



Charles Sturt
University

Information for Supervisors and Mentors

2022 ACADEMIC PROMOTION



Session Objectives

Updates for 2022

Role of Supervisor and Mentor

Promotion Requirements

Building a case for promotion

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

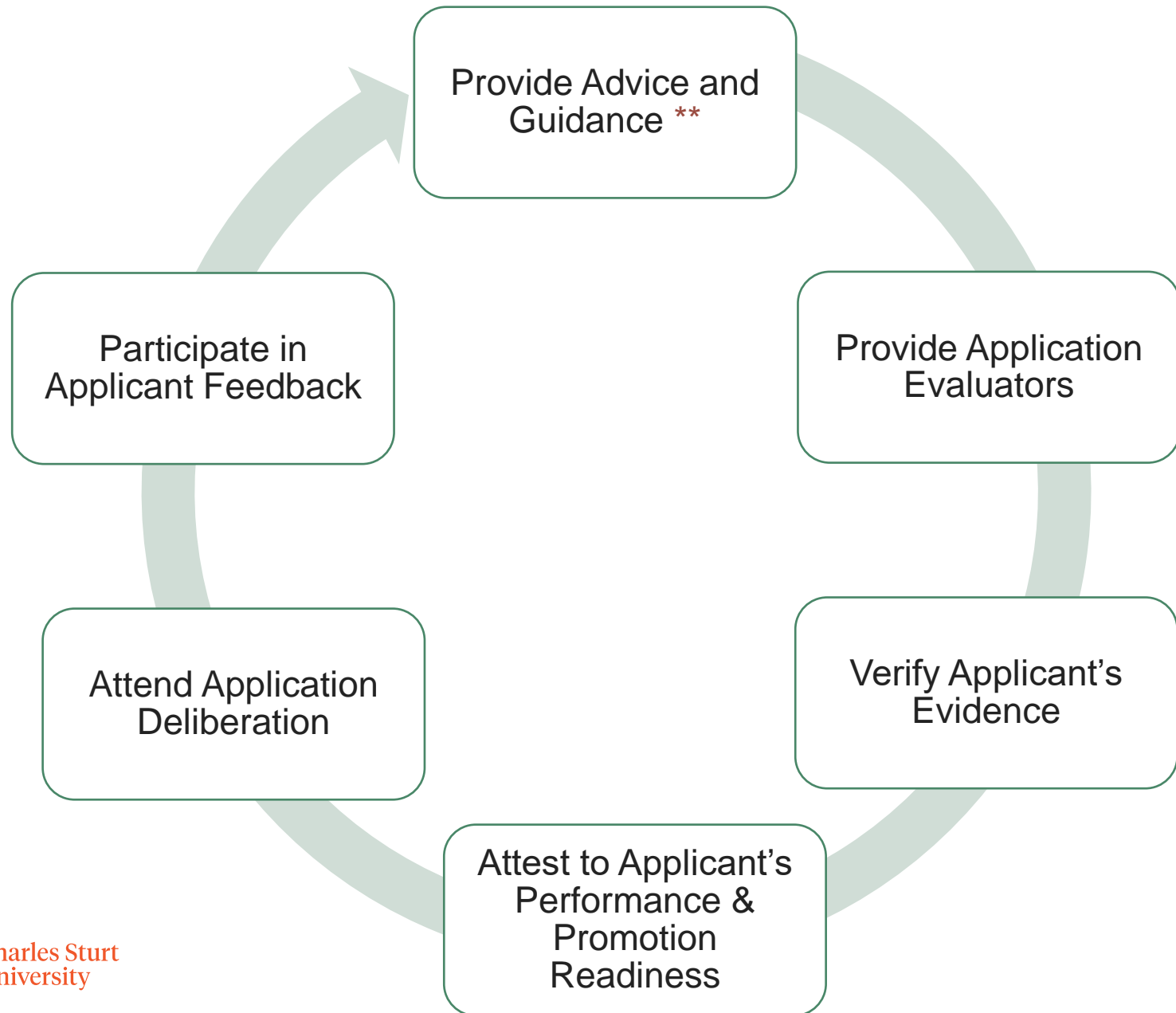
Application Feedback Meetings (unsuccessful applicants)

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

Role of Supervisor



Role of Supervisor



Supervisor's Role

If you have any concerns about

- An applicant's eligibility / readiness for promotion
- The quality of an application for promotion

OR

You are not familiar with the applicant and their work (in the case of new Supervisors)

.... Discuss with your supervisor ASAP

Role of Mentor



Selection of mentors

An applicant may have more than one mentor

As a formally assigned mentor you will

- have a different discipline from the mentee
- be at an academic level at or above the applicant's promotion level sought
- be familiar with the academic promotion process
- support an applicant in preparing their application including reviewing drafts and providing advice and guidance

Being a successful mentor

- Maintaining confidentiality
- Fostering a courteous and respectful relationship
- Maintaining regular communication
- Acting as a sounding board challenging assumptions and ideas
- Encouraging self-reflection, analysis and problem solving
- Drawing on insights and learning from own promotion experience

The First Meeting

The first meeting provides an opportunity for both you and your prospective mentee to get to know each other

AND

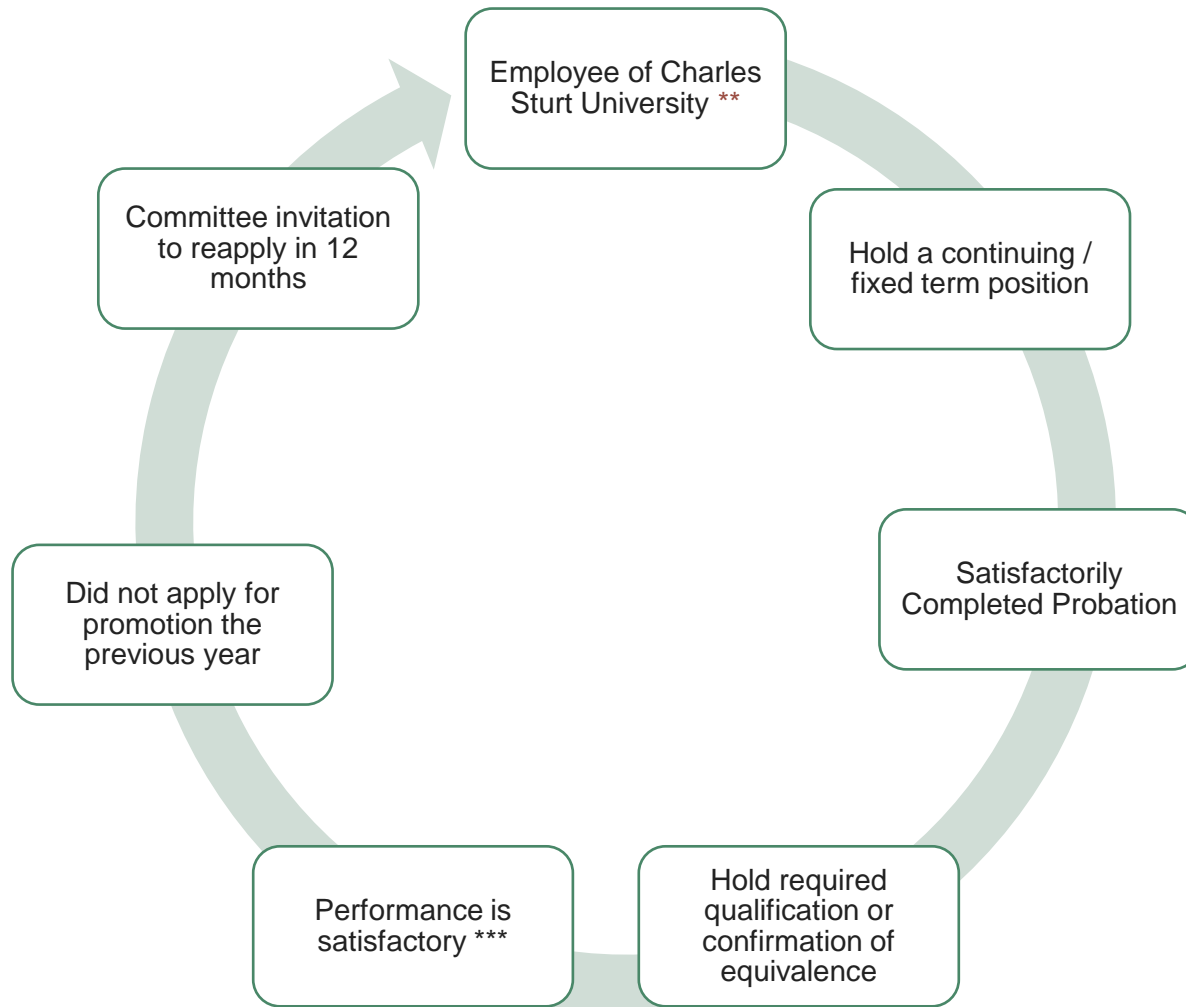
To establish a mutual understanding of the “rules of engagement” early.

- *What the mentee wants from the relationship*
- *What you as the mentor will provide*
- *Method of communication*
- *Frequency of communication*
- *Who initiates communication*

Promotion Requirements



Applicant Eligibility

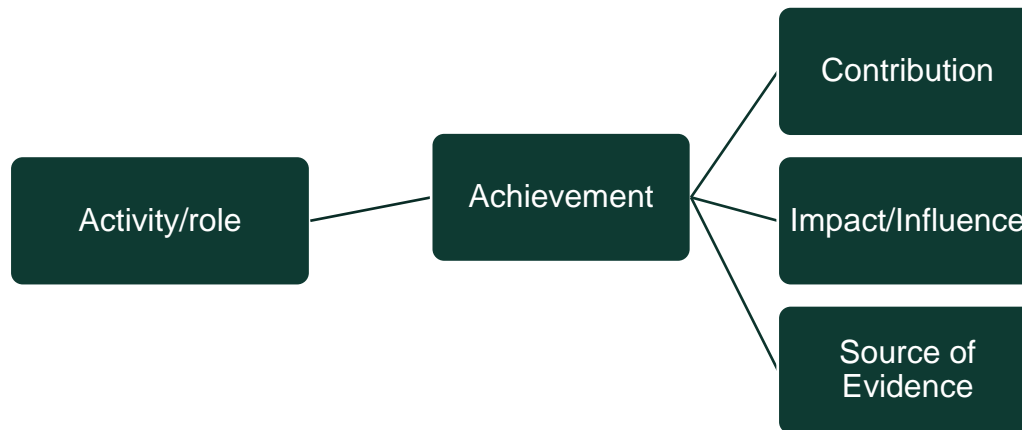


**

- Externally funded - subject to availability of funds
- Joint Appointments – subject to terms of agreement

- Not on a current performance improvement plan
- Not received a disciplinary sanction from VC since 31 July in previous year.
- Where supervisor's report indicates unsatisfactory performance a promotion decision maker may determine the applicant ineligible for promotion.

Promotion Readiness

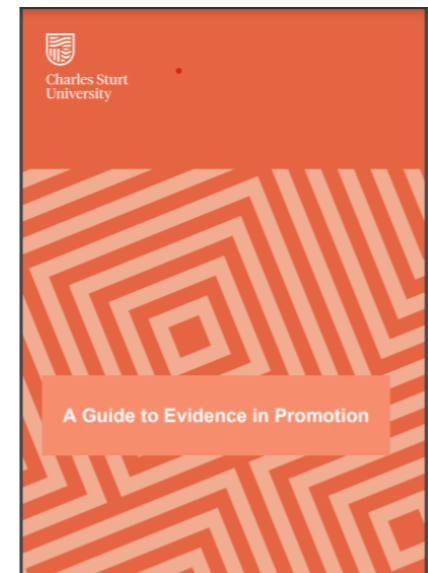


Standards and Expectations

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



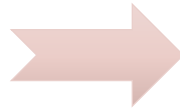
Case for Promotion



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**

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



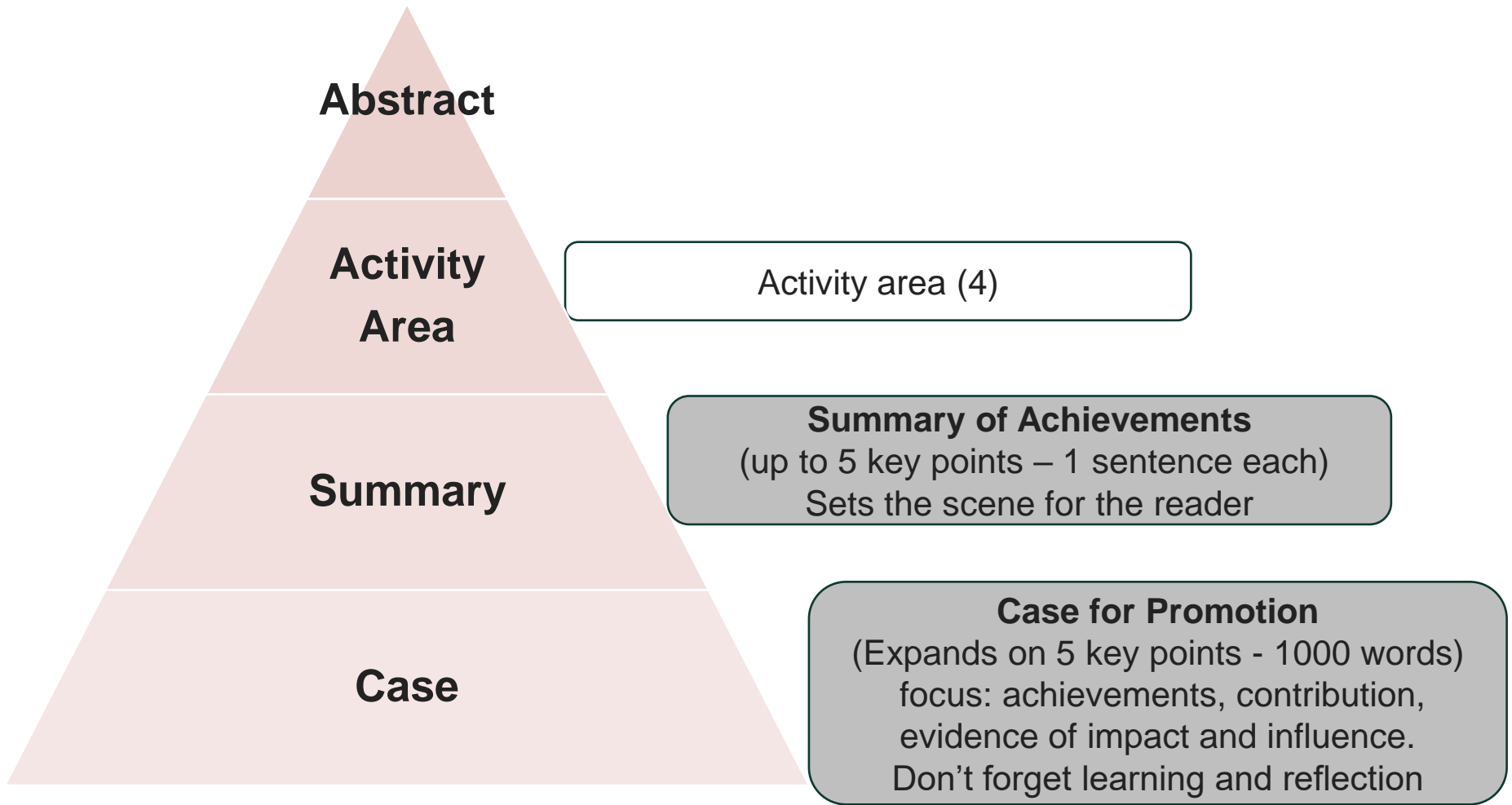
Case for promotion

- Focuses on achievements in the previous five years or since last promotion / appointment (Charles Sturt)
 - Cites mix of achievements appropriate to the Level sought
- | | |
|---|--|
| <ul style="list-style-type: none">• Demonstrates<ul style="list-style-type: none">– Sustained contribution– Breadth of achievements– Influence and impact of achievements– individual contribution to group achievements | <ul style="list-style-type: none">• Provides discipline context to achievements where required• Acknowledges poor results/outcomes and shows evidence of self reflection / learning |
|---|--|

Probing questions

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

Writing a case for promotion



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