



Charles Sturt  
University

# 2022 ACADEMIC PROMOTION

APPLICANT INFORMATION SESSION

# Session Objectives

Updates for 2022

Preparing for Promotion

Advice to Applicants

Supervisors Roles & Responsibilities

Key Dates for 2022

# Updates for 2022

## Application Form

- Provision for Workload Allocation History
- Part 4 – Inclusion of Abstract of Case for Promotion
- Parts 5 and 6 – Flexibility to prioritise the order activity areas

## Application Feedback Meetings (unsuccessful applicants)

- Option to invite a support person/mentor
- Written feedback provided 24 hours prior to meeting

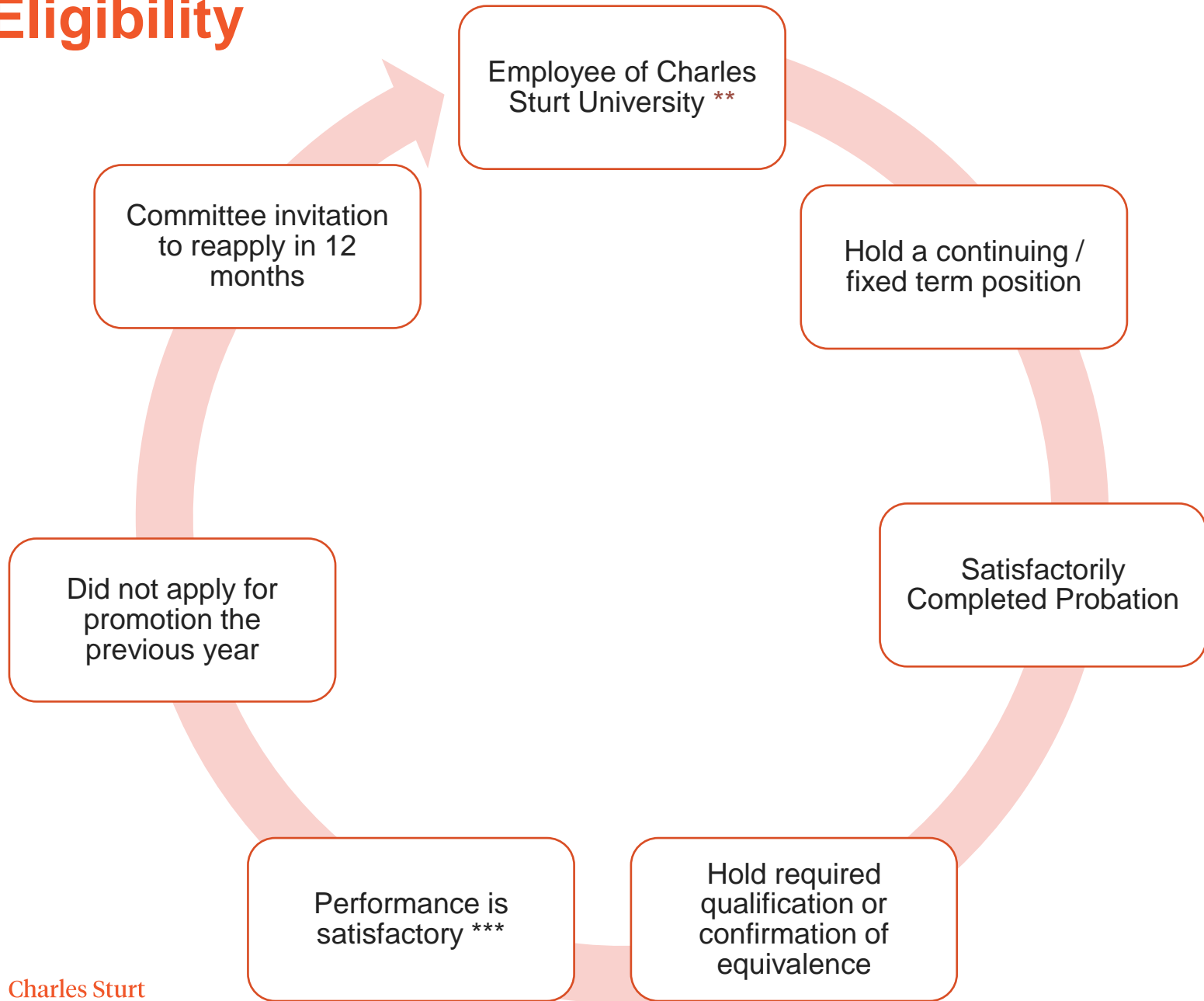
# Preparing for Promotion



# Preparation

- Are you eligible?
- Are you familiar with the academic standards you must meet?
- Do you understand what you need to demonstrate in your application?
- Are you ready for promotion this year? (discuss with your supervisor/s and peers)

# Eligibility



# Promotion Readiness

Discuss your intention to apply for promotion with your supervisor and peers.

## Consider

- Are you consistently working at the promotion level sought?
- Achievements since your last promotion or appointment
- The impact /influence of those achievements
- The evidence you have to demonstrate this
- Any gaps you need address

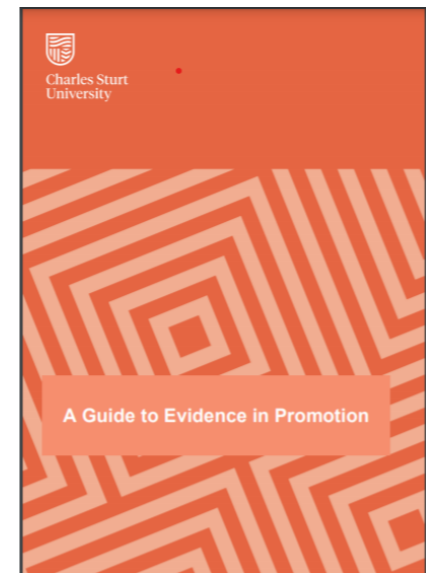
**Remember:** The focus is on achievement and impact/influence **NOT** activity

# Standards

Senior Lecturer will meet the **expectations for level A and B staff and, in addition, will:**

- a. **depending on the activities required of their position:**
  - i. **make a significant original contribution** to teaching, research, creative work and/or professional engagement **in their discipline, expanding knowledge and practice,**
  - ii. **contribute significantly** to teaching, research and/or administration in an **organisational unit or an interdisciplinary area** of the University, and
  - iii. **normally play a major role or provide leadership** in teaching, research and/or professional engagement in their **discipline, profession and/or community,** and
- b. where the **position requires research activity:**
  - i. make **independent, original contributions** to research that **significantly extend knowledge in the discipline,**
  - ii. have a **substantial record of published research outputs,**
  - iii. **produce work acknowledged at a national level** as influential in expanding knowledge in the discipline,
  - iv. **lead** research and research training, and **supervise** higher degree by research students, and
- c. **may be required to**
  - i. coordinate a large course or several small courses, or
  - ii. lead a research team, research facility or teaching facility.

Extract Academic Staff Qualifications and Expectation Procedure





# Qualification Equivalence

If you don't have qualifications commensurate with the promotion level sought you will require confirmation of equivalence from the University's Qualification Equivalence Assessment Panel

- Qualification Equivalence Assessment Panel established to review applications for qualification equivalence.
- Will determine combination of qualifications, skills and experience is equivalent to the qualification required
- Information available on the academic promotions webpage/academic staff-qualification equivalence

# Case for Promotion



# Activity Areas

## Work function

- Teaching & Research
- Teaching focused
- Research only
- Teaching & Professional
- Other



## Activity Areas

- Teaching
- Research
- Professional Engagement
- Academic Citizenship



## Minimum

EXPECTED TO DEMONSTRATE ACHIEVEMENTS AND IMPACT AT THE LEVEL SOUGHT IN **EACH OF THE ACTIVITY AREAS RELEVANT TO YOUR POSITION/S**



## Discretionary

ACHIEVEMENTS AND IMPACT AT THE LEVEL SOUGHT IN **OTHER AREAS OF ACADEMIC ACTIVITY**

# Minimum Activity Areas for promotion

Work Function	Activity areas			
	Teaching	Research	Professional Engagement	Academic Citizenship
Teaching & Research	✓	✓		✓
Teaching & Professional	✓		✓	✓
Teaching Focused	✓			✓
Research Focused		✓		✓
Other	Variable based on nature of leadership role			✓

# Establishing a case for promotion



Must demonstrate **sustained performance** at the promotion level sought



Understand what constitutes **excellent performance** in your discipline



Assume Promotion Committee members are not familiar with your work /discipline norms. **Contextualise all information in your application**



Provide **evidence** to support claims

# Things to consider

<b>Achievement</b>	What have you achieved?
<b>Activity Area</b>	Where would this achievement fit best? Is it worthy of inclusion? Does it add weight to your promotion story?
<b>Contribution</b>	What was your contribution to this achievement?
<b>Impact</b>	What was the impact of this achievement?
<b>Influence</b>	What was the scope of influence resulting from this achievement?
<b>Evidence</b>	What evidence can you use to support this claim?
<b>Reflection</b>	What did you learn? What improvements did you make?

# Things to avoid

Perception	✓	X
Poorly crafted application. Demonstrates the applicant is busy but not what they are achieving.	Narrative focuses on achievements arising from academic activities and evidences the influence/impact resulting from those achievements.	Narrative built around activities
Applicant doing some good work. Unsure if too early for outcomes to be realised or if the application is just poorly crafted.	<p>If outcomes not yet known delay application until they are known.</p> <p>If outcomes are known, rework application to clearly demonstrate impact and influence.</p>	Narrative showcases achievements, but impact/influence not demonstrated/lacking
Breadth of achievement required to support promotion not evident. Application likely premature.	Defer application. In conjunction with supervisor, develop a plan to broaden achievements to support future application.	Same achievements cited across more than one activity area
Unknown how much of the achievement can be attributed to the applicant. Potentially misleading. Weakens the application.	Rework section to clearly demonstrate individual contribution to achievement.	Citing a group achievement as an individual claim for promotion

# Application Form





# Application Form

Refer to the Applicant Guidelines for additional information

Follow the instructions provided

Adhere to content limits – **excessive content will be redacted**

CV (aligned to academic activity areas) should demonstrate evidence of overall career trajectory

Official reports (teaching, research & teaching peer review attached by Academic Promotion Team)

Supervisor and Centre Director Reports are separate to Application

# Application Presentation

Your case for promotion should be

- Well structured
- Easy to read and understand
- Concise
- Uses common language

# Equal Employment Opportunity



# Equal Employment Opportunity

Applications for promotion must be considered on the basis of **merit**, unbiased by personal opinion or prejudice. Merit is considered on the basis of **achievement relative to opportunity**.

- Academic staff have a range of responsibilities and/or circumstances outside of work that can impact upon their academic achievements.
- In identifying EEO as a factor *it is important that you explain how the factor/s identified have impacted your academic achievement.*
- An Equity and Diversity representative is present during the academic promotions panel discussion when assessing promotion to speak to EEO considerations?

# Equal Employment Opportunity Some Examples

**Long Career Breaks** due to caring responsibilities, illness or other reasons - effects can be multifaceted and extend beyond leave period. Breaks typically reduce opportunities for collaboration, student supervision and delay publication and grant success beyond the return to work date.

**Ongoing Caring Responsibilities** for children or other dependents - can impact future academic achievement and may result in reduced research output and/or restricted opportunity to present at conferences.

**Covid 19** increased responsibilities at home arising from Covid 19 (additional caring responsibilities, home schooling) and other factors yet to be realised may also impact academic achievement.

Further information visit academic promotions [webpage](#)

Contact Advisor, Equity, Diversity, and Inclusion - Nicholas Steepe Email: [nsteepe@csu.edu.au](mailto:nsteepe@csu.edu.au)

# Equal Employment Opportunity – Application Form

## Three Questions

- Identification with an equity group
- Request for Cultural Adjustment to Committee - First Nation Australian person only
- Personal circumstances that have reduced your opportunity for academic achievement in previous 5 years

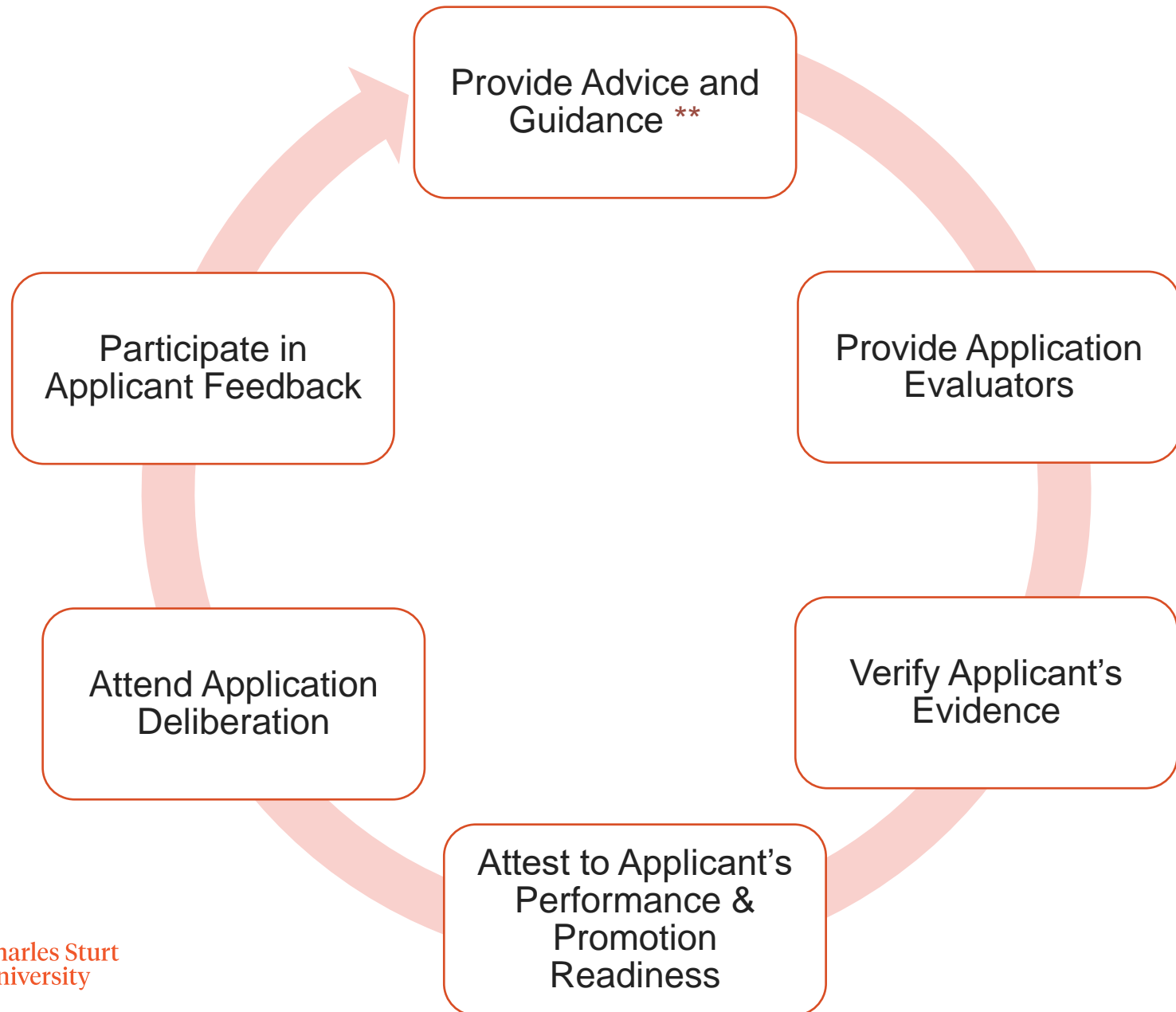
### Importantly, when writing your EEO statement:

- Don't waste valuable words describing in detail the EEO circumstances themselves  
RATHER
- Focus on detailing how your opportunity for achievement has been impacted/limited by those circumstances.

# **Role of Supervisor**



# Role of Supervisor





# Evidencing Claims



# Evidencing Claims

**Applicant's Responsibility** - to provide your supervisor with sufficient evidence (documentary or otherwise) to support your claims.

**Supervisor's Responsibility** - to verifying the claims you have made within your application for promotion.

- Achievements must not be cited more than once
- All claims/assertions must be supported by suitable evidence
- Gaps in supporting evidence

# Application Evaluators



# Evaluators

Must be AT or ABOVE the promotion level sought

Level Sought	Applicant Suggestions	Supervisor Nomination	Committee Requirement
B	3	3 + option of 1 additional*	2 - Preferably national/international standing
C	5	5 + option of 1 additional *	2 preferably 3 - Must be national/international standing Minimum 2 external to University
D	5	5 + option of 1 additional *	3 – Must be of national/ international standing All external, unless committee chair agrees to internal. **
E	5	5 + option of 1 additional *	3 – Must be of international standing in discipline. Must be external to the University.
Notes	Nomination of names for evaluator exclusion retained	*Must be either a senior member of relevant industry/profession OR an Elder / other leading member of an Indigenous Australian community	** Internal must be an acknowledged international authority in discipline.

# Evaluators

- Must meet the eligibility criteria ([Procedure – Clauses 32-40](#))
- Be able to provide an objective, independent, and authoritative assessment of the quality, impact and standing of the achievements and associated evidence stated within your application.

## Applicants complete Evaluator Recommendation Form:

- Provide names and details of suggested evaluators
- Declare any **actual**, **potential** or **perceived** conflict of interest or professional connection.
- Nominate up to 4 people you don't wish to assess your application and reasons why
- Discuss suggestions with your primary supervisor

# Evaluator Selection

Your primary supervisor:

## MAY

- consult other members of your discipline or closely related discipline
- select an alternative or additional evaluator

## CAN'T

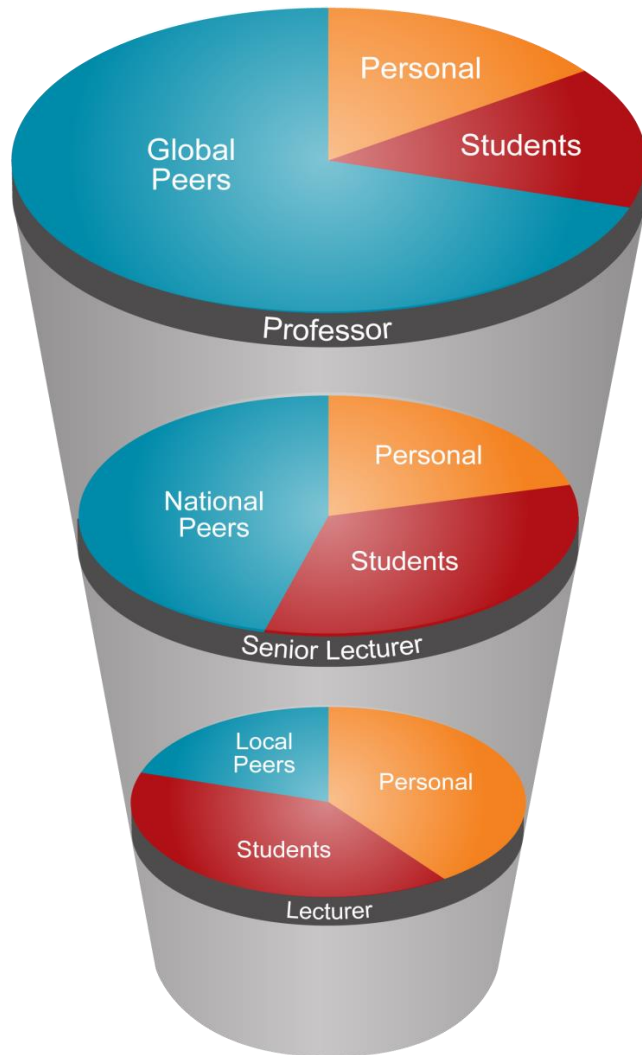
- nominate an evaluator you identified for exclusion

## WILL

- make the final evaluator selection
- advise the Academic Promotions Team
- keep the names of final evaluator selection confidential

# **Academic Activity Areas and Evidence**





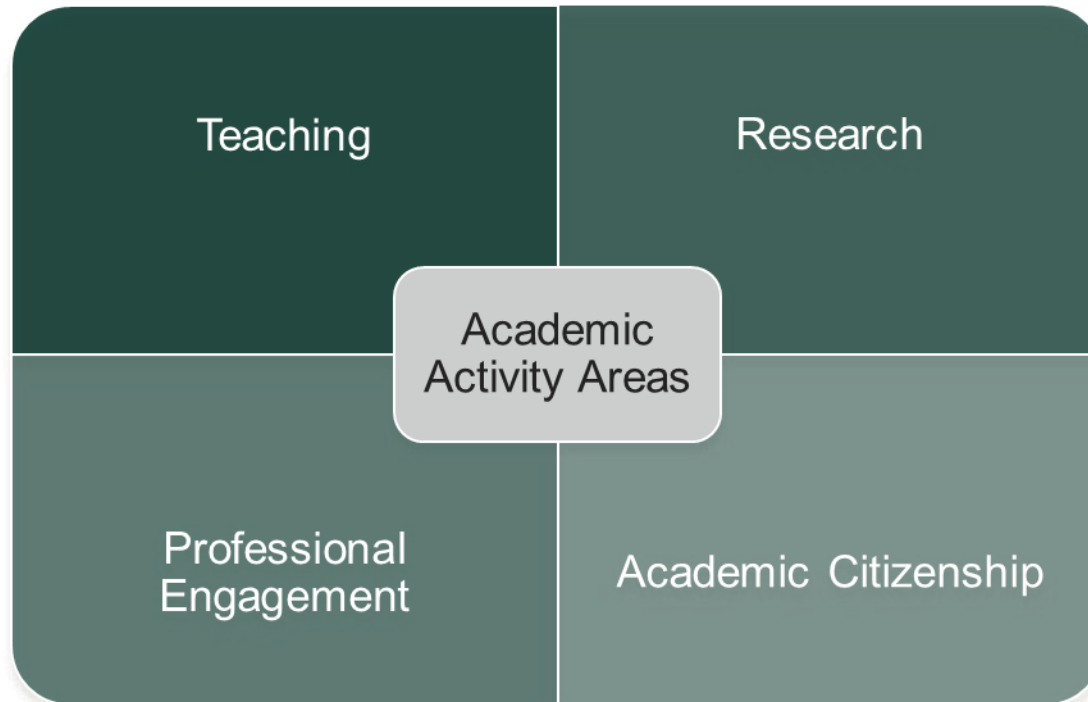
**Sources of evidence  
change across levels of  
academic progression**

**Increasing focus on  
peer review and  
external recognition of  
teaching-related  
activities and research  
standing**



# Promotion Activity Areas

An applicant is required to demonstrate academic performance against the following academic activity areas



# Teaching Activity

- Teaching
- Curriculum design, development and review
- Quality assurance of curriculum delivery and assessment
- Publishing learning materials and textbooks
- Scholarship of learning and teaching
- Professional development in learning and teaching
- Improving teaching practice (inc. mentoring/peer review)
- Designing, organising, managing workplace learning activities
- Student transition support activities

See **Guide to Evidence in Promotion** for further examples of achievements and evidence

# Teaching Activity

Activity Area	Teaching
Achievement	Enhanced teaching practice in response to student feedback
Contribution	n/a
Outcome	Implementation of new approaches to student learning and engagement. Eg introducing a different way of inviting student interaction within a learning experience
Impact	Improved student outcomes Contributing to scholarly activity in T&L Recognised for innovative teaching practice
Influence	Contributing to enhanced teaching practice through school teaching forums and as a Teaching Peer Reviewer Publishing in teaching and learning spaces Presenting at CSEd X
Evidence	Recipient of University Teaching Excellence Awards/Fellowship Invitations to Peer Review/Mentor Adoption of teaching practice by others(testimonial) Improvement in SES results

# Peer Review of Educational Practice

A peer review of your practice provides evidence of your teaching through the eyes of an observer.

## **There are different teaching related activities:**

- teaching practice (online, f2f, clinical, WPL, other)
- course leadership and design
- subject design practice
- assessment and benchmarking

You identify the area of practice, and within the area identify specific elements to be considered.

An objective, trained reviewer is allocated.

# Peer Review of Educational Practice

There are many teaching-related activities that could be peer reviewed, not just teaching'

Requests for a Summative Peer Review closed on 28 February.

If you have not submitted your request, **you need to do so now.**

