

ACADEMIC PROMOTION

INDONESIA INFORMATION SESSION 2024 PROMOTION ROUND

Date: 29 August 2023

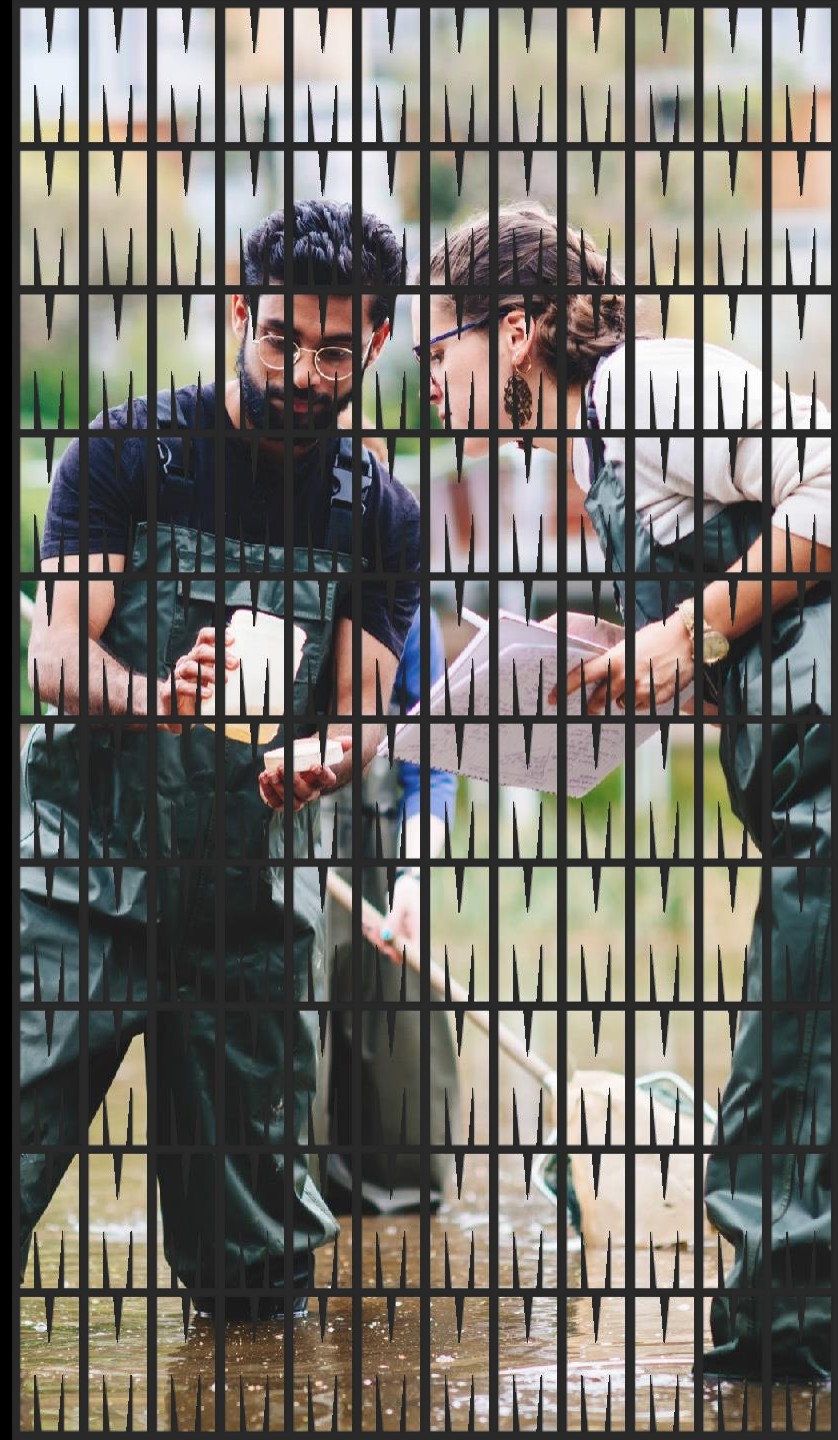
This session will be recorded.

Your microphones will be muted by the host.

Questions are welcome via the chat function and will be answered at the end of the session

Session Welcome and Opening Remarks

Slide Presenter: **Professor Andrew MacIntyre, Pro Vice-Chancellor and President (Indonesia)**

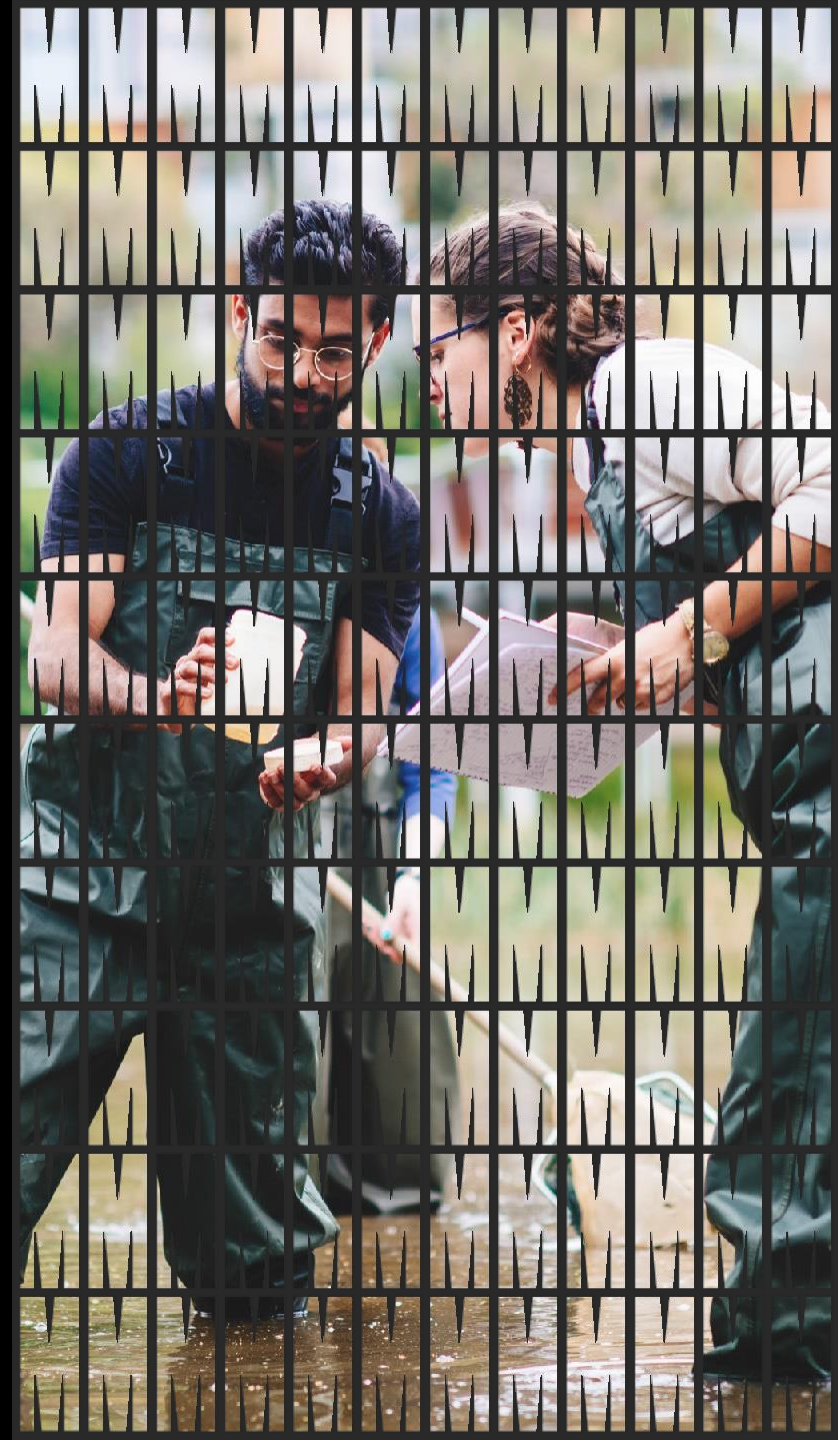


AGENDA

1. Welcome and Opening Remarks
2. Academic Promotion Levels C-E Process
3. Academic Performance Framework & General Points
4. Education Performance Standards
5. Q&A

Academic Promotion Levels C-E Process

Slide Presenter: **Carmen Ho, Monash HR (Australia)**

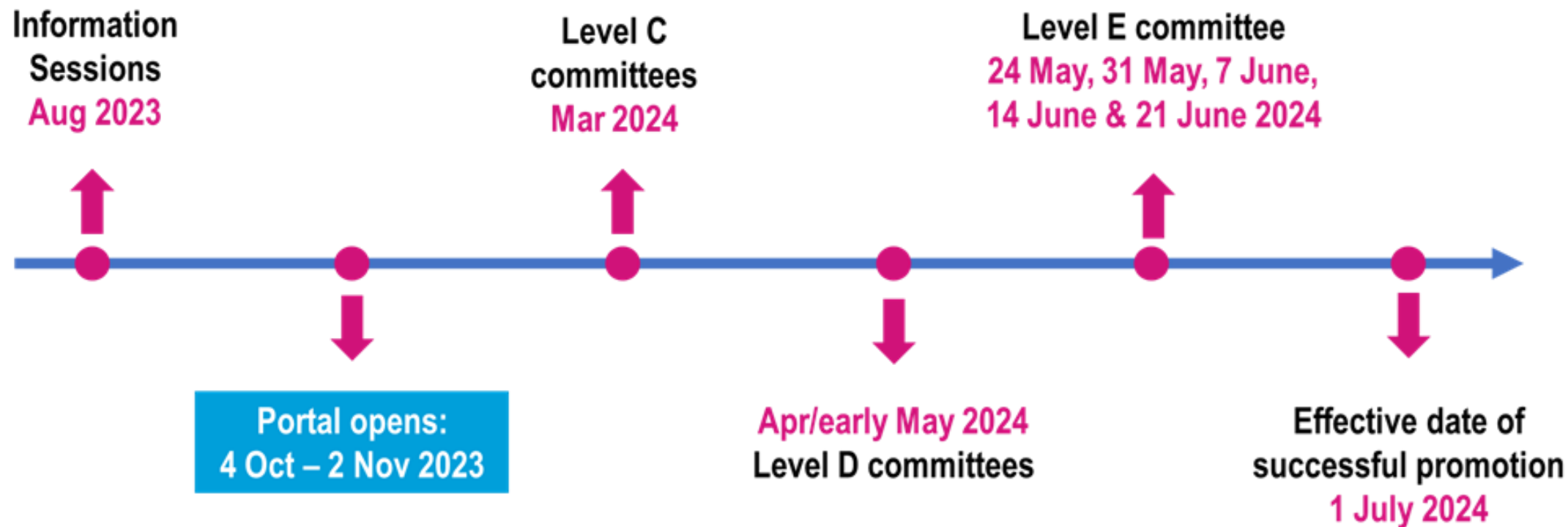


PROCEDURE NOMENCLATURE

For the purpose of the promotion procedure only, the differing positions across our **international locations** are collectively referred as per the below:

Application Level	Australia and Malaysia	Indonesia	Suzhou
B	Lecturer Senior Teaching Fellow Research Fellow (level B)	Assistant Professor Research Fellow	Lecturer Research Fellow
C	Senior Lecturer Senior Research Fellow		Senior Lecturer Senior Research Fellow
D	Associate Professor	Associate Professor Senior Research Fellow	Associate Professor Principal Research Fellow
E	Professor	Professor	Senior Principal Research Fellow

ROUND TIMING (2024)



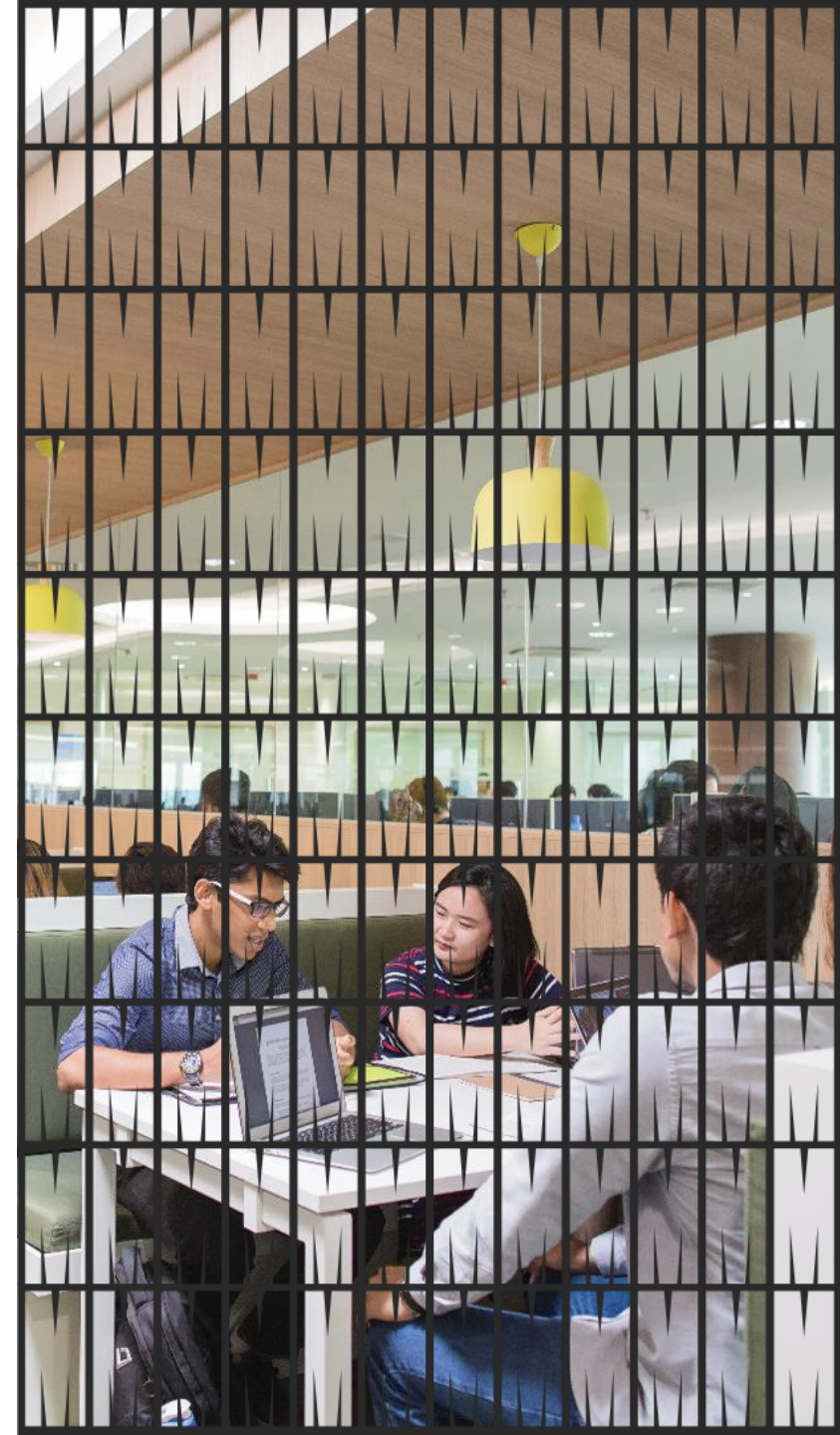
CRITERIA FOR PROMOTION

You must satisfy the promotion committee that you have, in accordance with the academic performance framework:

- been a **sustained** high performer at the current level of appointment; and
- the **capacity to perform satisfactory** at the level to which promotion is sought.

In addition, staff:

- are expected to **meet the qualifications** of the level to which they are applying; and
- must **demonstrate** that they will make an ongoing and positive contribution to, and fit within, the academic unit (this may include consideration of appropriate workplace behaviours and/or disciplinary matters).

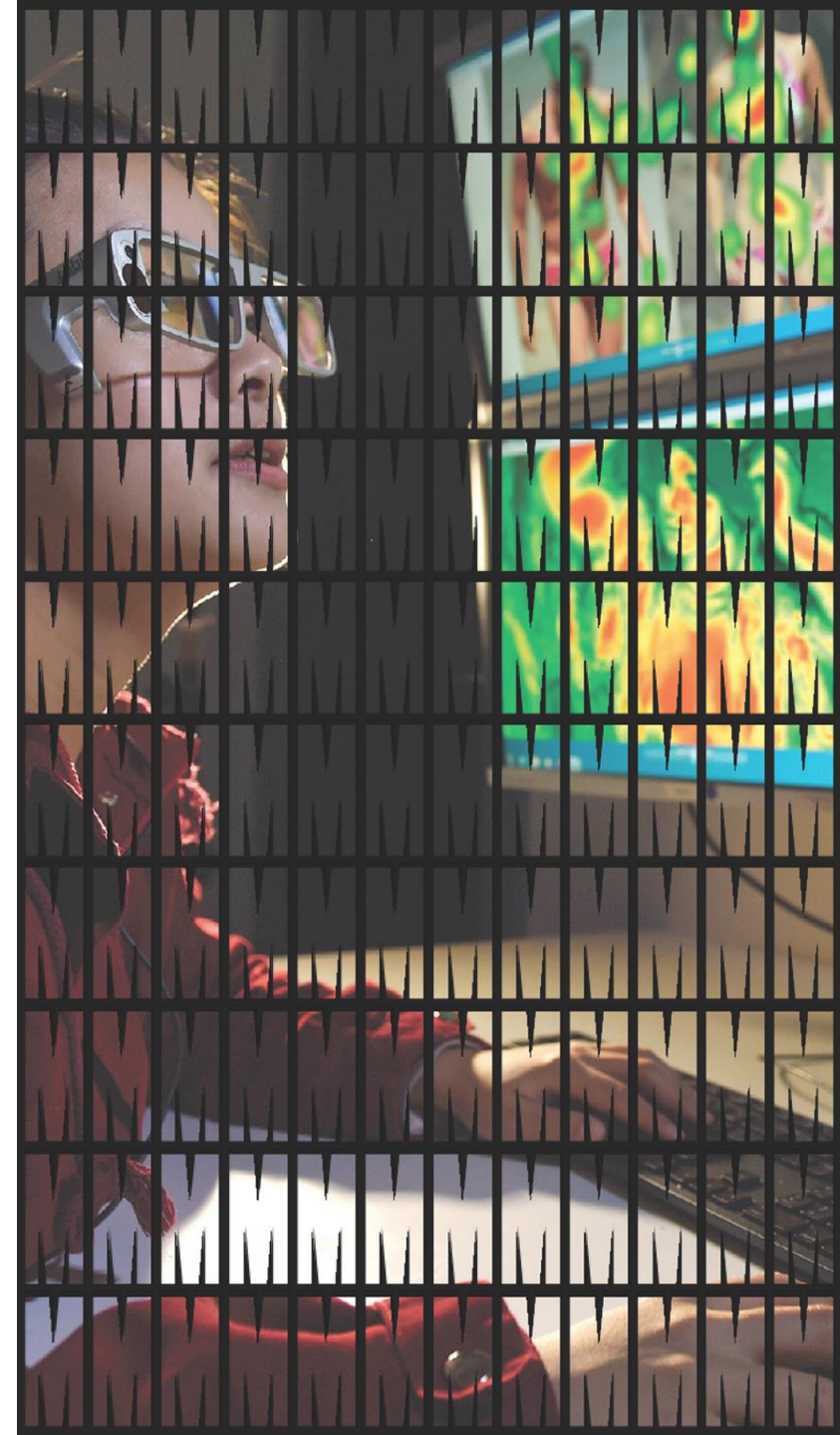


PRIMARY ITEMS

- ✓ You must have a current **approved** performance plan in place
- ✓ Pure must be up to date (**Australia**, **Malaysia** and **Indonesia** candidates)

Main documents:

1. [Academic Promotion Procedure](#)
2. [Academic Promotion Application Instructions](#)
3. [Case for Promotion Form](#)



WORKLOAD ALLOCATION

Include your current workload allocation from your approved performance development plan of the current year.

All candidates will have an engagement allocation.

If your workload allocation has varied significantly over the period relevant for your case, include this with an explanatory text in the 'relevant circumstances' section.

CASE FOR PROMOTION (Section 6)

In accordance with the academic performance framework, complete the 3 academic areas of:

- Research
- Education
- Engagement

**Show LEADERSHIP
& think about IMPACT**



SUMMARY OF ATTACHMENTS

You are required to complete the Case for Academic Promotion form **with the following attachments**:

- Nominated outputs;
- Entire career publication list;
- Research Achievement Record;
- Student Evaluation Record*;
- Summative peer review of teaching report*; and
- Optional supporting evidence (maximum of five pages).

** Where applicable*



SUPPORTING REPORTS

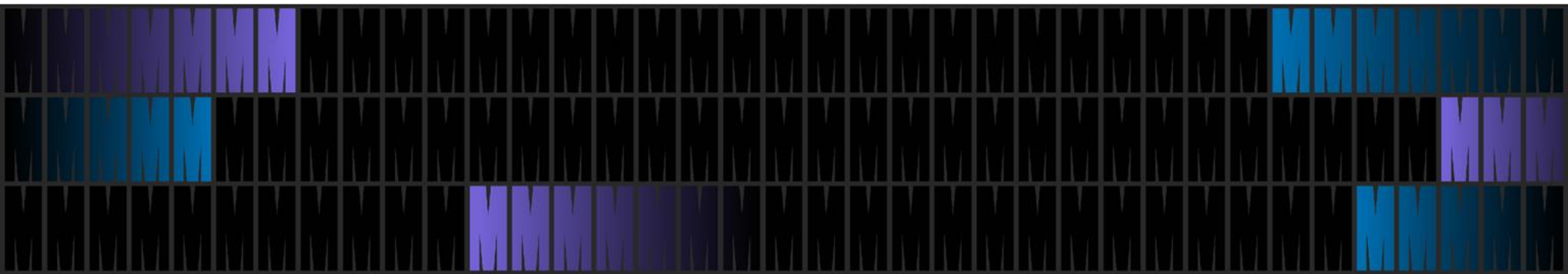
You are required to complete the Case for Academic Promotion form **with the following attachments:**

Research Reports

- A. Research Achievement Record

Education Reports

- A. Student Evaluation Record (SETU)
- B. Summative Peer Review of Teaching Report



RESEARCH REPORT

Research Achievement Record

Contains data on:

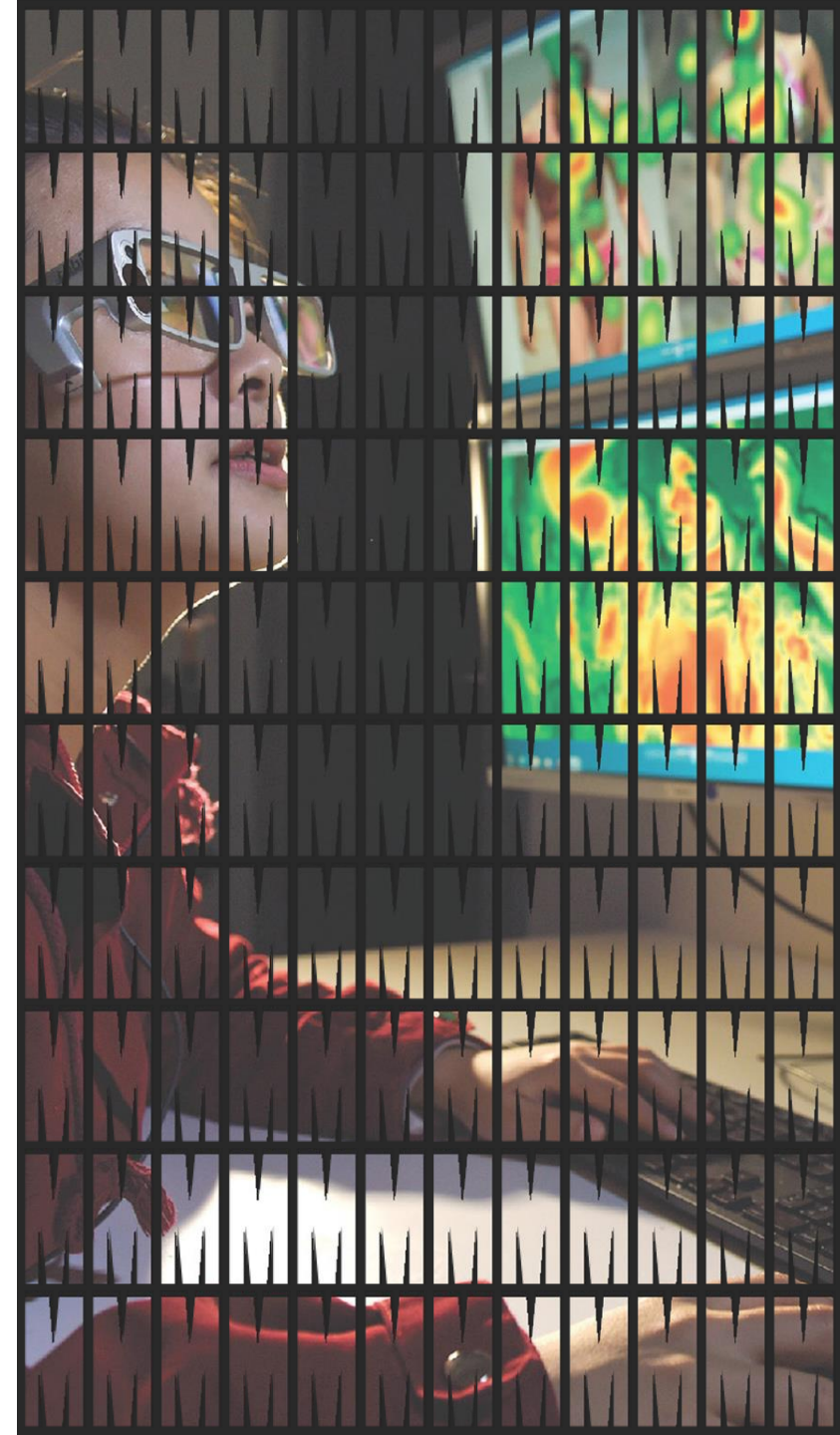
- Research outputs
- Research grants and income; and
- HDR supervisions

Prepare (update) your Pure data first

How to Request Report

Email Ade.Ferianty@monash.edu once your Pure record is up to date

Allow up to 4 weeks turnaround time



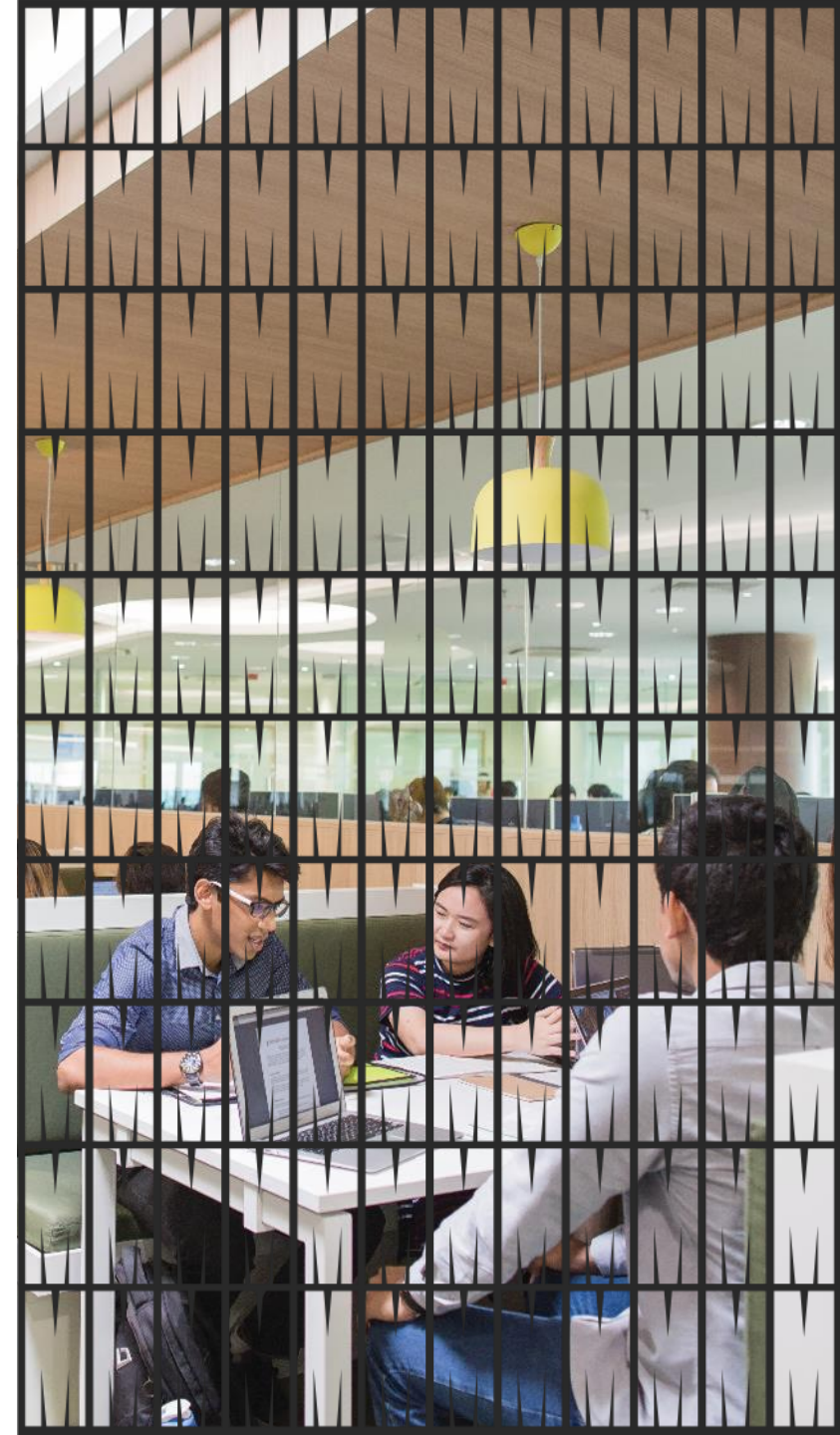
EDUCATION REPORTS

Student Evaluation Record

- Contains SETU results in the relevant promotion period
- Generated by University Planning and Statistics
- Candidates request the report via [online form](#)
- Turnaround time is up to 10 days

Summative Peer Review of Teaching

- Candidates are required to arrange for a peer review of their teaching
- To request a Summative Peer Review of Teaching, visit [PeerView.monash](https://peerview.monash.edu)

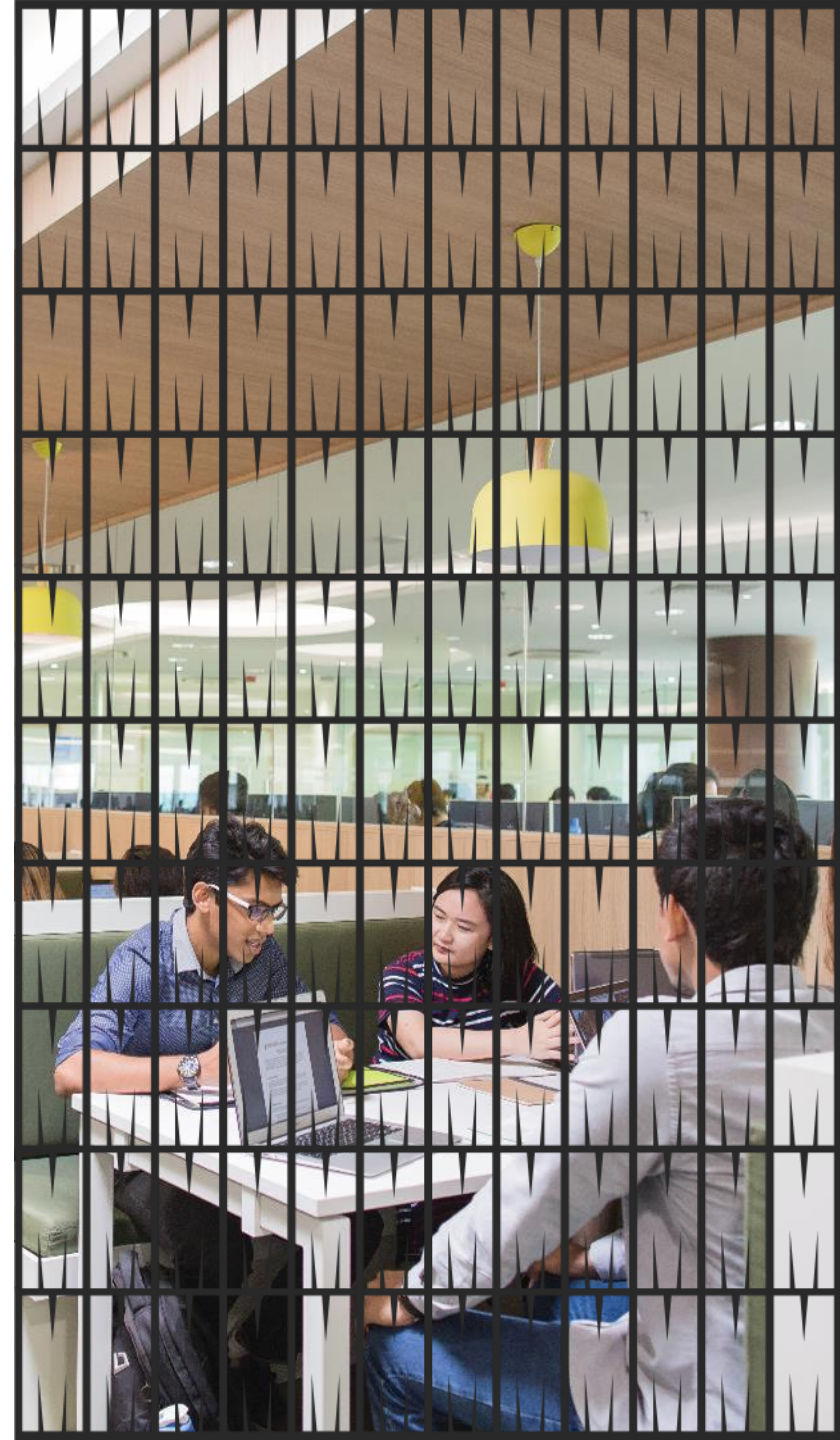


LEARNING AND TEACHING OVERVIEW FORM

- Supplements data in the the Student Evaluation Record
- Identify the following:
 - Unit code and name
 - Teaching period(s)
 - Academic Roles undertaken (e.g. Chief Examiner, Unit Coordinator)
 - Responsibility for each area (unit management, unit design, teaching and marking)

Download the [form](#) on the Academic Promotion [website](#).

Example of a report is available [here](#).



When to use this form

This form must be completed if a promotion candidate provides an Education case in their Case for Promotion form and has a Student Evaluation Report included.

Refer to [Academic Promotion Procedure](#) and [Academic Promotion Application Instruction](#) for further details.

How to complete this form

1. Promotion candidates must list all teaching responsibilities over the last 5 years or during the relevant promotion period, whichever is the lesser.
2. Use one line for each unit unless roles were identical across several years but indicate which years are bundled.
3. How to complete the following columns:
 - **Academic roles undertaken:** Identify all roles undertaken e.g. Chief Examiner/ Unit Coordinator/ Educator (actively contributing to synchronous and/or asynchronous learning and teaching)
 - **Indicate responsibility for each area undertaken:** Select the range of contribution that most reflects your involvement in the unit across a teaching period.
 - **Unit management** – includes co-ordination of delivery, student liaison and results management
 - **Unit design** – includes curriculum and assessment design
 - **Teaching** – asynchronous and/ or synchronous teaching
 - **Marking and feedback** – assessing work and assigning grades


Include this completed form as the first page of the Student Evaluation Report with the promotion application.

Further information and assistance

For further information, please refer to the relevant [promotion coordinator](#).

Unit code and name	Course name(s)	Teaching period and year sessions taught	Campus	Number of students in the unit	Academic role(s) undertaken	Indicate responsibility for each area undertaken
U2260	Bachelor of Writing Formulas	Sem 1, 2021	Parkville	150	Chief Examiner, Unit Coordinator	Unit management: All
						Unit design: All
						Teaching: Most
						Marking and feedback: Some
A2378	Bachelor of Applied Medicine	Sem 2, 2021	Parkville, online	70	Chief Examiner	Unit management: Most
						Unit design: Most
						Teaching: Some
						Marking and feedback: None

PREPARING TO SUBMIT YOUR APPLICATION



August

Attend information session

Discuss intention to apply:

- performance supervisor
- head of unit
- relevant Associate Deans
- Dean (for Level E)
- grant holder (for RO staff)

Arrange Peer Review of Teaching (if not already completed)


Update Pure (if applicable)



September

Source report(s):

- Research Achievement Record & Research Performance Report
- Student Evaluation Record



September-October

Prepare case for promotion including supporting evidence

Obtain performance supervisor and head of unit sign off

(Internal deadline to your HOU normally applies, 2 weeks as a guide, i.e. 19 Oct 23)



October-November

Lodge application by 2 November 2023

Close: 5pm AEDT*

**Malaysia/Suzhou: 2pm time*

Indonesia: 1 pm

POST LODGEMENT

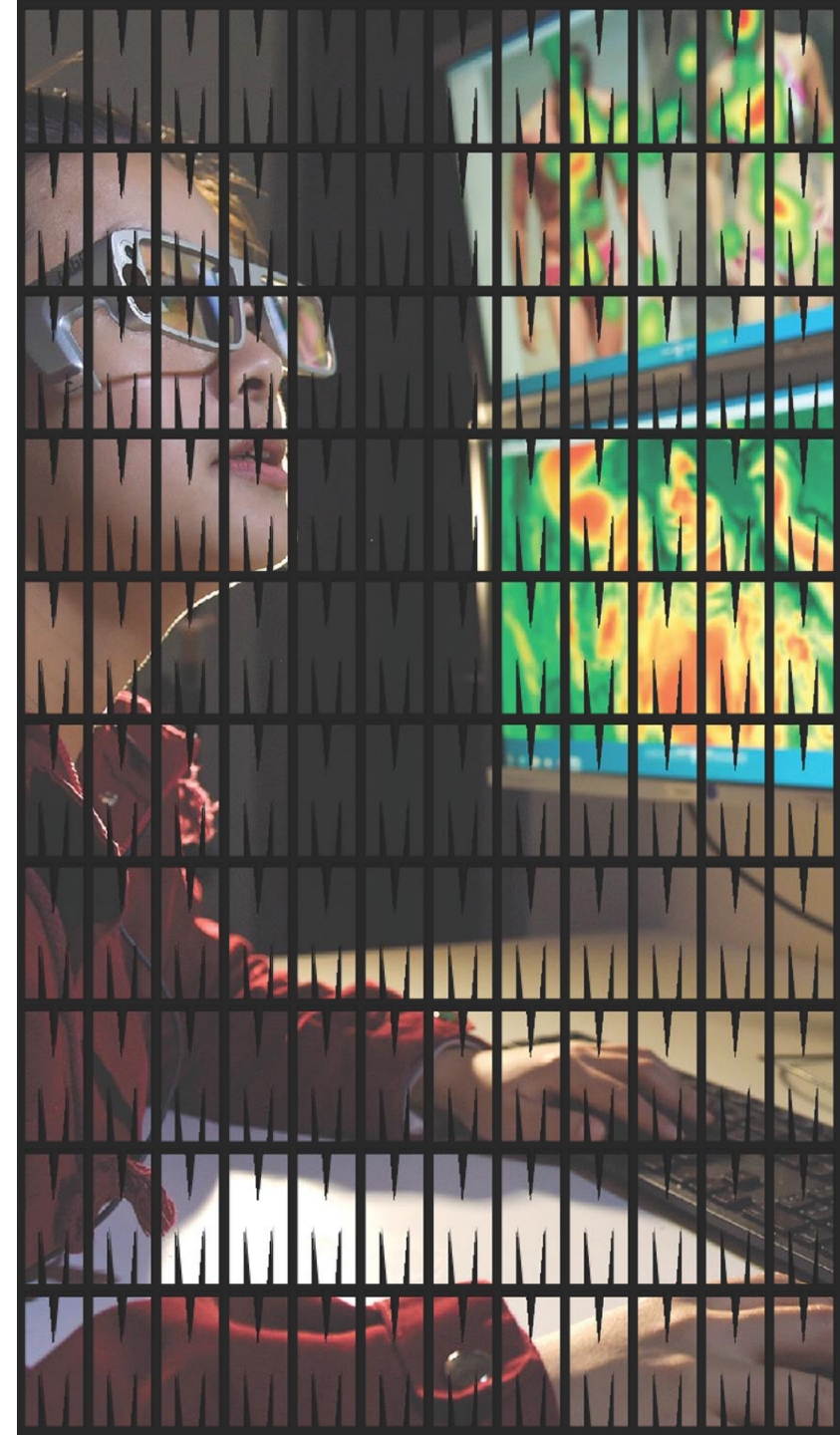
Monash HR will:

1. Check your application for compliance and completeness
2. Seek relevant reports:
 - a. assessor reports
 - b. ADR/ADE reports
 - c. Dean report (for level E only)
3. Collate and send your complete application to the Committee

NEW INFORMATION

It is your responsibility to make sure the committee has accurate and correct information.

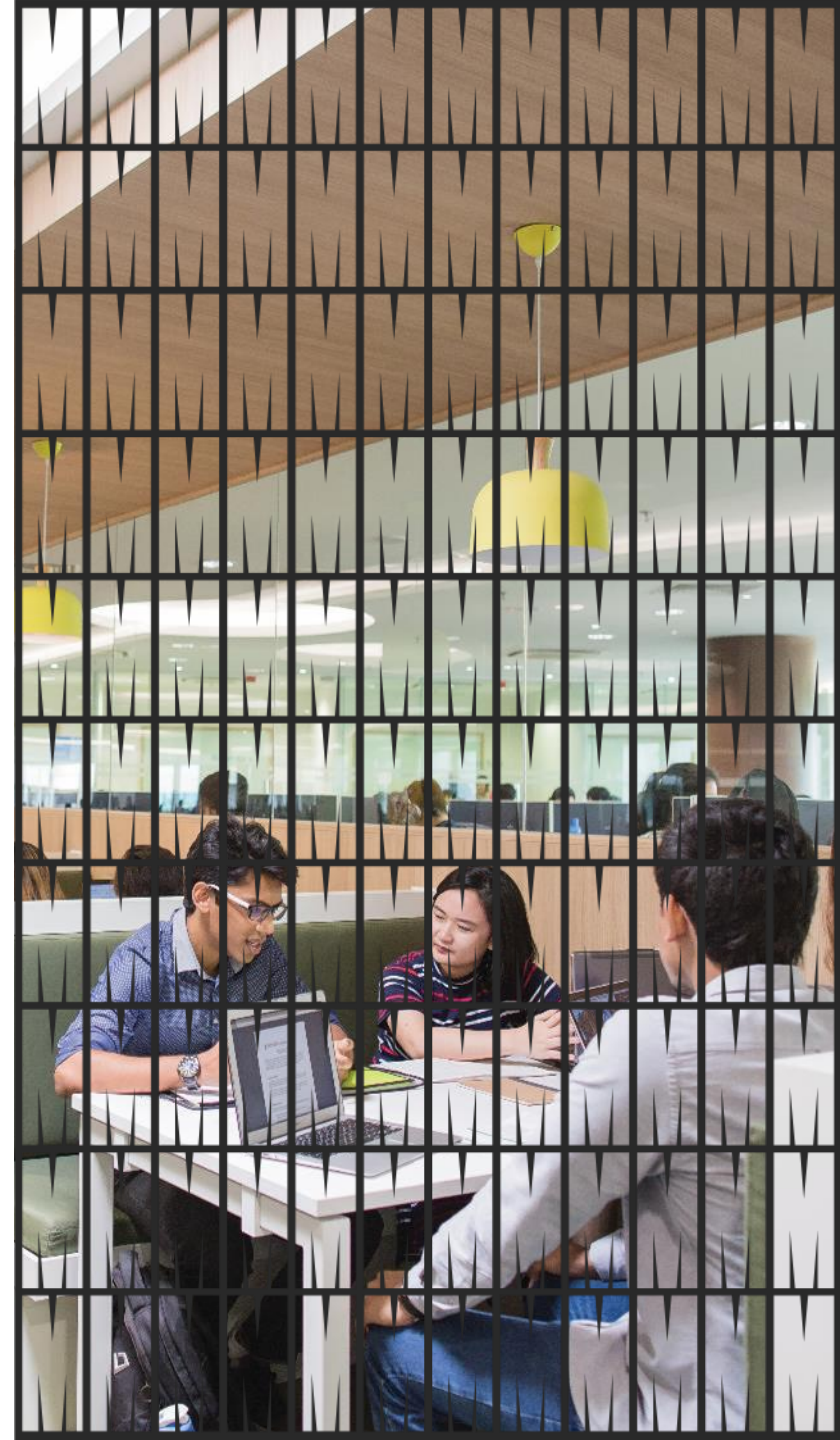
Download the “New Information” template from the [academic promotion website](#).



RESOURCES AND SUPPORT

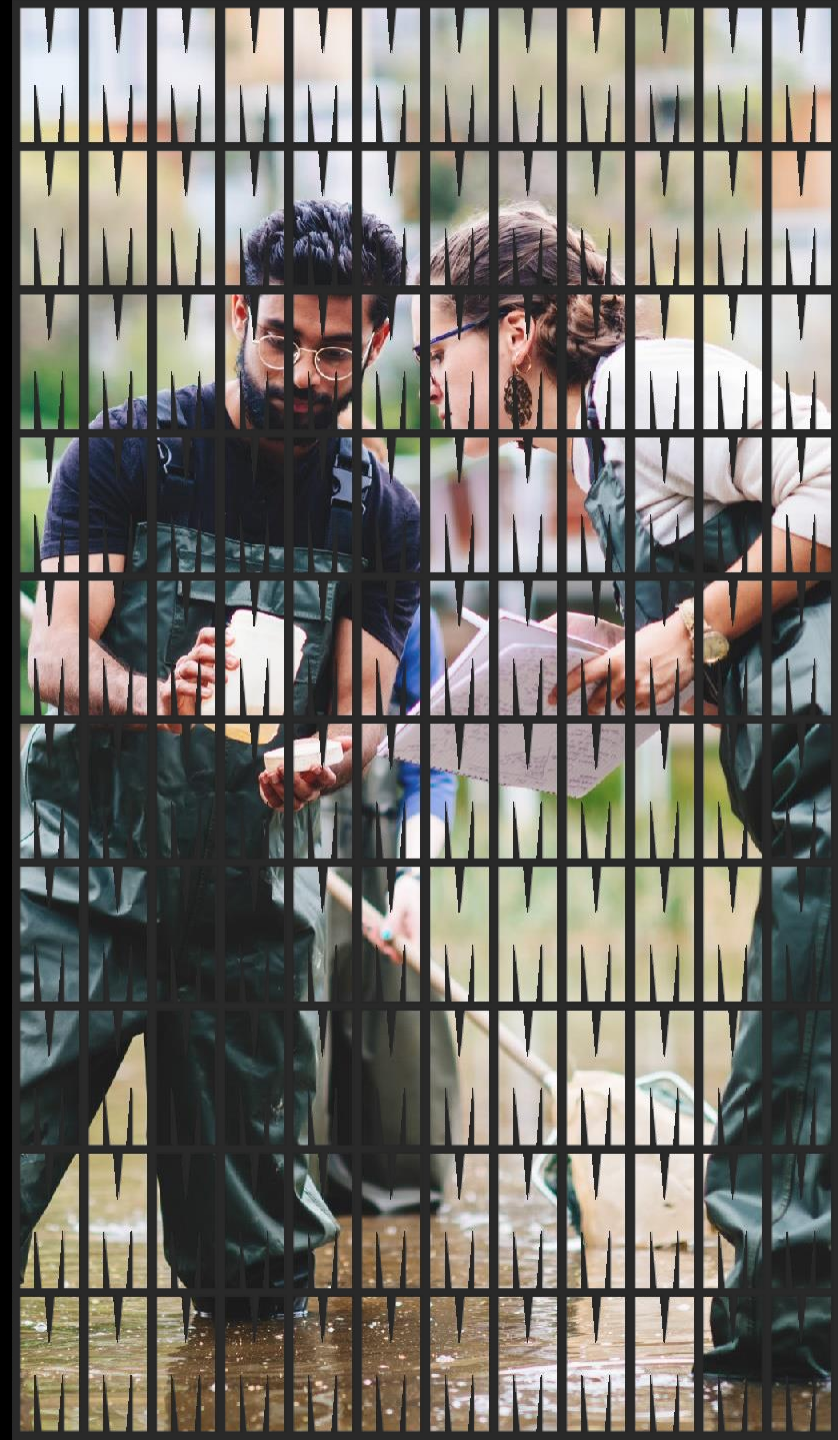
1. [Academic Promotion website](#)
2. [Relevant Promotion Coordinators](#)
3. Your Performance Supervisor
4. Your Head of Unit
5. Australia Faculty Associate Deans (Research and Education)
6. [Monash Education Academy \(MEA\)](#)
7. Faculty Dean – for level E candidates

www.monash.edu/academicpromotion



Academic Performance Framework & General Points

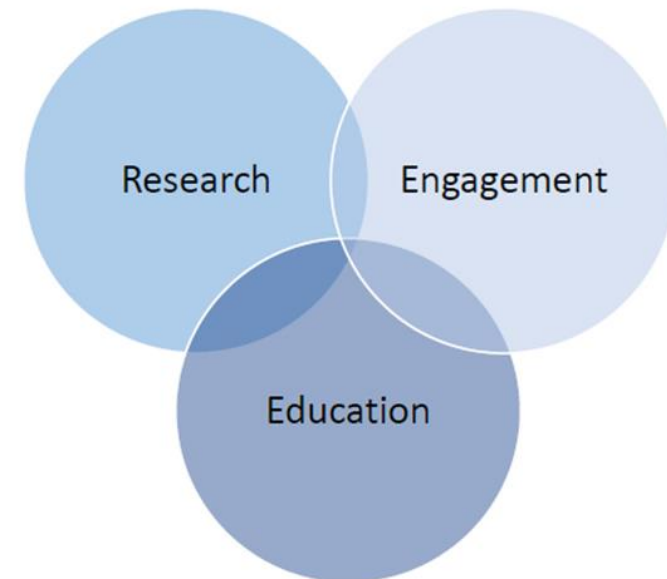
Slide Presenter: **Professor Matthew Gillespie, Vice-Provost (Academic Affairs)**



ACADEMIC PERFORMANCE FRAMEWORK

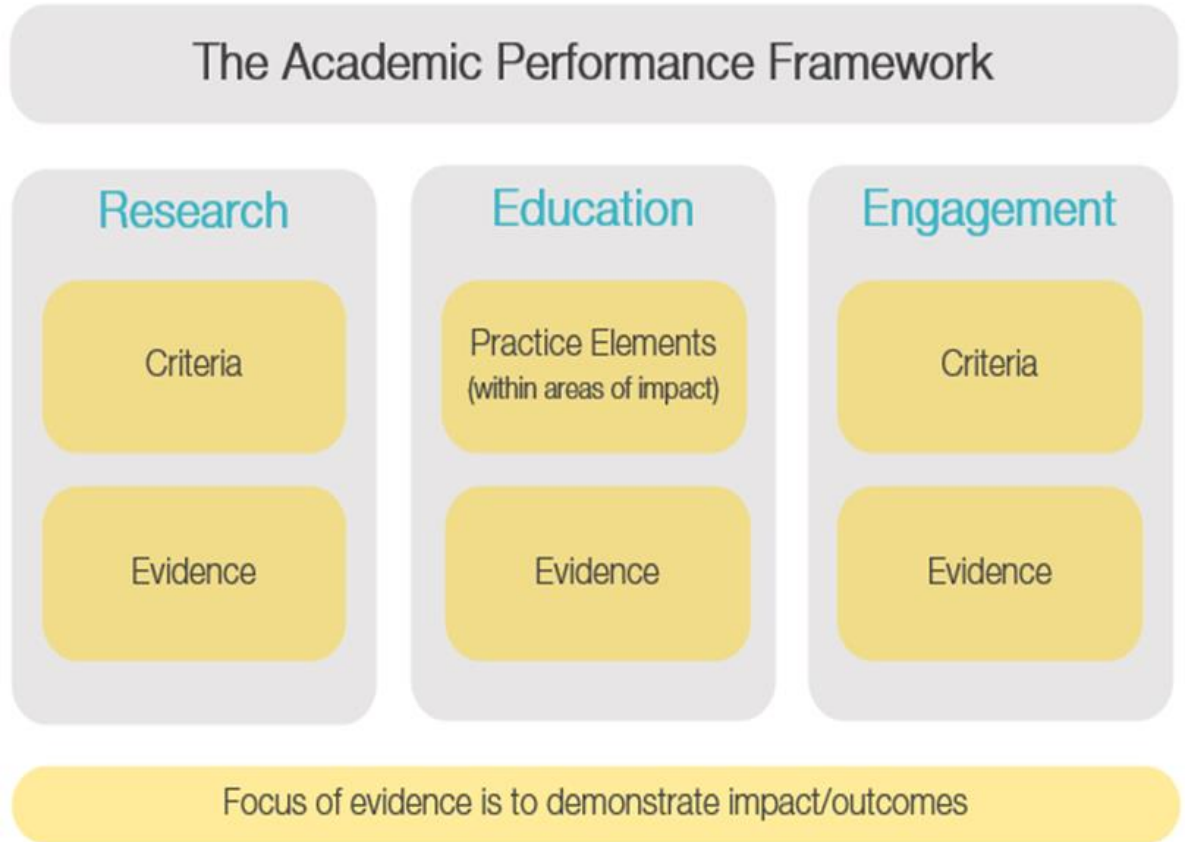
Adopt an approach **across research, education and engagement** consistent with the academic performance framework.

- Articulates high level expectations for academic performance, adopting a consistent approach across Research, Education and Engagement
- Enables the recognition of achievements, articulation of professional development needs, and forms the structure for promotion (together with recruitment and probation).



KEY ELEMENTS OF THE ACADEMIC PERFORMANCE FRAMEWORK

- Identifies **criteria** for each category and **evidence** that addresses achievement of each criteria
- Encourages a focus on developing and demonstrating **outcomes and/or impact**
- Evidence includes quantifiable metrics and qualitative material
- Some evidence will draw on achievement of Minimum or Aspirational targets. The intent of the framework is to establish a comprehensive view of performance beyond that captured by targets.
- **Excellence and Leadership**



QUALITATIVE MEASURE: RESEARCH

Research Criteria

Promotion applicants must demonstrate their research achievements by drawing on evidence that focuses on the outcomes and impact of their research. They must address the research criteria outlined in the Academic Performance Framework:

R1: Advancing the Discipline

R2: Building reputation and recognition of research excellence

R3: Quality research supervision and mentoring

R4: Establishing, leading or participating in successful research teams, research units or institutes / centres, and fostering interdisciplinary research

R5: Translation, commercialisation or adoption of discoveries and policy-to-practice by external entities

R1: ADVANCING THE DISCIPLINE

Body of Scholarship:

- Evidence that you have made a scholarly contribution to your area commensurate with the level sought
- Evidence of scholarship includes record or authoring high-quality journal articles and reviews or books/book chapters or NTRO

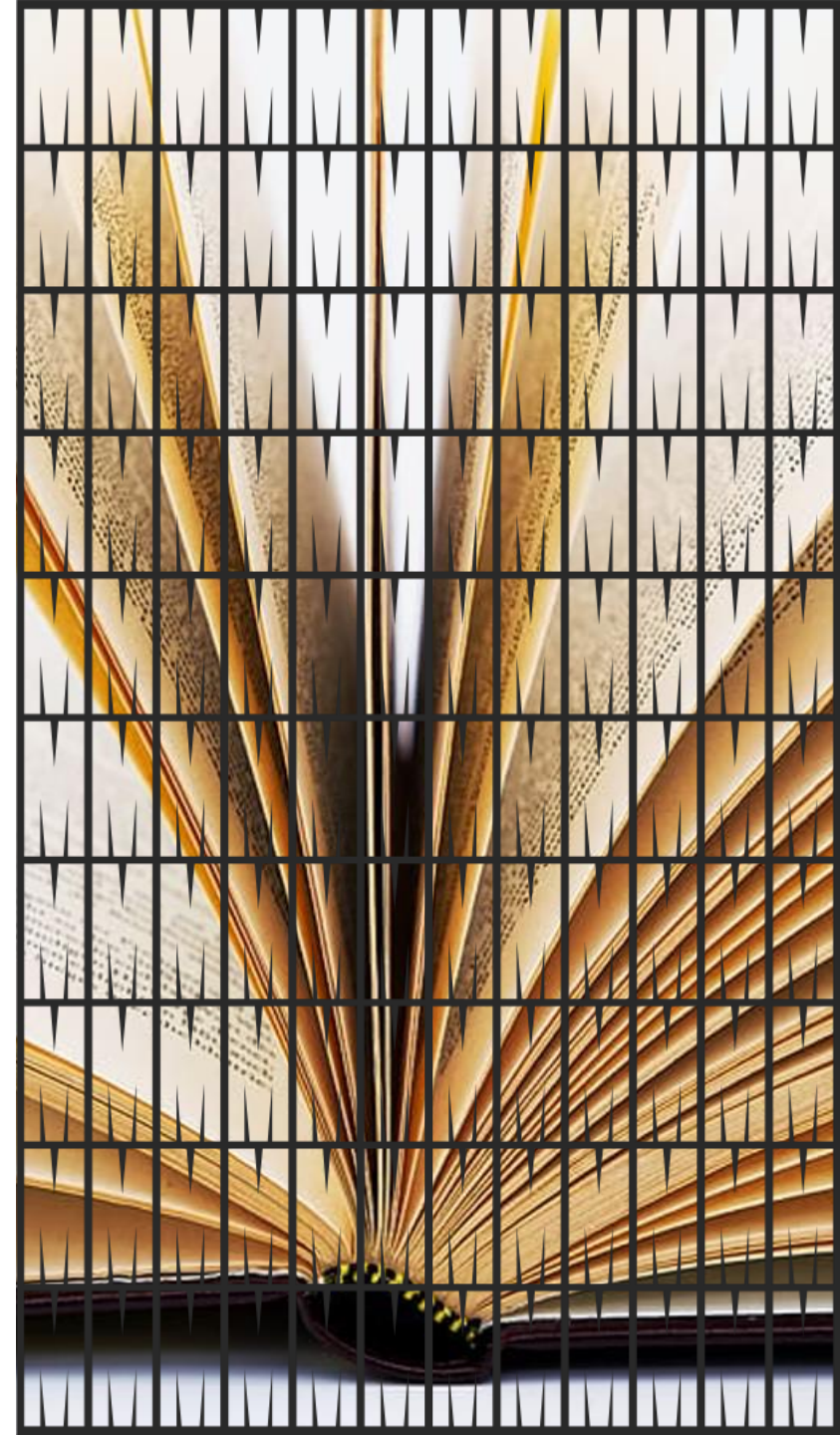
Research Impact:

- High levels of citations relative to career stage
- Field-weighted citation impact (FWCI) value
- H-index showing that the scientific community is paying attention to a significant body of your work
- Translation of research into practice
- Documented contributions to government policy, practice, regulations, etc.
- Patents, other intellectual property
- Contributions to the public debate
- Improvements in health outcome traceable to your research contributions

R1: ADVANCING THE DISCIPLINE

Outputs

- Explain **publication practices in your discipline**
 - 1st author, last author important? Or 2nd author? Alphabetical order?
 - Highlight where you are an important author
 - Explain how pubs as contributing author also build your case, e.g. building international collaborations
- Explain why you publish where you do: Which **journals**? Why?
 - Impact factor? Ability to reach practitioners?
 - Why are these high impact?



THE FRAMEWORK APPLIED TO ENGAGEMENT

Engagement is actively contributing to the governance, capacity building and development of positive and inclusive cultures within Monash, through citizenship behaviours and formal leadership roles. It also includes contributions to business, government and community organisations to the mutual benefit of all parties.

Engagement Criteria		Examples of Evidence
N1	Engagement with industry, government, community and not-for-profits that contributes to positive economic, social or cultural outcomes	<ul style="list-style-type: none"> • Drawing on disciplinary expertise to enhance economic and social outcomes • Effective participation in industry or government advisory committees • Influence on public policy through authoring policy papers or providing evidence to a Royal Commission
N2	Contributions to the advancement of the profession or practice	<ul style="list-style-type: none"> • Advancing the quality of a profession through work as an officer of professional body, working on professional standards committees or curriculum committees
N3	Contribution to Monash through formal roles	<ul style="list-style-type: none"> • Improvements in the effectiveness of learning and teaching as Head of School, member of Course Coordinator, design of MEA modules • Constructive outcomes of membership of Faculty Research Committee, and convening of School research seminars
N4	Enhancement of the Monash workplace and culture through active engagement and involvement in the work of the university, faculty and school	<ul style="list-style-type: none"> • Improvements in research performance of a discipline area through mentoring junior researchers, initiation or leadership of IDR projects, school seminar convenor, participation in PhD milestone committee • Improvements in learning and teaching outcomes through mentoring of junior teaching colleagues and students, leading to the development of improved approaches to education • Active participation in Open Day or school/faculty events

* These examples of evidence are not exhaustive, and can be used to support more than one criteria. Academic staff should use the evidence that best suits a criteria.

The background features a dark grid pattern. On the left side, there are vertical bars in blue and orange. On the right side, there are vertical bars in yellow and orange. The collage includes a grid of golden lines, a person wearing a VR headset, and two people looking at a document.

VISION

What is the most significant question in your field, and how are **you** addressing it?

Areas of future research / education / engagement – dynamic vs incremental increase

Alignment to Monash / faculty strategic plan(s)

What will be the impact of your work?

What is your competitive advantage to succeed?

Size of group, collaborative network now and in 3-5 years.

Composition, expertise required / role in interdisciplinary work.

How will you fund your research?

ACHIEVEMENT RELATIVE TO OPPORTUNITY (RELEVANT CIRCUMSTANCES)

Positive acknowledgement of what has been achieved given the opportunities available

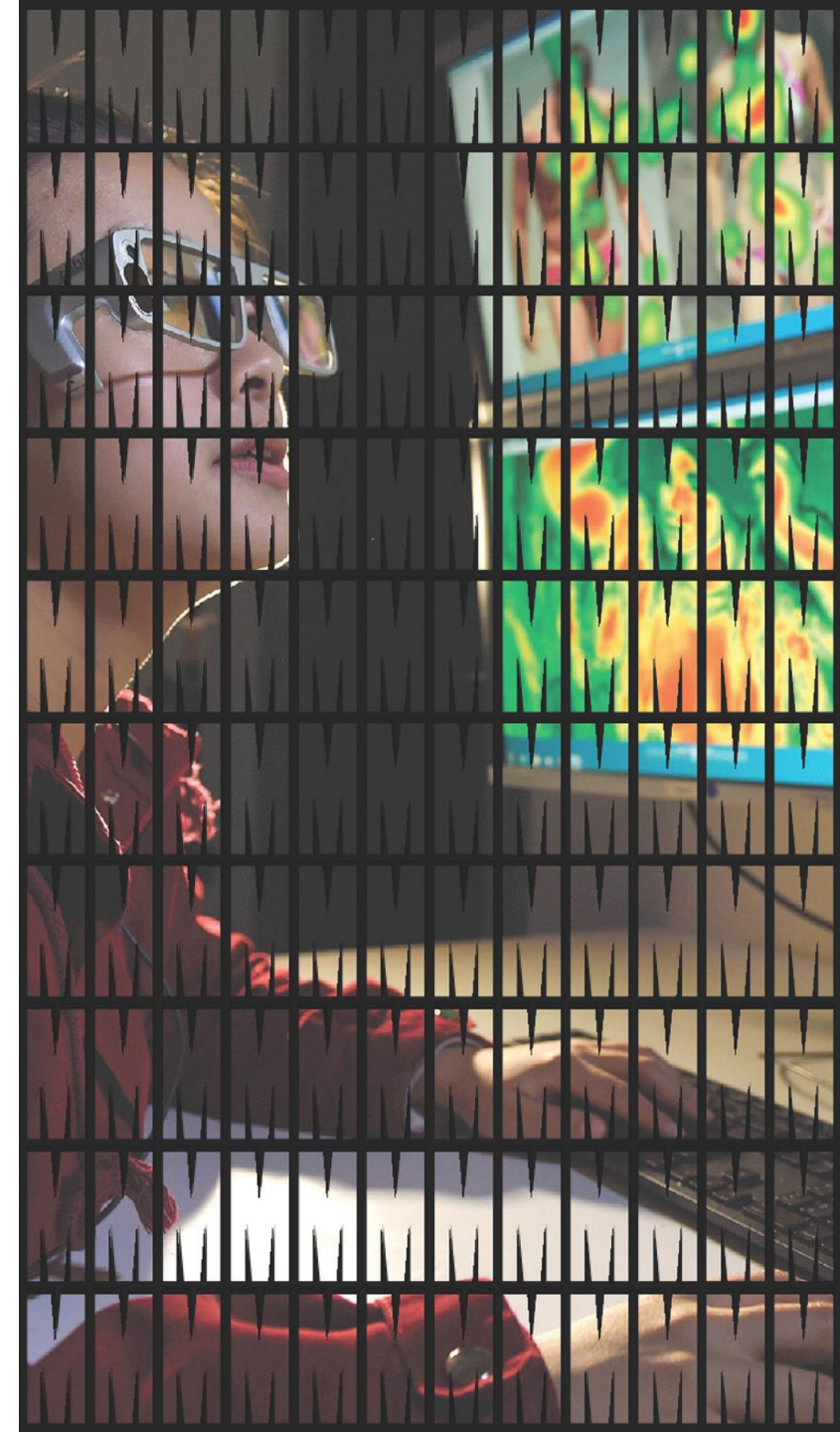
Career Disruptions/Personal Circumstances

- Parental Leave
- Caregiving responsibilities
- Major illness/injury
- Disability
- Personal trauma
- Access to building – Fire, Flood
- Natural disasters / pandemics

Professional Circumstances

- Part-time work
- Relocation (country, state, laboratory, clinical practice)
- Late or non-linear entry into academia
- Varied workload

ARTO video recording available [here](#)



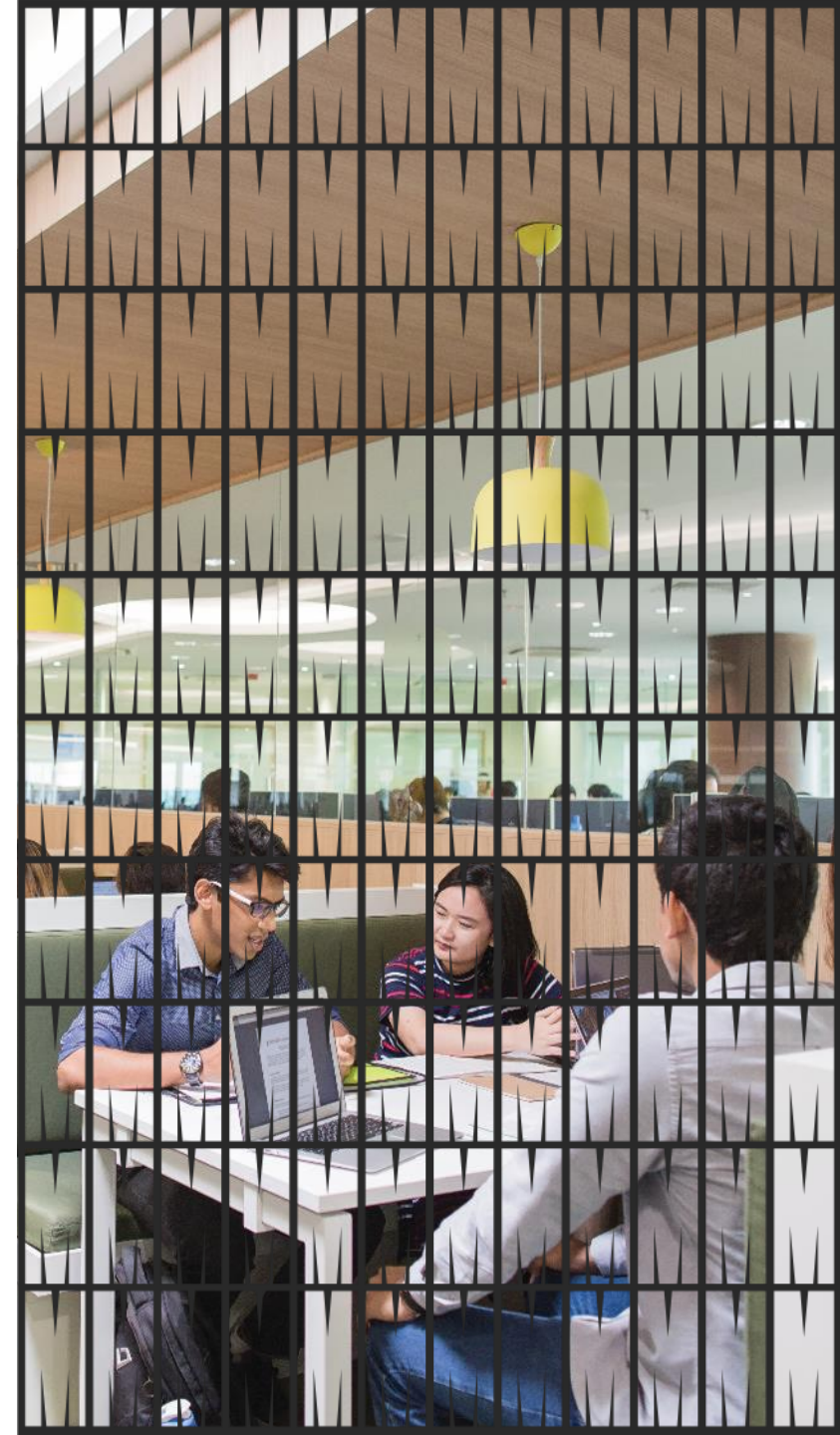
THE ESSENTIALS

Timing for promotion

- Use your Performance Review
- **Ask the question** - supervisor, Head, ADE, ADR
- You determine the **timing** of your promotion
- Allocate time to the application process (and interview)

Remember

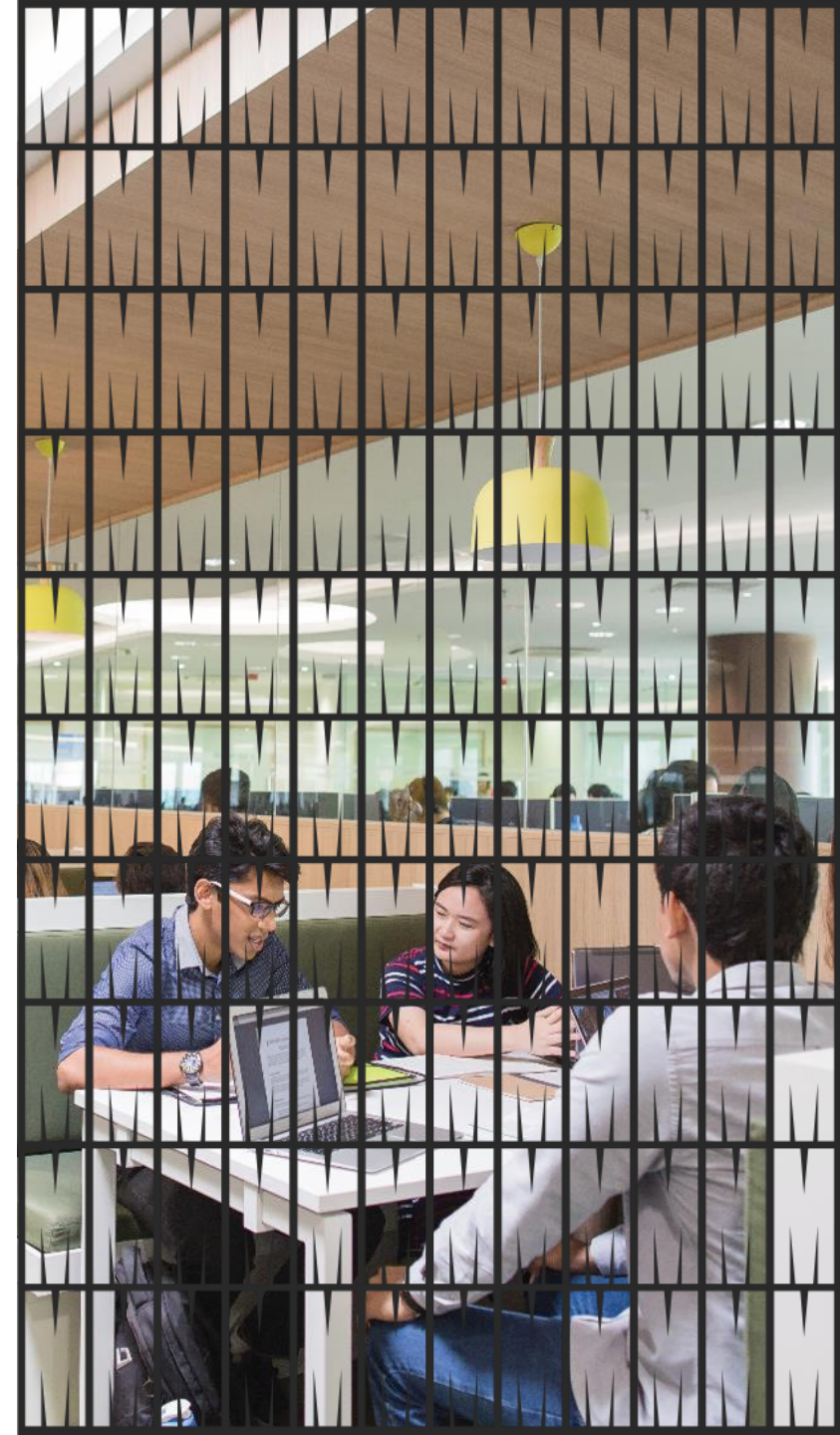
- Performance standards are indicators
- BI – only captures Monash activities
- Framing a **convincing narrative** and case for promotion
- Changing workloads / non-traditional career
- Use positive language to take ownership



CONSIDERATIONS

Stating your case

- Framing a convincing narrative and case for promotion
- Changing workloads / non-traditional career
 - **My workloads have varied, but I have delivered.....**
- Career interruptions
 - **I have maintained research productive with reduced time.....**
- Opportunities
 - **Due to my carer responsibilities I was unable to travel and I ensured that my ECR was offered to present at the xxx conference**
- Value of your supporting material
- Leadership in research / education / engagement

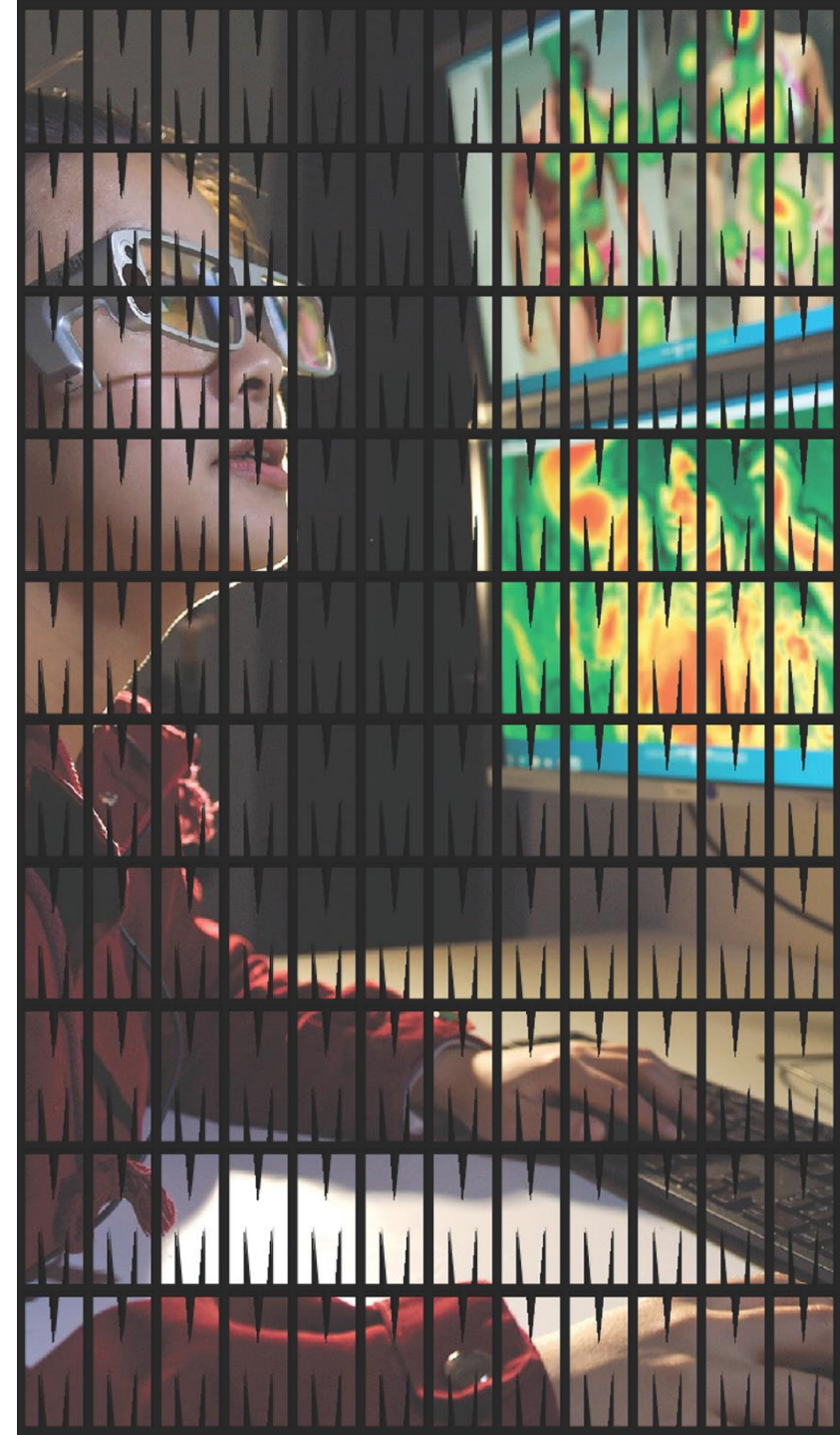


REAPPLICATION FOR UNSUCCESSFUL CANDIDATES

Clause 8.14:

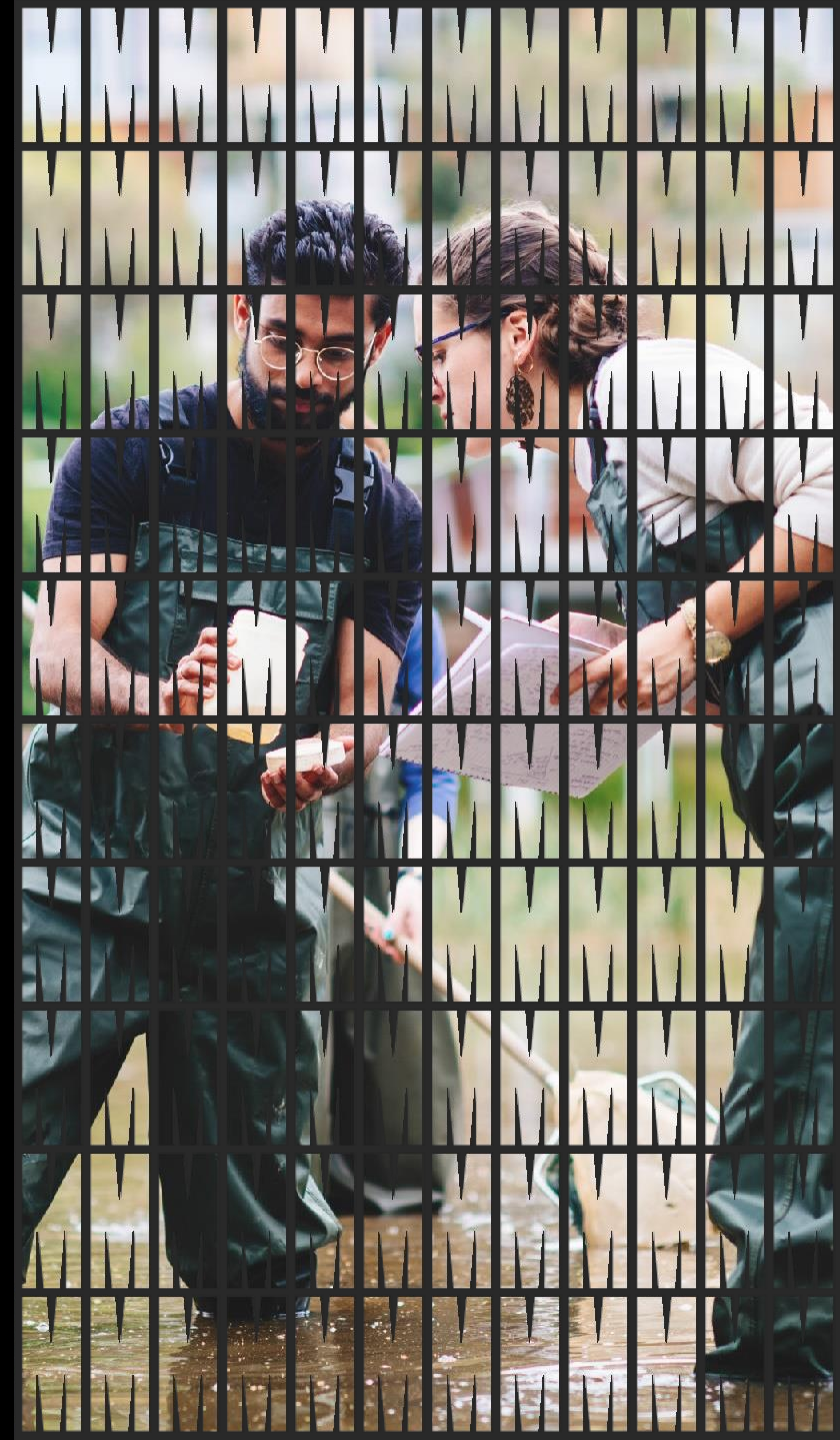
Staff who are unsuccessful in applying to levels C, D or E in any given year, are not permitted to apply for promotion in the succeeding round. There must be a minimum of one year from 1 July (when the promotion would have been effective should they have been successful) before the staff member can reapply for promotion. Exceptions may apply and must obtain both the Executive Leader's endorsement and Provost's [approval](#).

What does this mean?



Education Performance Standards

Slide Presenter: **Professor Allie Clemans, Deputy Vice-Chancellor (Education)
and Senior Vice-President (interim)**



1 What are the EPS?

The EPS is a framework for identifying expected performance in Education at Monash University.

2 Understanding the EPS

IMPACT ON STUDENT LEARNING

Area of impact



Separate (but related) standards for T&R and Ed Focused staff

Three Areas of Impact

- Impact on student learning
- Impact on educational knowledge
- Impact on educational environment

1	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
WORKLOAD EXPECTATIONS	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
A. EFFECTIVE TEACHING AND LEARNING	Demonstrated ability to effectively teach program content	As per Assistant Professor requirements and	As per Associate Professor requirements and
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Demonstrated innovative teaching approaches that support students' learning and engagement	Demonstrated skills, experience and creativity with a range of pedagogies and technologies
	Demonstrated responsiveness to individual students' learning needs and approaches to teaching	Effective co-ordination and management of courses/internal or external programs	
	Evidence of contribution to unit coordination	Demonstrated use of active and experiential learning approaches and appropriate learning technologies	
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment		

Practice element

Performance indicator

Each Area of Impact made up of different **Practice Elements**- they comprise practice areas which contribute to achieving impact

Each Practice Element is made up of **Performance Indicators** - specific expectations organised by level. They describe each how each practice element is to performed. They are varied to take account of the range of ways education is practised across Faculties, disciplines and work roles.

IMPACT ON EDUCATIONAL KNOWLEDGE



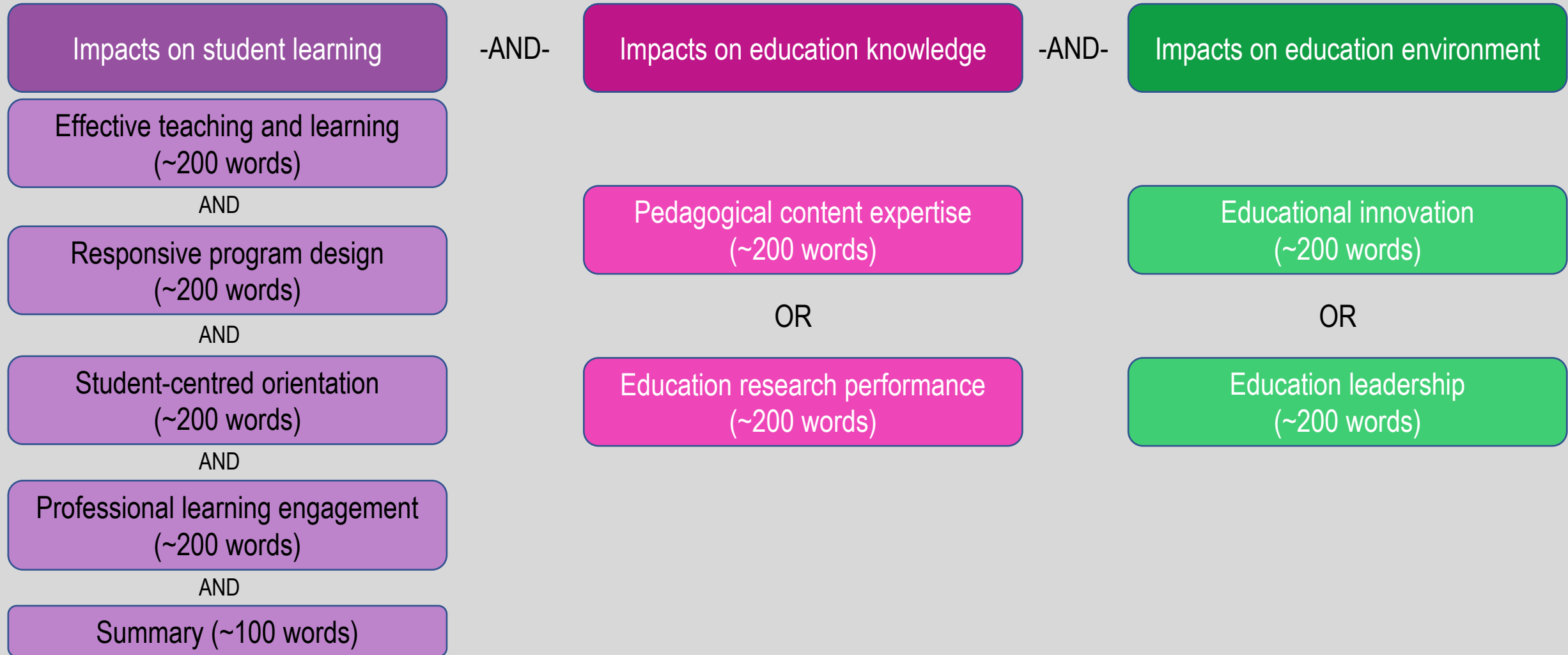
2	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
WORKLOAD EXPECTATIONS	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
A. PEDAGOGICAL CONTENT KNOWLEDGE	Demonstrated application of a range of pedagogies and evaluation of impact using evidence	As per Assistant Professor requirements and	As per Associate Professor and
	Demonstrated knowledge of a range of pedagogies and use of evidence of to inform improvement	Evidence of contribution made to pedagogical knowledge through theoretical/empirical and/or translational research within a field of expertise Evidence of recognition for expert teaching in Faculty, campus, University	Evidence of recognition for expert teaching within local, professional and international contexts
B. EDUCATIONAL RESEARCH PERFORMANCE	Evidence of high-quality publications (as per Faculty/ campus targets)	Evidence of high-quality publications (as per Faculty/ campus targets)	Evidence of high-quality publications (as per Faculty/ campus targets)
	Evidence of dissemination of educational applications and impact at public events or conferences	Receipt of internal funding in research of teaching and learning Demonstrates significant advances in pedagogical knowledge through theoretical/empirical and/or translational research, with national/international impact	Demonstrated sustained contribution to pedagogical knowledge, with impact in local or international contexts
EXAMPLES OF SUPPORTING EVIDENCE:	<ul style="list-style-type: none"> Invited speaker at key events in teaching and learning Multidisciplinary position at other institutions 		

IMPACT ON EDUCATIONAL ENVIRONMENT



3	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
WORKLOAD EXPECTATIONS	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
A. EDUCATION INNOVATION	Demonstrated initiation of innovation to learning and teaching within units and courses/ programs in response to campus/ University strategy	Demonstrated contribution to teaching and learning innovation across campus units / courses, programs in response to campus / University strategy	As per Associate Professor requirements
	Demonstrated leadership to advance an inclusive and supportive culture of excellence in teaching and learning within Faculty and campus	As per Assistant Professor requirements and	As per Associate Professor requirements and
B. EDUCATION LEADERSHIP	Participation in school / Faculty / campus level Education committees and working groups Contribution to internal reviews of teaching and learning programs in the Faculty / campus University.	Evidence of contributions to institutional and national dialogue around teaching and learning Advancement of partnerships to inform educational practice or policy within and beyond the institution	Evidence of external evaluation of teaching and learning processes, strategies, policies and programs in other institutions Demonstrated leadership in initiating educational partnerships
		Demonstrated leadership of internal and external program reviews	Evidence of contribution to or leadership of high impact local and global education programs
		Representation of Faculty on institutional committees and working groups	
EXAMPLES OF SUPPORTING EVIDENCE:	<ul style="list-style-type: none"> Leadership role in strategic institutional curriculum and/or policy development Design and delivery of high-impact course innovation 		

Education Case – suggested emphasis for each area



Education Case – suggested emphasis for each area

Impacts on student learning

Effective teaching and learning
(~200 words)

AND

Responsive program design
(~200 words)

AND

Student-centred orientation
(~200 words)

AND

Professional learning engagement
(~200 words)

AND

Summary (~100 words)

Impacts on education knowledge

Pedagogical content expertise
(~200 words)

Impacts on education environment

Education leadership
(~200 words)

-AND-

-AND-

For example....

(Word counts recommended for 40%
education weighting –
Adjust as necessary)

3 The Education Case

PART B: SUGGESTIONS FOR
PROMOTION CASE
(Max. 8 pages ~3600 words)

RESEARCH

15% → 1.5 pages
~600 words

40% → 3 pages
~1450 words

50% → 4 pages
~1800 words

80% → 7 pages
~2800 words

EDUCATION

65% → 5 pages
~2400 words

40% → 3 pages
~1450 words

25% → 2 pages
~900 words

10% → 1 page
~400 words

ENGAGEMENT

20% → 1.5 pages
600 words

20% → 2 pages
~750 words

25% → 2 pages
~900 words

10% → 1 page
~400 words

Effective teaching & learning	Your expertise and creativity in teaching, your diverse approaches, your student-centredness
Program design	Your enhancements in curriculum/ course/ unit/ lesson Your agility - across many aspects of design and your diverse repertoire The way you use evidence-based approaches in your work The way you lead or coach other individuals or teams to do this too
Student-centredness	Your theory of teaching – accessibly written, brief and visible in your approach to practice Your approach to support student well-being, academic integrity, inclusion
Professional learning	Your consistent and ongoing appetite for professional learning – doing it and maybe delivering it
Pedagogical content expertise	Your position/ recognition/ contribution as an educational specialist in your teaching area/ field/ discipline Any evidence-informed improvements you have made to your/ others' practice to teaching in the area/ field discipline
Educational research	Your publications- quality, volume, citations, impact Your research dissemination and influence
Innovation	What you have developed, influenced, taken up, led – what, when and where (and explain why it is innovative)
Leadership	What you have led that has changed practice of education, partnerships, review panels

CRAFT YOUR NARRATIVE

1. Combine multiple items of evidence
2. Highlight your strongest evidence
3. Tell your unique story – everyone teaches, assesses, gives feedback – what is distinguishable about how YOU have approached it and what difference have you made – for students, colleagues, campus, University?
4. Back it up with evidence. Don't just say you do things. Describe your achievements, show the outcomes and impact – with evidence.

4 Resources to help you

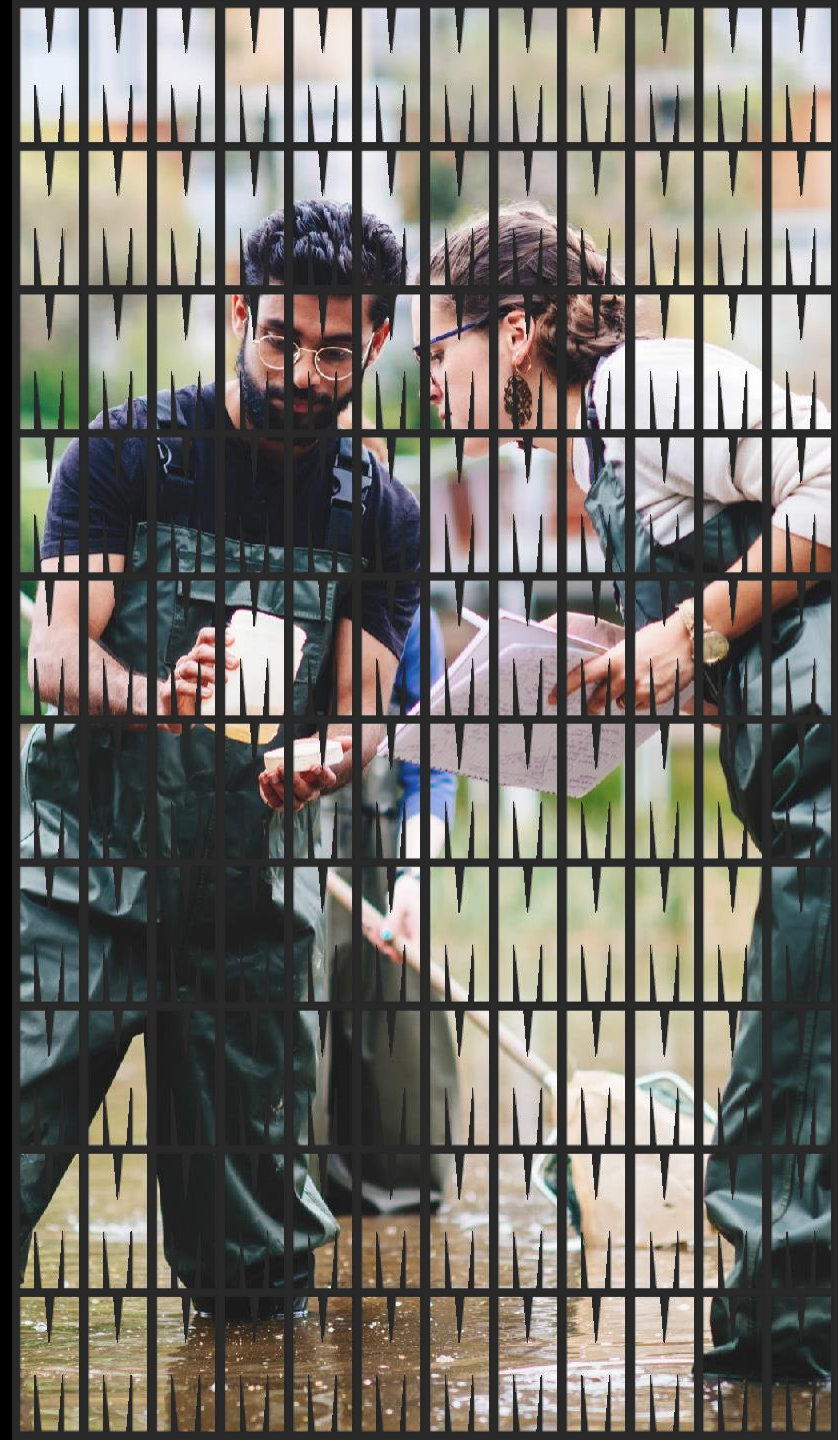
You are ready to write your Education case when:

- You have familiarised yourself with the Education Performance Standards [here](#) (pages 6-15)
- You have had a look at the Case for Promotion form and the Academic Promotion Procedure [here](#)
- You have worked through the Education Performance Standards Moodle [site](#)
- You have done your Peer Review of Teaching [here](#)

For success

- **Use the resources available:**
 - See links
- **Informal peer review**
 - Ask a trusted colleague or mentor to review your application before submission
- **Quality over quantity**
 - A concise, rich narrative usually has more impact than a wordy, weak one.

Questions?



THANK YOU

