

# Women's Information Session Video to support this presentation

Minute mark for each section on [video](#):

- Welcome and Opening Remarks (0:00)
- Vision Statement (2:04)
- Achievement Relative to Opportunity (13:45)
- Research Case Writing - STEMM (27:30)
- Research Case Writing - NTRO (42:20)
- Education Case Writing (55:30)
- Engagement Case Writing (1:11:20)

# **ACADEMIC PROMOTION**

## **WOMEN'S INFORMATION SESSION 2024 PROMOTION ROUND**

Date: 9 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 either at the specific topic or at the end of the session.





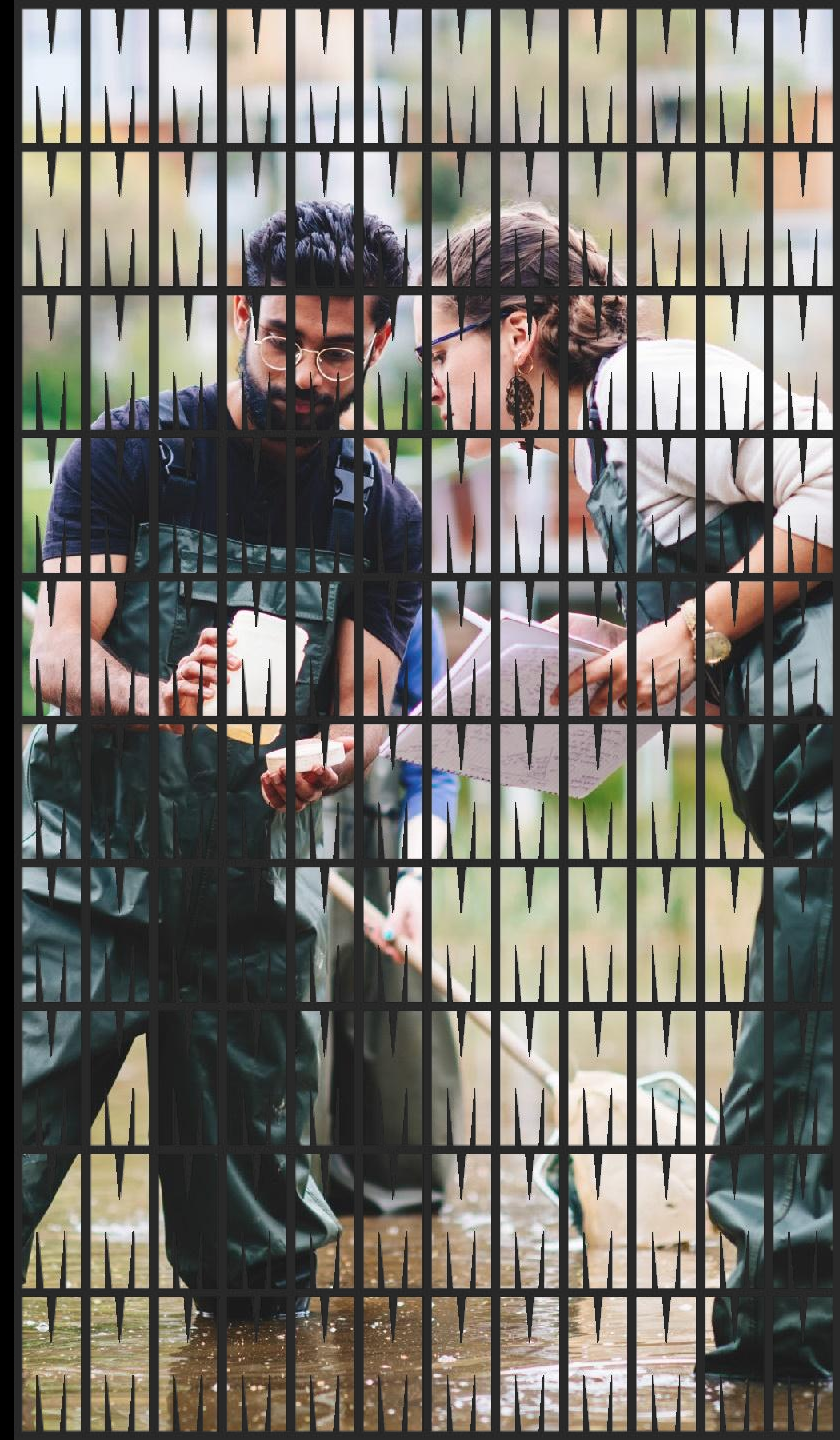
**MONASH UNIVERSITY** recognises that its Australian campuses are located on the unceded lands of the people of the Kulin nations, and pays its respects to their Elders, past and present.





## Session Welcome and Opening Remarks

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

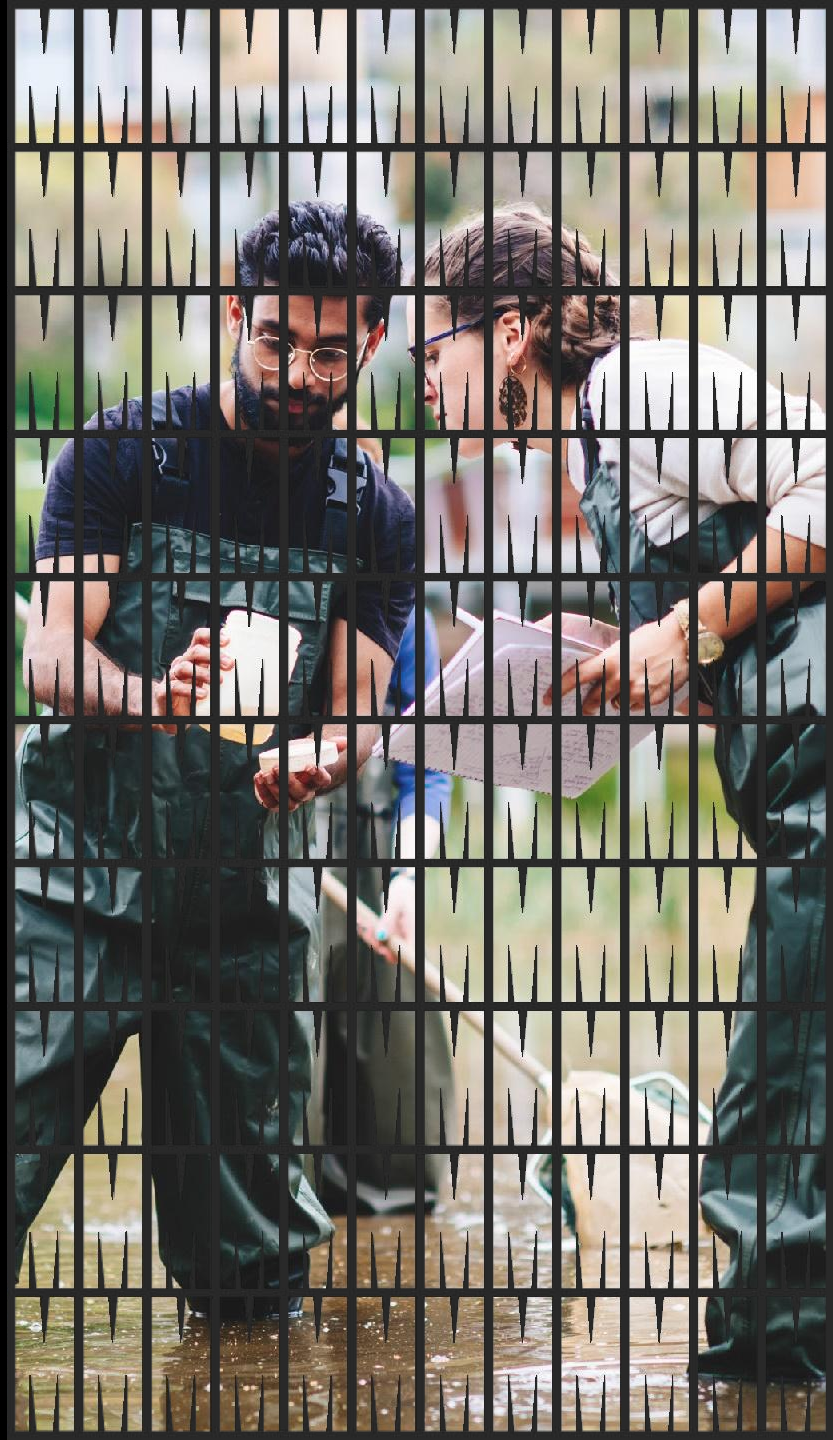


# AGENDA

1. Welcome and Opening Remarks
2. Vision Statement
3. Achievement Relative to Opportunity
4. Research Case Writing (STEMM & NTRO)
5. Education Case Writing
6. Engagement Case Writing
7. Q&A

# Vision Statement

Slide Presenter: **Professor Robert Brooks, President of Academic Board**







# 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

Slide Presenter: **Professor Maria Garcia De La Banda, Co-Chair of the Monash-Woodside FutureLab**





# ACHIEVEMENT RELATIVE TO OPPORTUNITY

## SETTING THE SCENE

### WHAT IT IS:

- A framework that promotes more **equitable** decision-making
- Supports a more **calibrated** assessment of performance
- Recognises that the **traditional** norm of full time work and uninterrupted linear career trajectory **no longer matches** the profile of many staff
- Positive acknowledgement of what a staff member can and has achieved given the opportunities **available to them**

### WHAT IT IS NOT:

- Special consideration or seeking exemption
- Diluting merit
- Lessening standards of performance
- Statement of disadvantage



# ACHIEVEMENT RELATIVE TO OPPORTUNITY

# RELEVANT CIRCUMSTANCE

## Personal circumstances, professional circumstances & 'other'

Parental Leave  
Caregiving responsibilities  
Major illness/injury  
Disability  
Personal trauma  
Access to building – Fire, Flood  
Pandemics

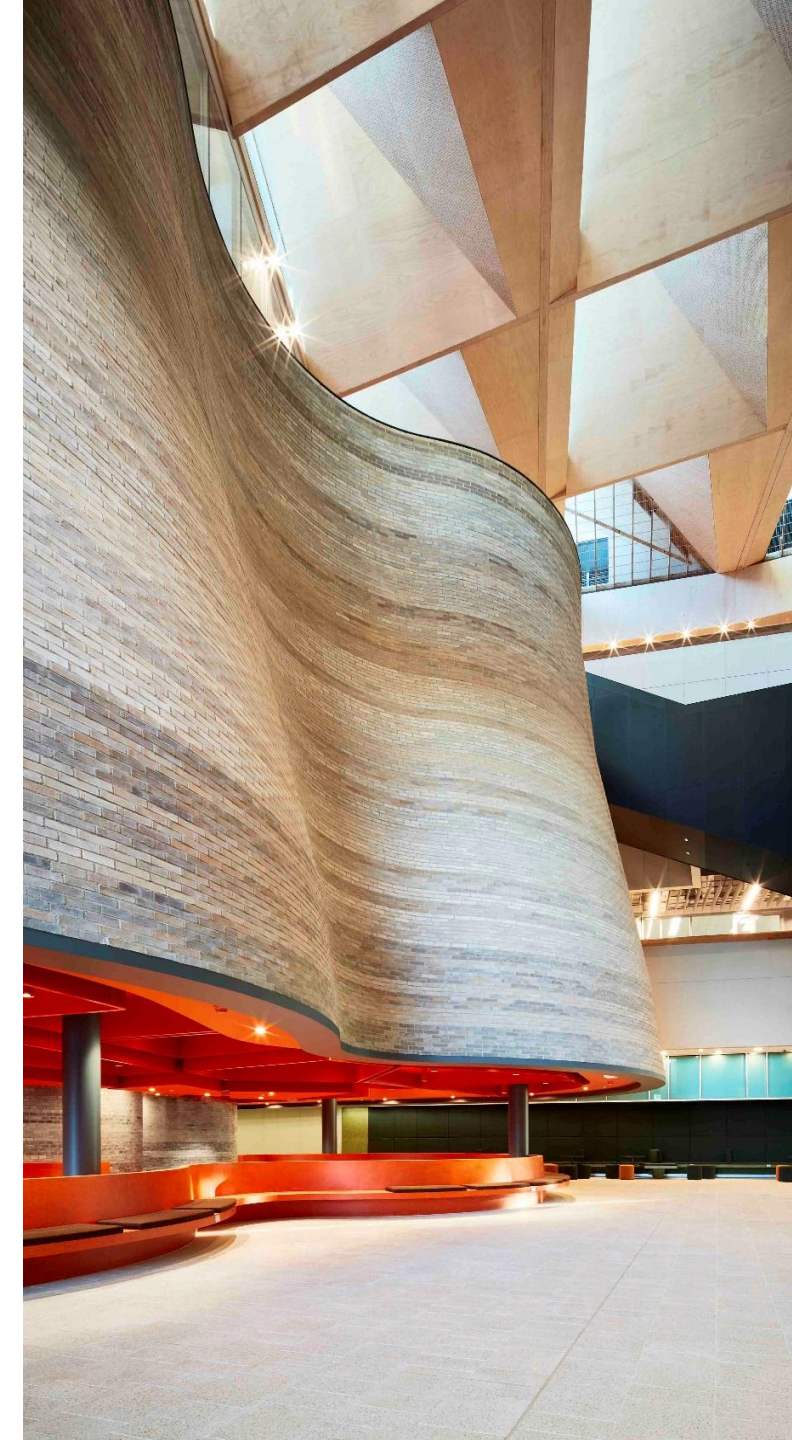
Part-time work  
Relocation (country, state, laboratory,  
clinical practice)  
Cultural or religious expectations  
Late or non-linear entry into academia  
Varied workload allocation  
Changes to employment contract type

Often intertwined

Single parents  
Divorce

Childcare/school relocation  
Elderly parents

Natural disasters (bushfire, flood)  
War/ political unrest





## ACHIEVEMENT RELATIVE TO OPPORTUNITY

# KEY POINTS WHEN WRITING

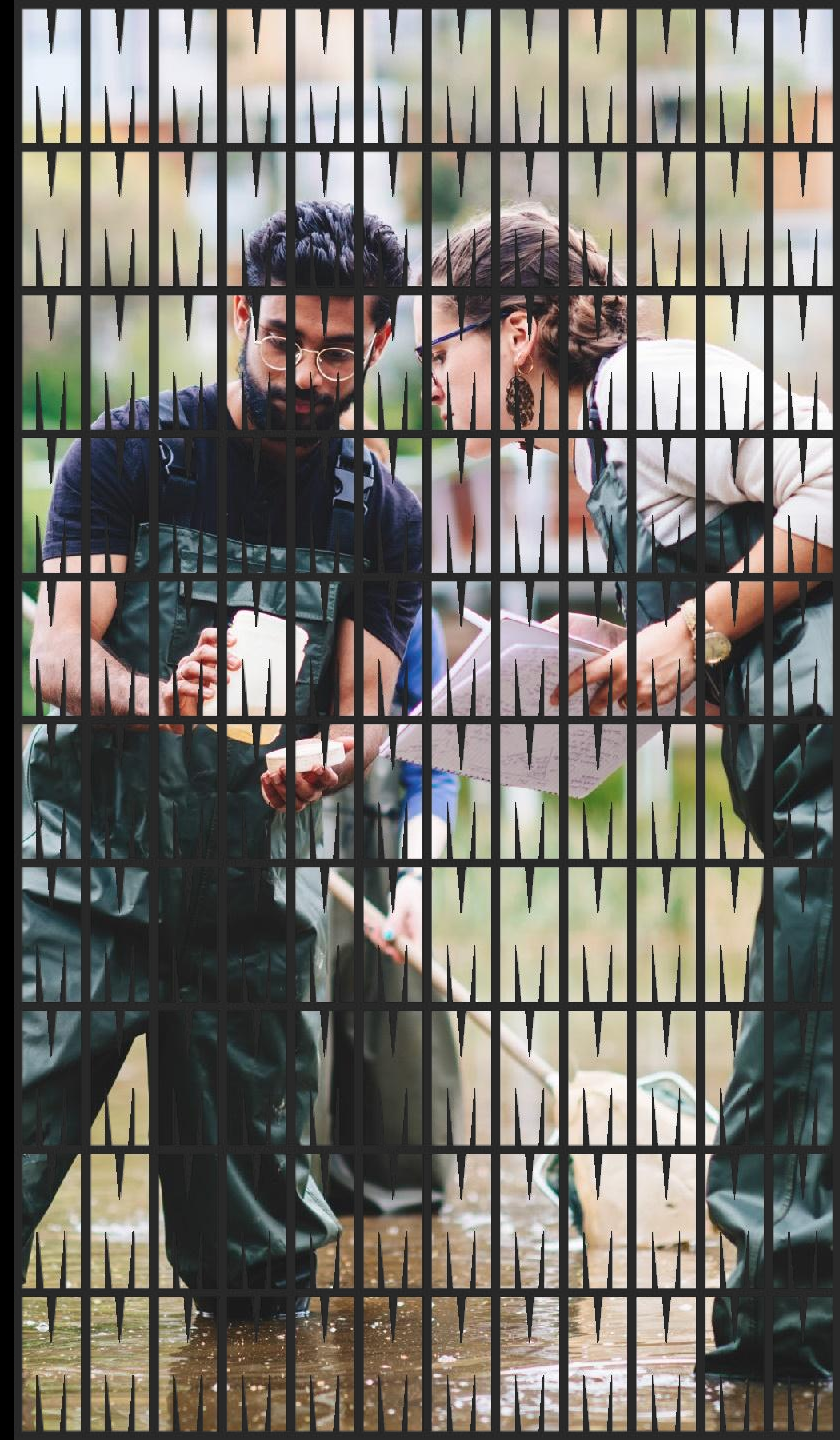
- It is a circumstance, **not an excuse**: express it that way
- Keep it **objective** and positive
- Use **quantitative** measures and different forms (table vs text)
- Make it **complete** (on facts and on impact on you)
- It is about how it **affected you**, not about comparison to others
- Show what you would have **achieved otherwise**
- Show how you **planned** to counter its impact, if you did
- Ask for past successful applications
- Ask a (senior) trusted person to give feedback on yours



# Research Writing Case

## STEMM

Slide Presenter: Professor Jessica Purcell, Associate Dean of Research, Faculty of Science





# R1 - ESSENTIAL 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**?
  - Impact factor? Ability to reach practitioners?
  - Why are these high impact?



## R2 - ESSENTIAL

# BUILDING REPUTATION & RECOGNITION OF EXCELLENCE

### Funding:

- What does your funding support?  
Is it sufficient for your group? Is it sustaining your research? People? Travel? Consumables?
- What is **your contribution** to funding you have received?
- What are the **outputs** of funding?
  - E.g. small travel grant led to new collaboration, publication



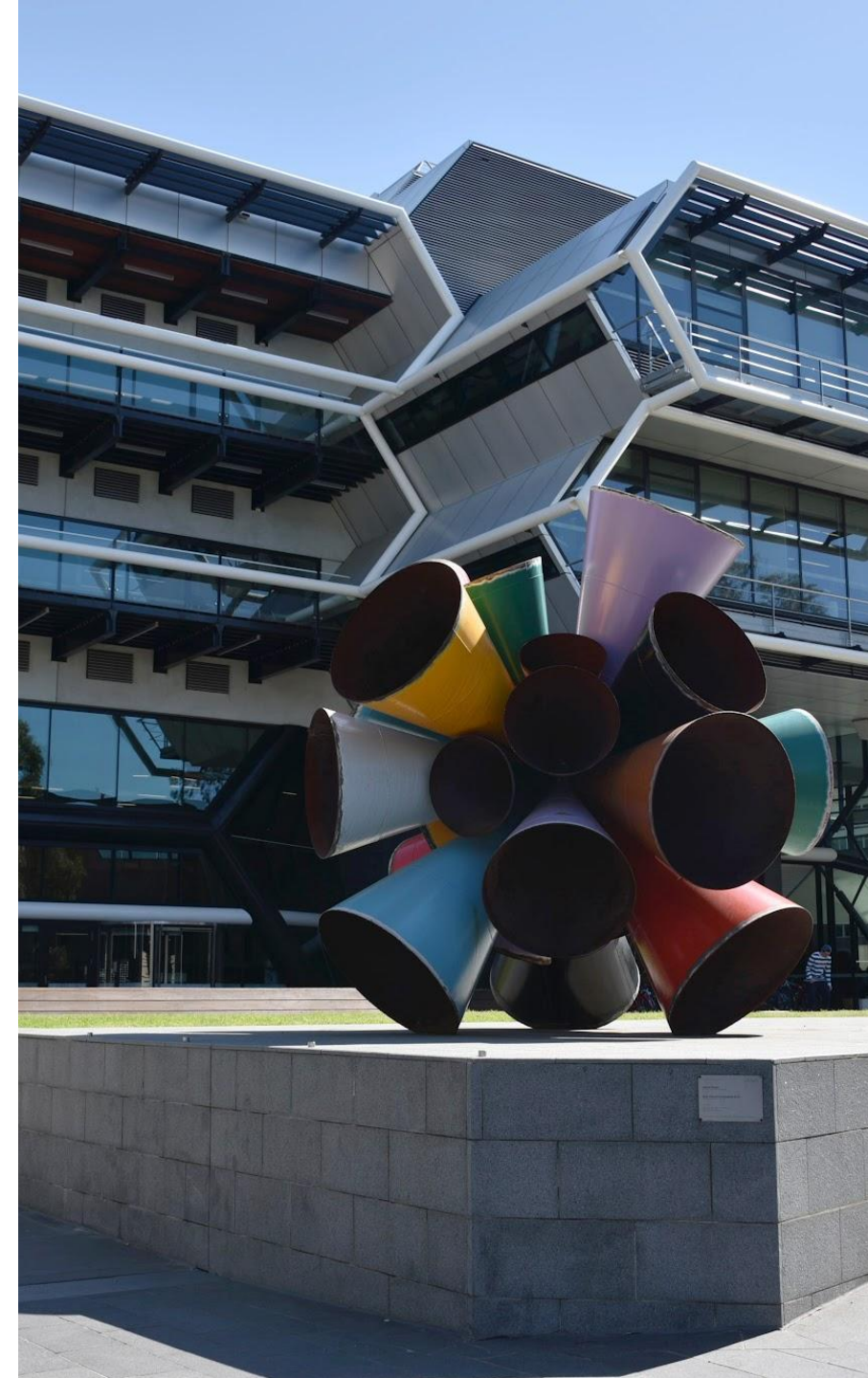


# R3– QUALITY RESEARCH SUPERVISION & MENTORING

Who are you mentoring in research? Include all that apply:

- HDR Students
- Postdocs
- Colleagues
- Undergraduate research students

Their success is your success. Describe their major awards, career trajectories, accomplishments.



# R4 - WHERE RELEVANT TEAMS AND INTERDISCIPLINARY RESEARCH

What are some of your teams?

How large? Students, postdocs, staff?

How broad?

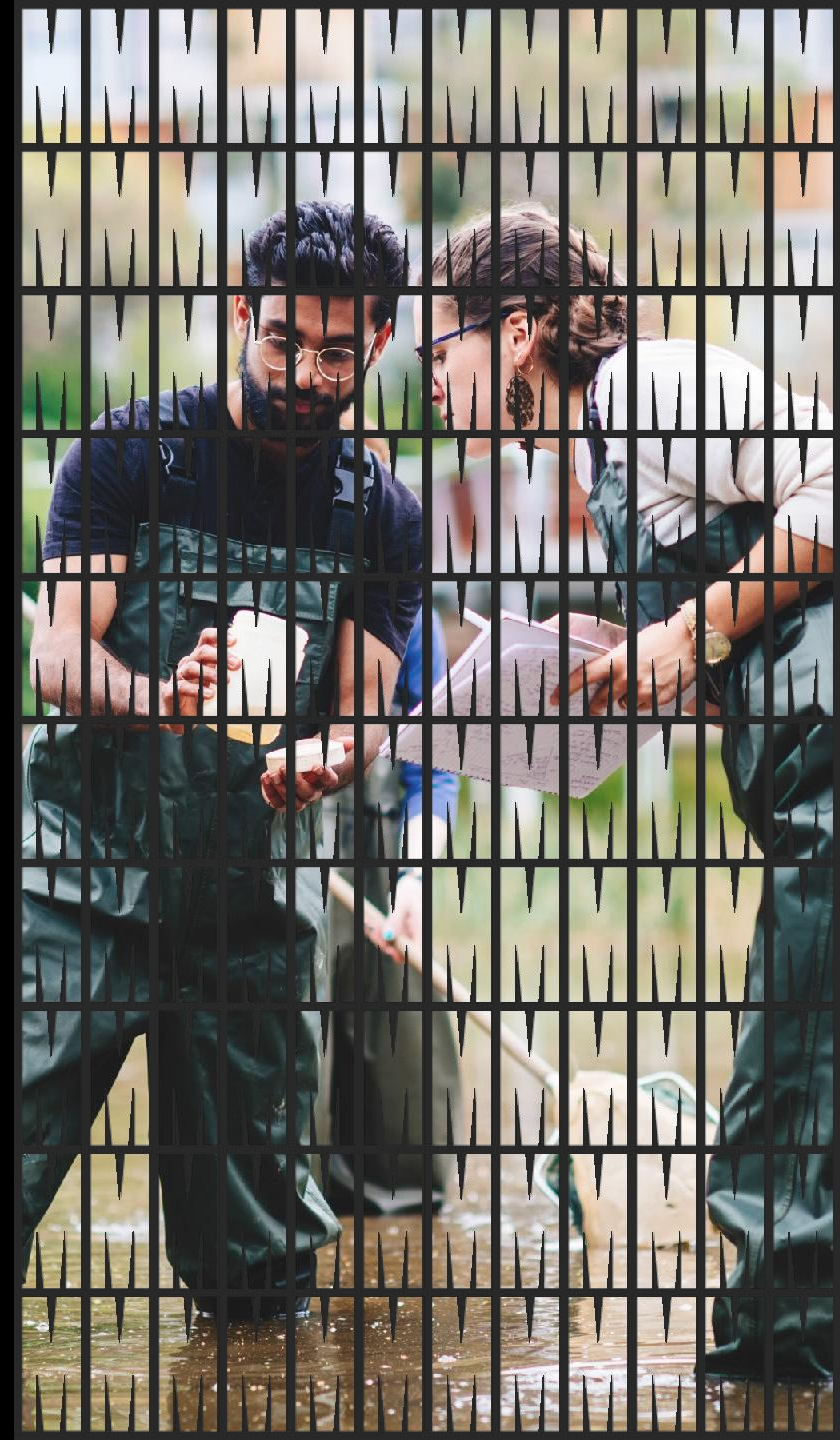




# Research Writing Case

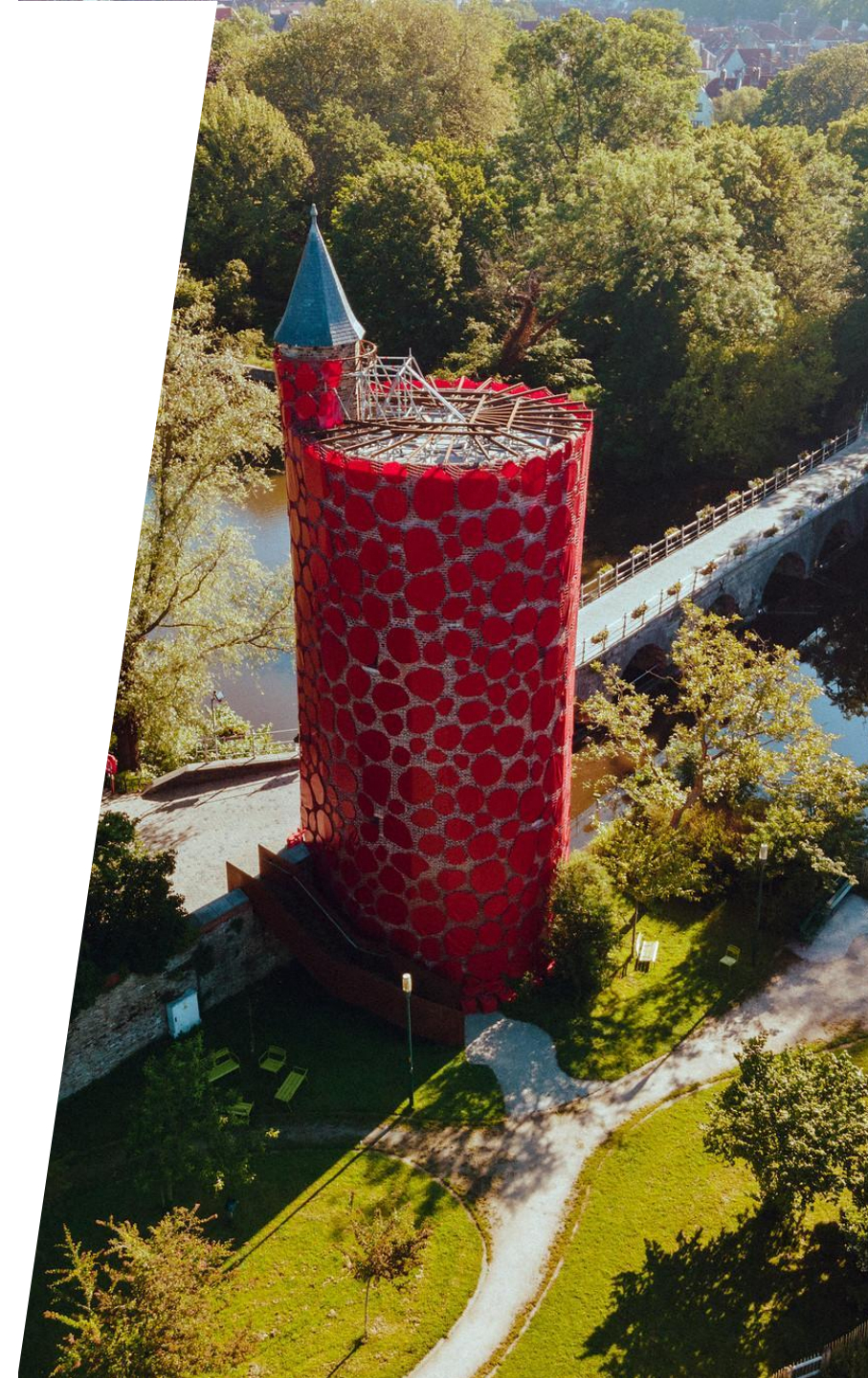
## NTRO

Slide Presenter: **Professor Melissa Miles, Academic Director (Research Culture), DVCR**



# FACULTY PERFORMANCE STANDARDS

- Just one aspect of the **Academic Performance Framework**
- Check whether non-traditional research outputs are part of your faculty's quantitative performance standards, with criteria for excellence.
- Some faculties treat non-traditional research as engagement or impact only.





# NOMINATED OUTPUTS AND NTROS

- Present your NTROs well, visually
- Include relevant documentation (catalogue, visualisations, designs) that helps define the contribution to knowledge.
- Documentation should note the NTRO's outlets / context (eg exhibition venue / commissioning body / performance venue / publisher of the recording or software).
- Don't overdo it - be kind to your assessors and panel.



# R1 - ESSENTIAL

## ADVANCING THE DISCIPLINE

How have you **contributed** to the development of your discipline/s? (outputs, positive media, citations, collections.)

Draw on **international benchmarks** to make the case for quality and contribution.

How have you been a '**good citizen**' or ambassador for your discipline? (management of events, board memberships, judge in practice awards, etc.)

**Evidence** of your excellence & narrative, not lists!





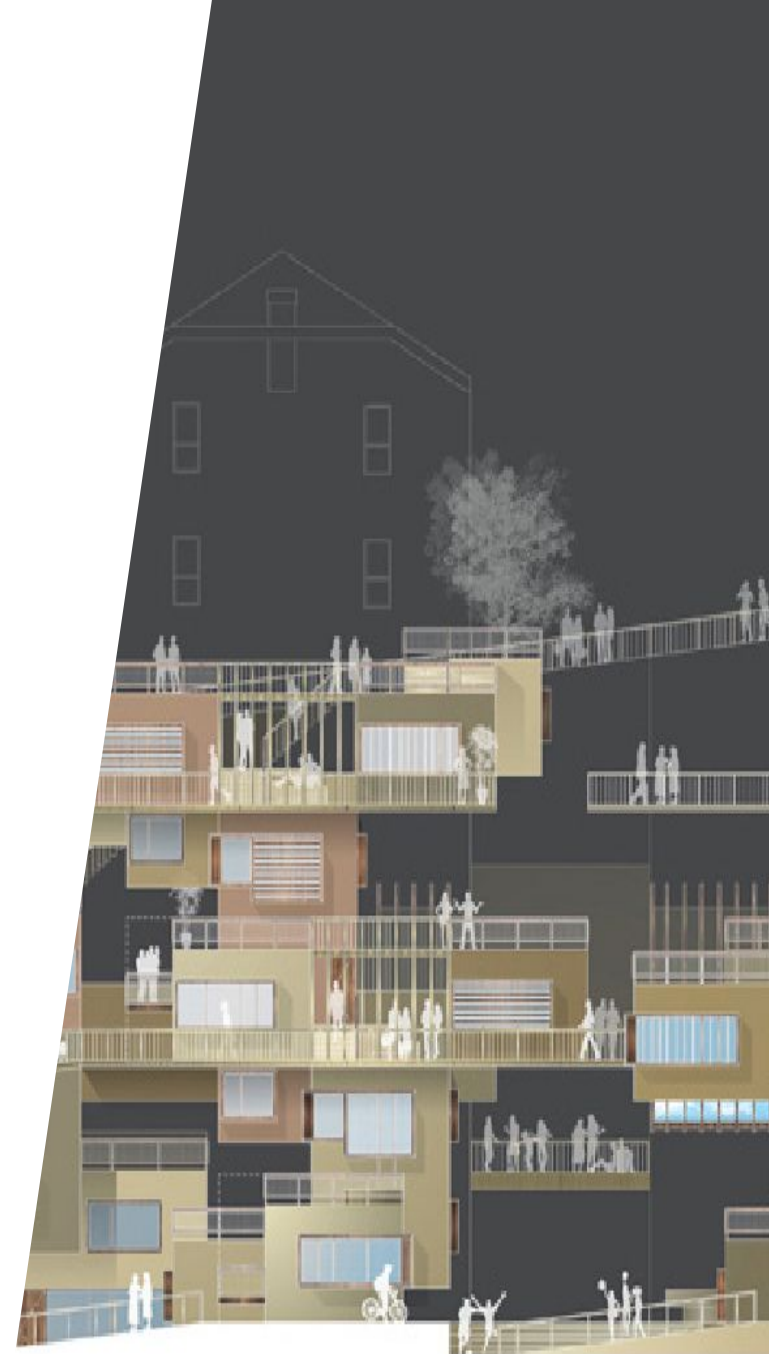
R2 - ESSENTIAL

# BUILDING REPUTATION & RECOGNITION OF EXCELLENCE

What **recognition** you have earned for your research excellence?

What is the **evidence** of this recognition?

- Competitive funding / grants, external awards & prizes, positive reviews in respected outlets;
- Keynotes, prestigious commissions;
- Invitations from major partners to collaborate.



# R3– WHERE RELEVANT QUALITY RESEARCH SUPERVISION & MENTORING

What is your **approach** to mentoring?

What **strategies** do you use to build the research capabilities of others?

How do you bring others along, show generosity, model accountability, act with integrity, inspire, foster a positive culture, support wellbeing, communicate, support aspirations etc?

What is the **evidence** that your specific strategies were successful?





# R4 - WHERE RELEVANT TEAMS AND INTERDISCIPLINARY RESEARCH

How have you supported the growth of your team?

What is your particular **approach and contribution**?

Where there specific challenges that you helped overcome?

What is the **evidence** of the success of your approach?



# R5 – WHERE RELEVANT RESEARCH TRANSLATION, COMMERCIALIZATION, ADOPTION

Use if engaged with impactful **implementation research** and industry **partnerships**.

What is the **evidence of positive impact** on industry, the community, government?

Eg patents, commercialization, repeat business, adoption of your research in policy, letters from happy industry / community partners reflecting on the specific impact of your work.





# Education Case Writing

Slide Presenter: **Professor Allie Clemans, Acting Deputy Vice-Chancellor (Education)**

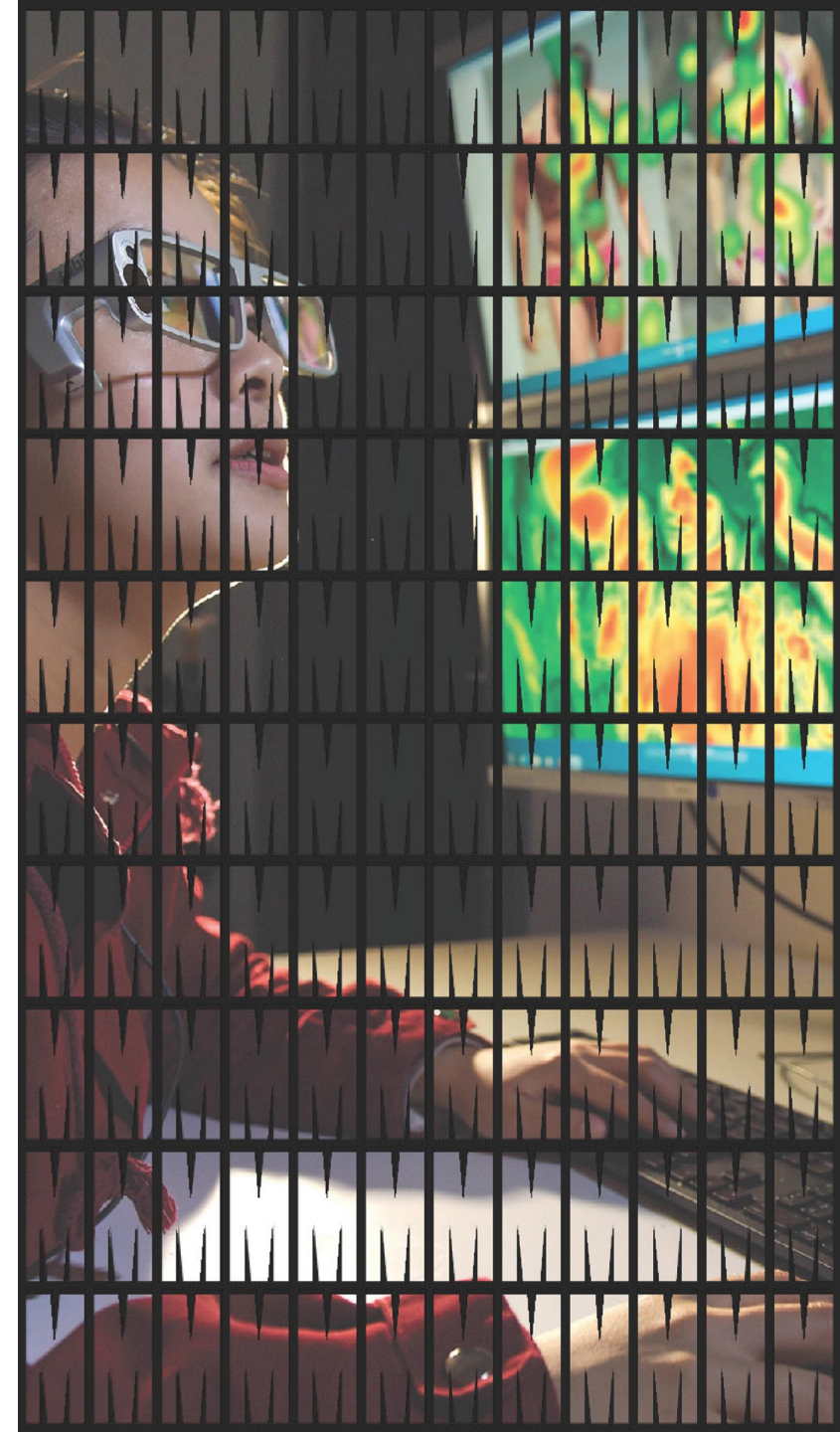


# THE EDUCATION CASE

- The Practice Elements invite you in to showcase your achievements.
- What is your hook or angle?
- Think about the span of influence you want to illustrate- a unit, a course, in a School, outside of it, University
- Don't just say it - show it!
- Write for the unfamiliar - contextualise (new table)
- Avoid kinks in the road:  
pedagogical content expertise, professional learning, education research and scholarship



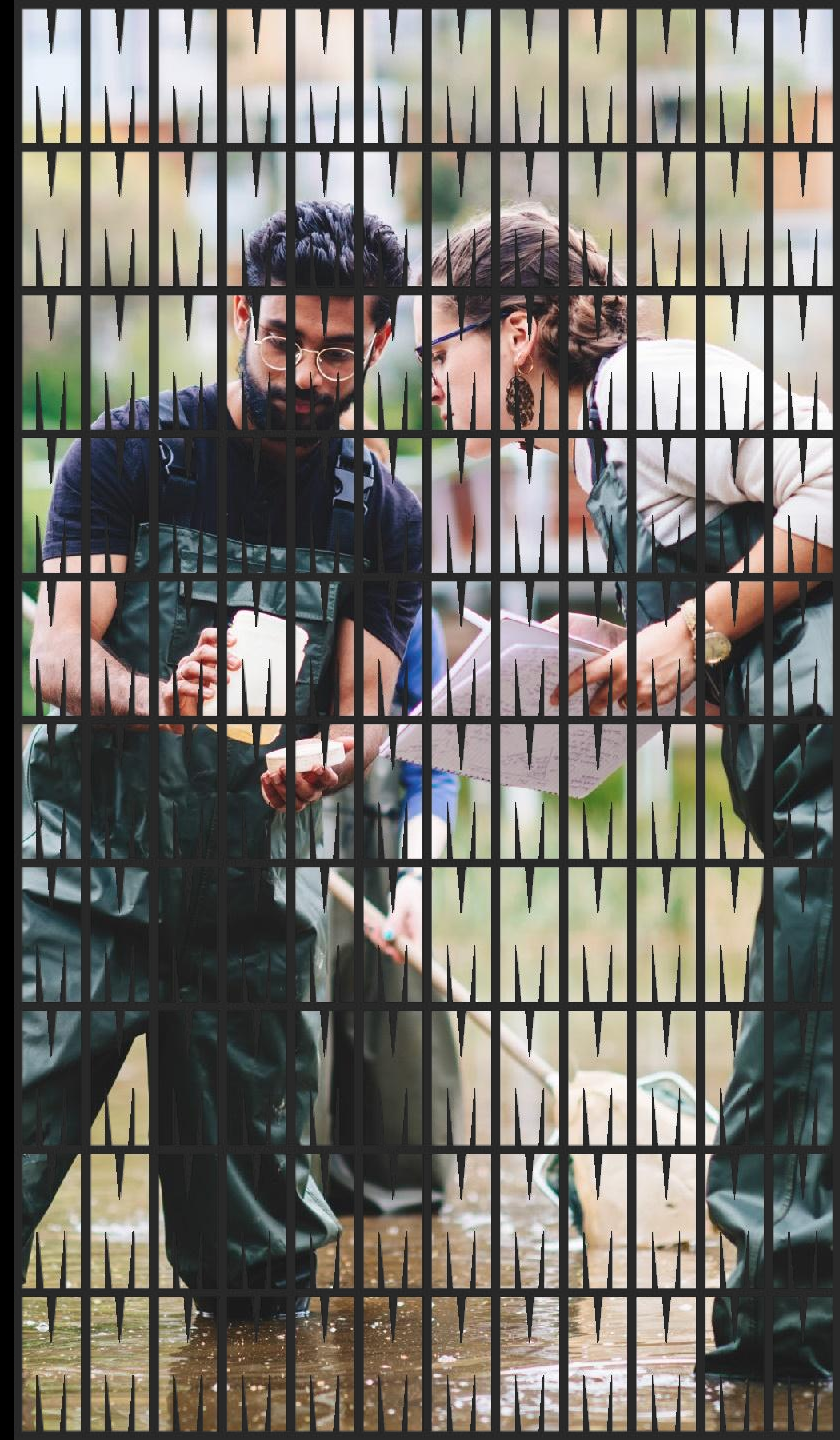
You've got this! (Use [Moodle](#) resources)



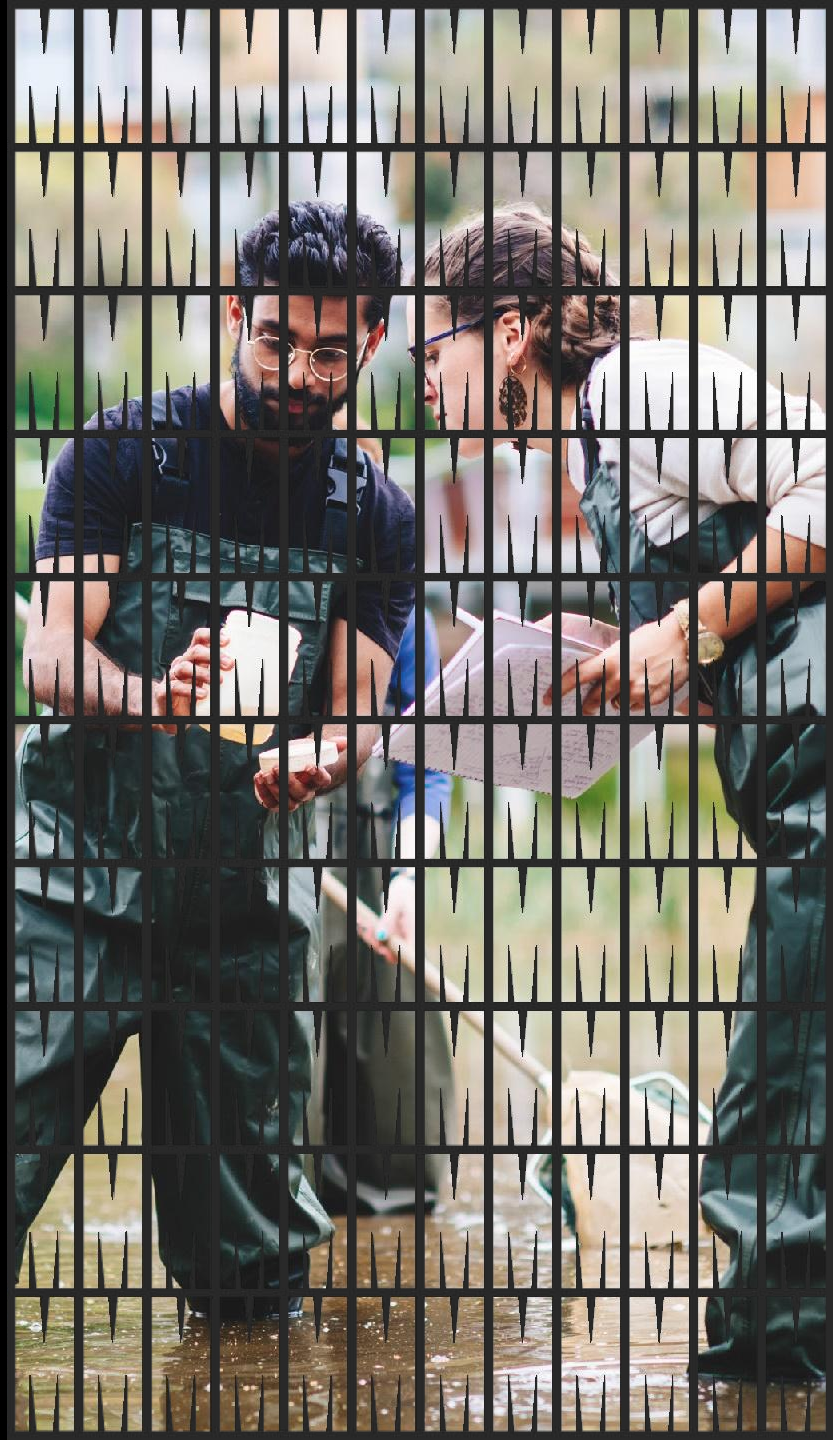


# Engagement Case Writing

Slide Presenter: **Professor Melissa Castan**, Associate Dean Academic Staffing, Faculty of Law



Questions?





THANK YOU

