Academic Board, the Academic Staffing Committee, relevant general staff etc. Further amendments were made as a result of feedback and process improvement during 2007, resulting in Version 2. Version 3 reflects changes approved by the Academic Board in 2008, as well as clarification of previously ambiguous sections of the policy.

### 3. Ownership

Academic Board

### 4. Management responsibility

Provost and Deputy Vice-Chancellor

### 5. Dates

Approval (version 1)	23 January 2007
Approval (version 2)	21 December 2007
Approval (version3)	5 February 2009
Effect	5 February 2009
Review	December 2009

### 6. Approval

Version 2	Professor Don Nutbeam Provost and Deputy Vice- Chancellor
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### 7. References

- Delegations of Authority Administrative Functions 2006
- Delegations of Authority Academic Functions (1.1.2007)
- Equal Opportunity/Affirmative Employment Management Plan (2006-2010) Action
- Academic promotions appeals

- Academic Promotions 2009: Committee Procedures and Guidelines

In this document, refer to the Delegations of Authority Administrative Functions 2007 for the definition of:

- School
- Head - refers to HOS/HOA