

# ACADEMIC PROMOTION

## FACULTY INFORMATION SESSION 2024 PROMOTION ROUND

Date: 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

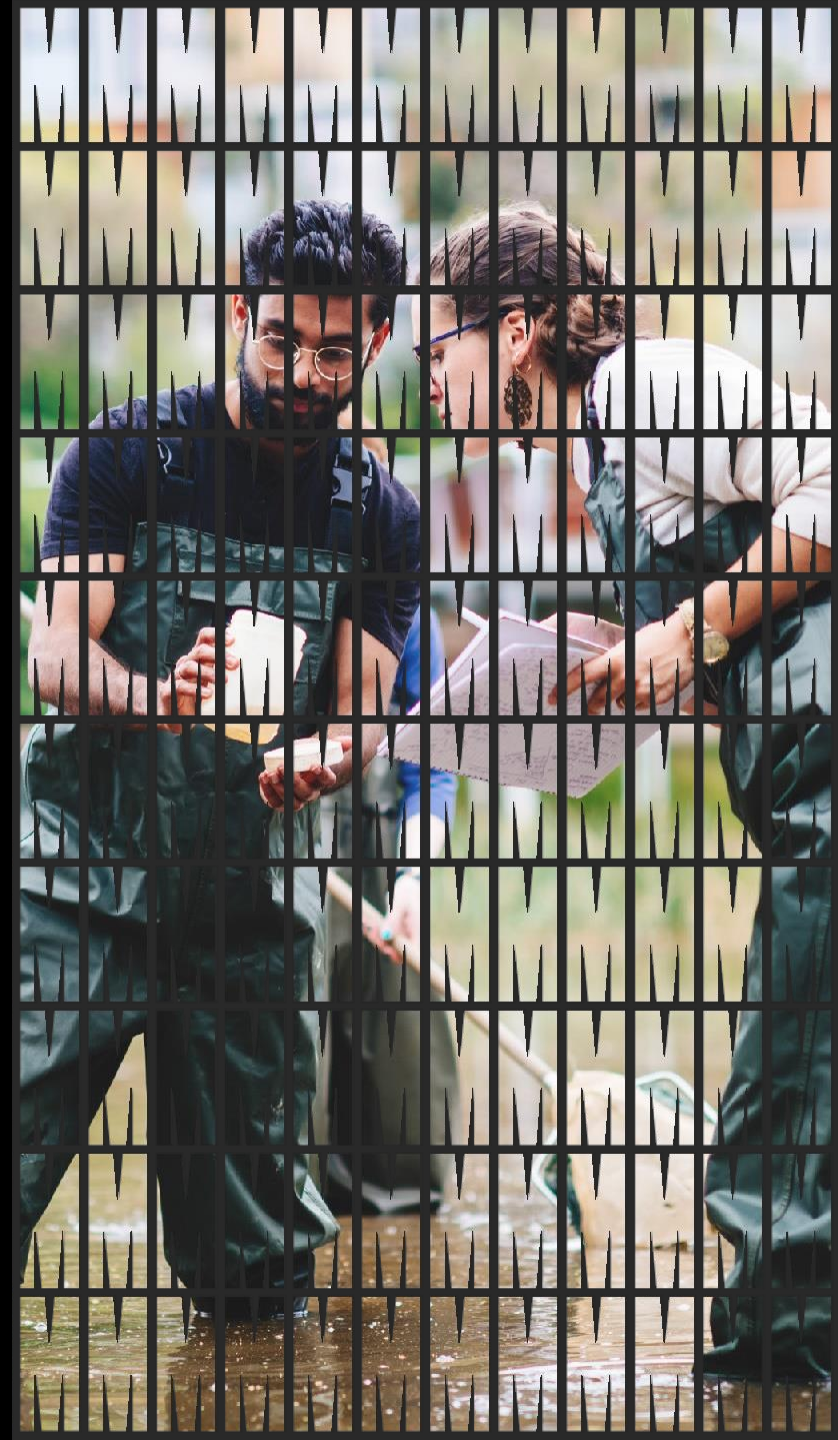


**MONASH UNIVERSITY** recognises that its Australian campuses are located on the unceded lands of the people of the Kulin nations, and pays its respects to their Elders, past and present.



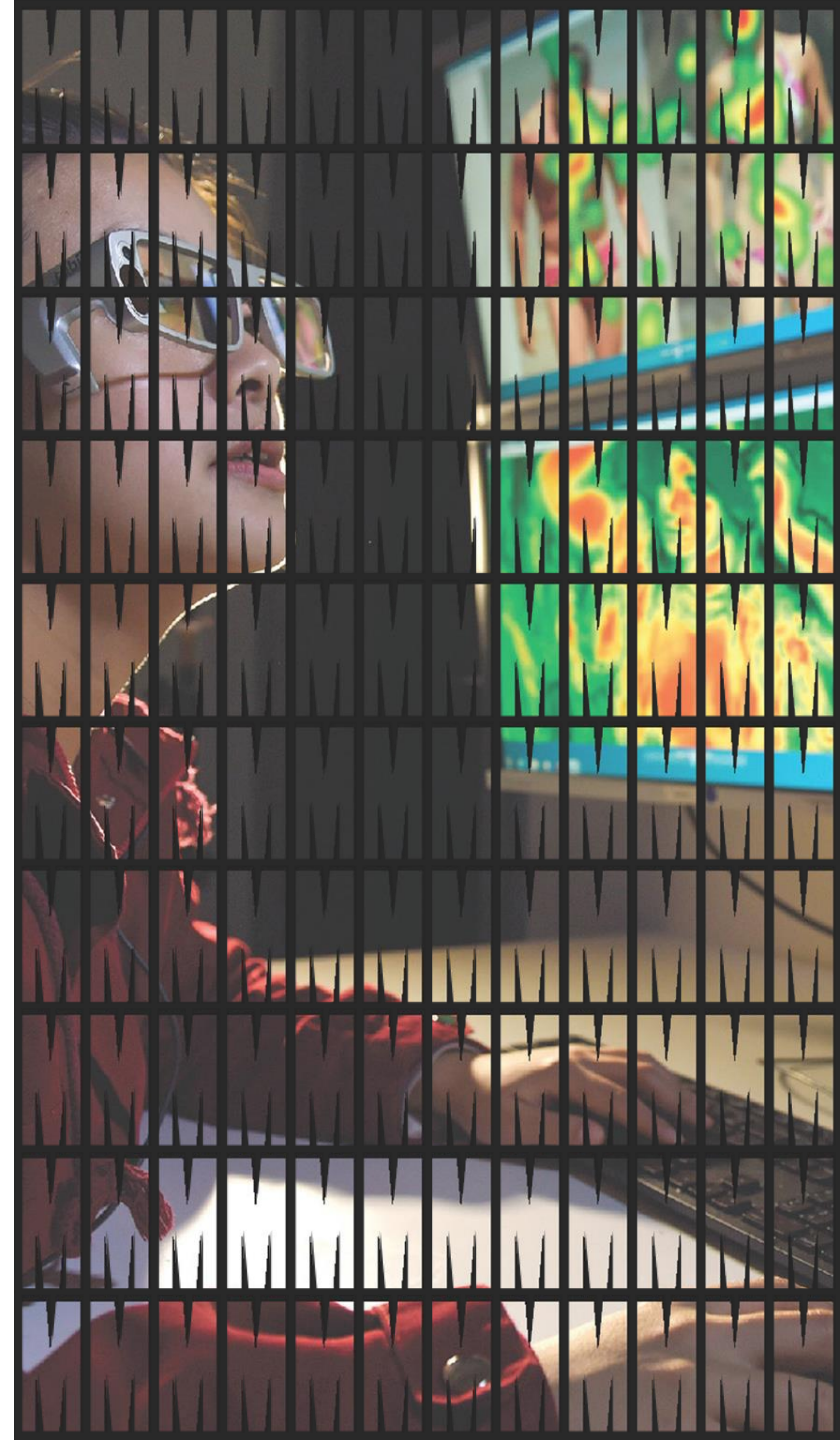
# Academic Promotion Levels C-E Process

Monash HR



# SUMMARY OF CHANGES

- The consolidation of Level B procedure, Levels C-E procedure and the Appeals procedure into one: **Academic Promotion Procedure**.
- “Learning and Teaching Overview” as part of the Student Evaluation Record.
- Included the example of new SETU data which can be provided as ‘new information’ for clarity. For example, provide Semester 2, 2023 data when submitting ‘new information’.
- Include DOI links for Nominated Outputs.
- Practice Academics to include their Key Performance Indicators (or similar).
- Criteria for promotion clarified to ensure staff meet the qualifications of the level to which they are applying.
- Clarification for non-faculty applications - the PVC or Director of Centre/Institute (i.e., MUARC and MSDI) will prepare this report with the relevant Dean as co-signatory.

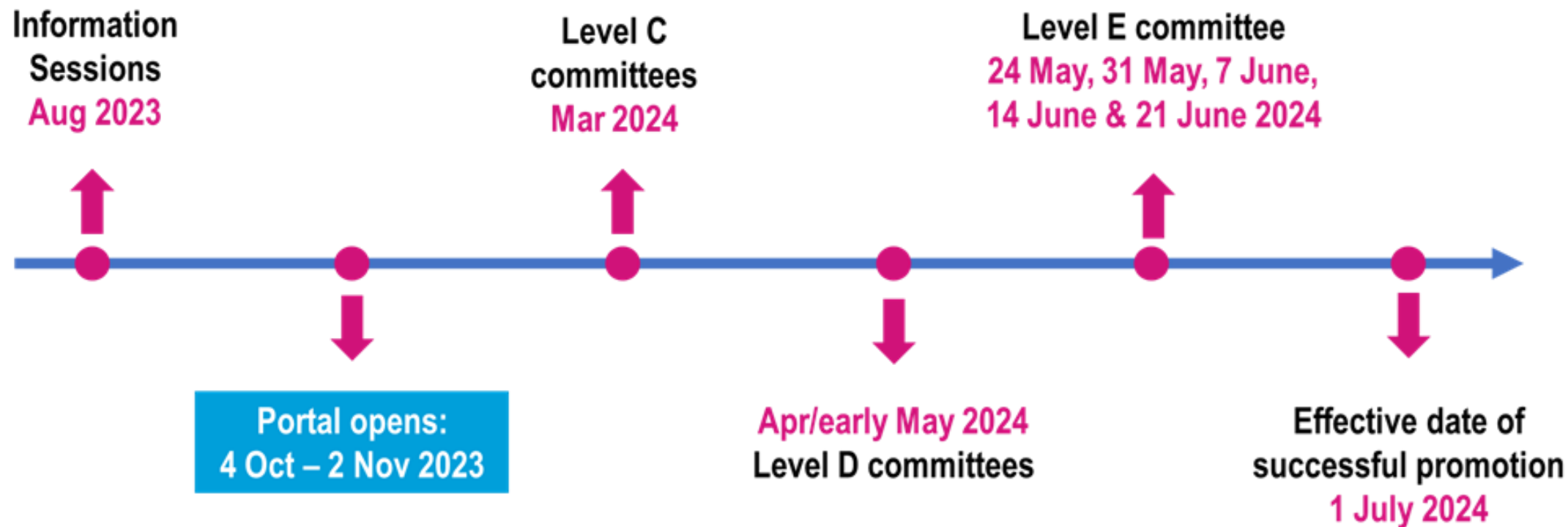


# PROCEDURE NOMENCLATURE

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)



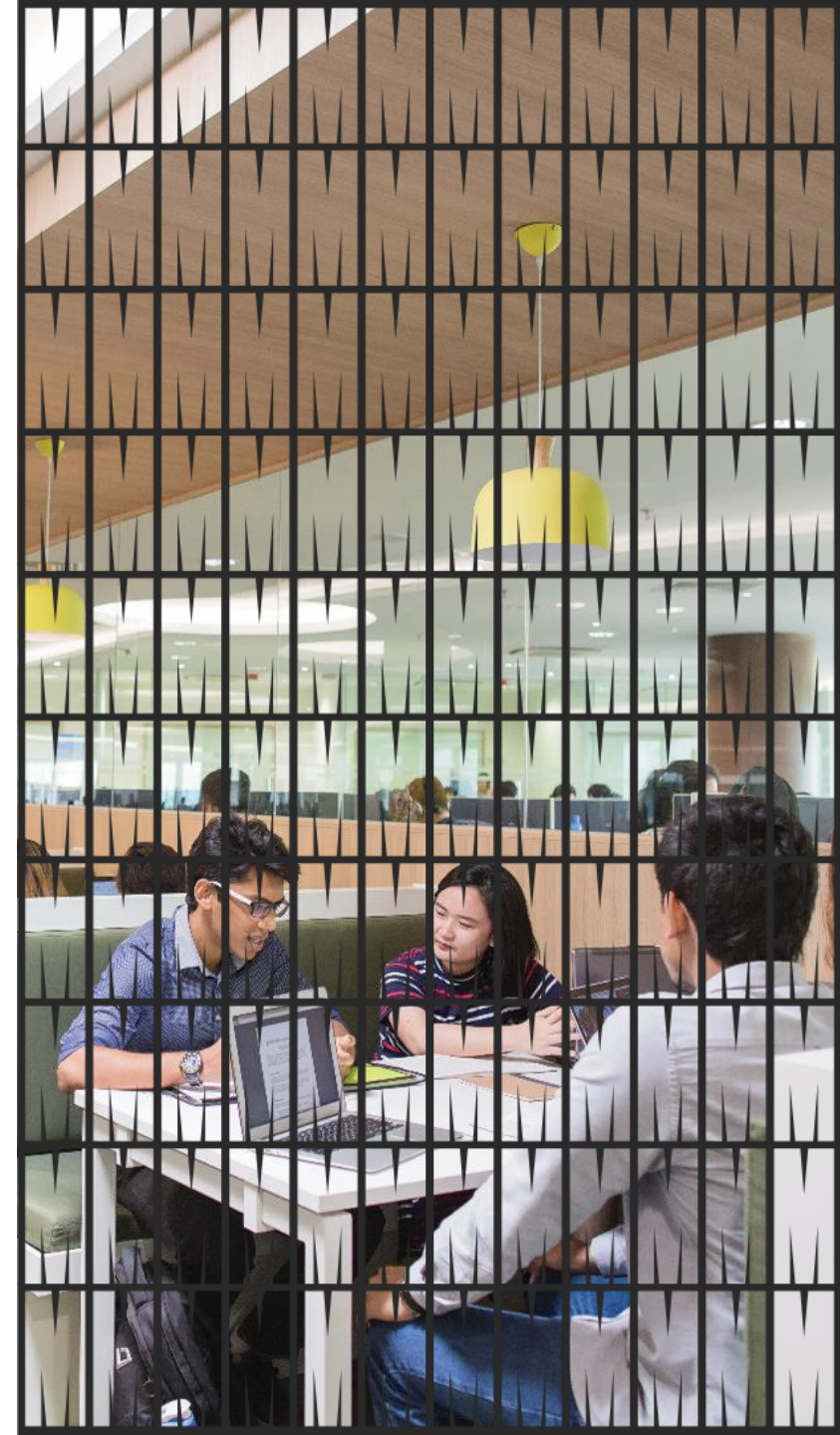
# CRITERIA FOR PROMOTION

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).

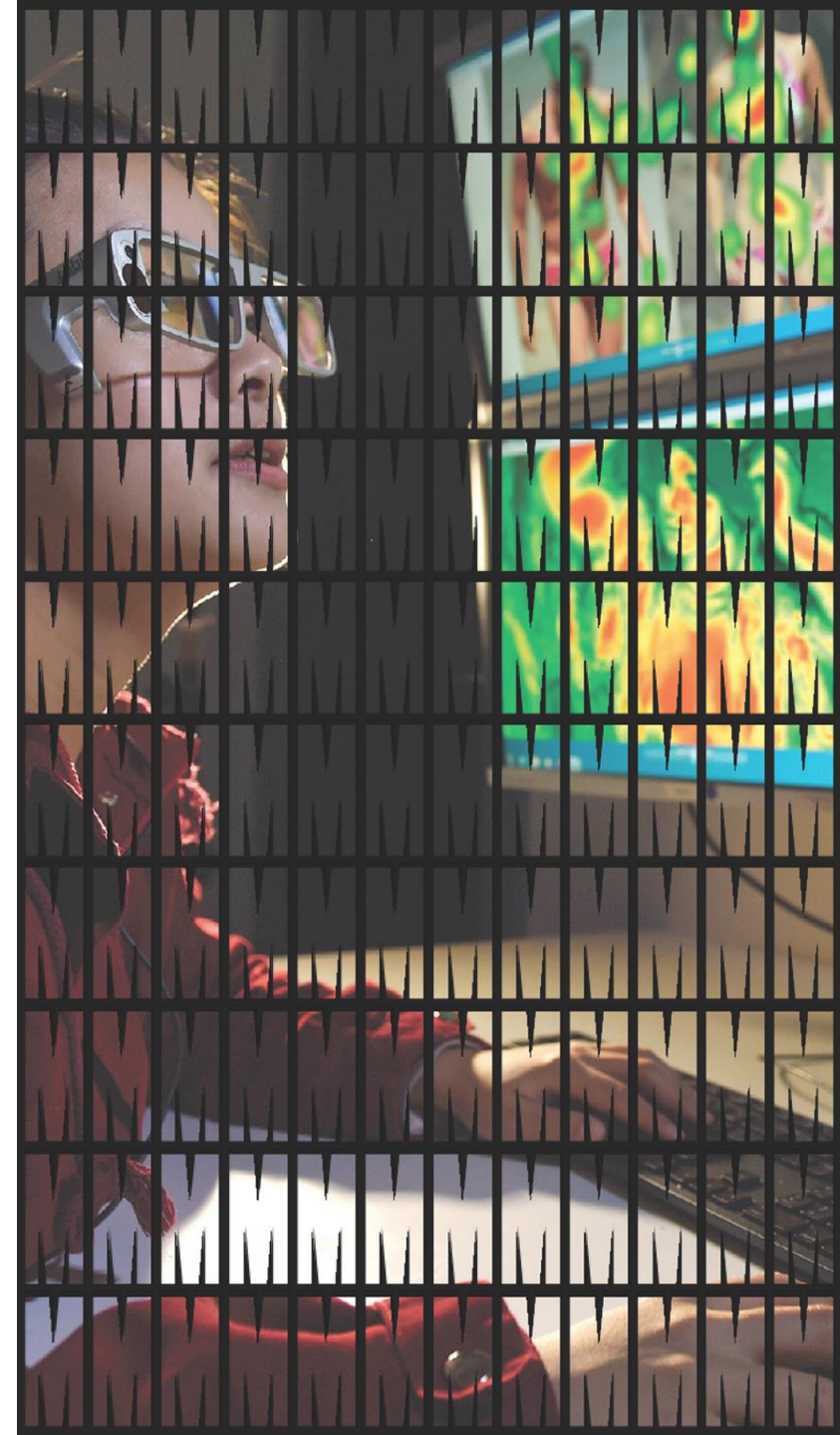


# PRIMARY ITEMS

- ✓ 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](#)



# 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 Performance Report\*;
- 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
- B. Research Performance Report\*

## Education Reports\*

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

*\* Where applicable*



# RESEARCH REPORT #1

## Research Achievement Record

Contains data on:

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

*Australia, Malaysia and Indonesia only -*  
**Prepare (update) your Pure data first**

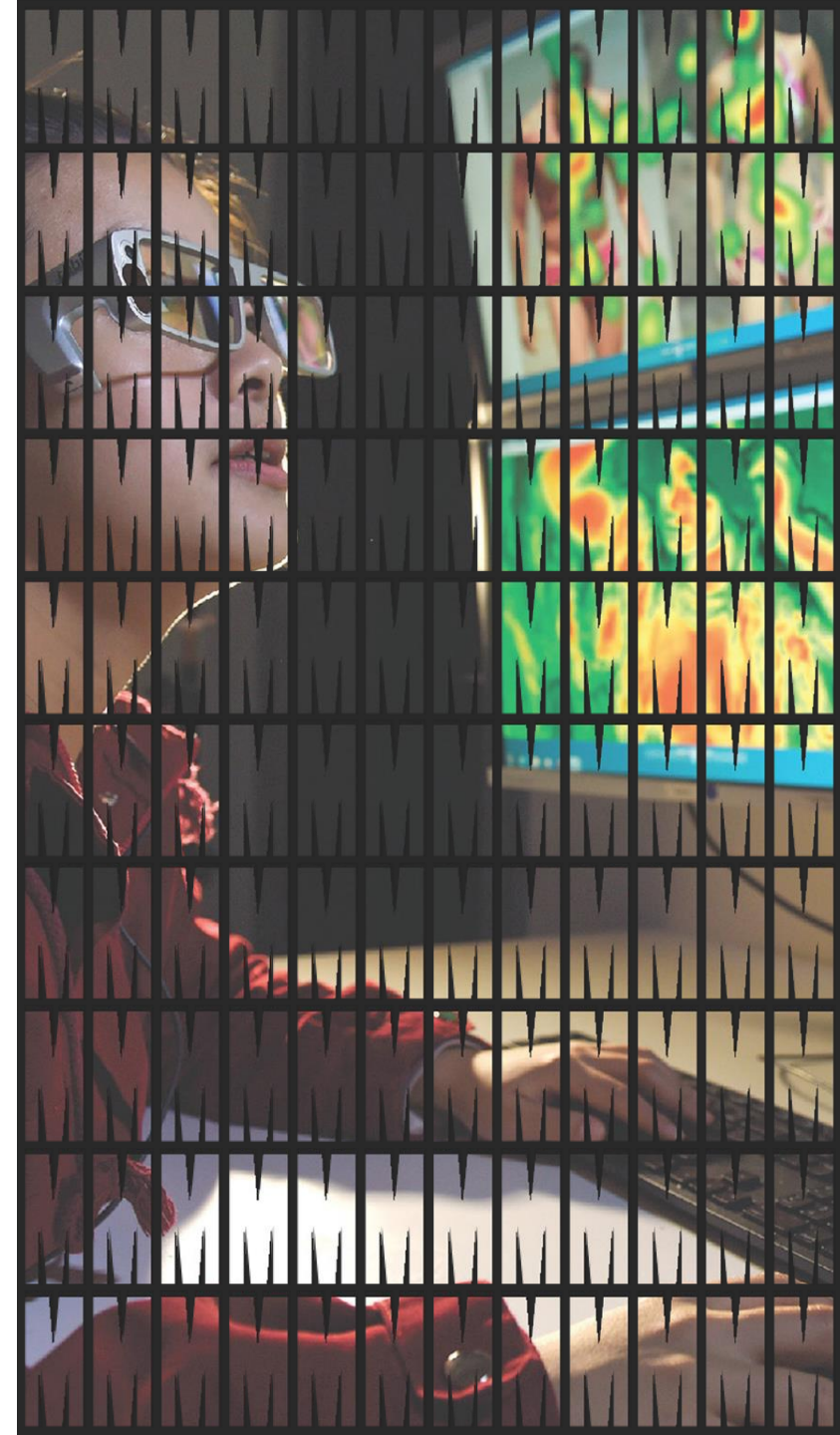
## How to Request Report

Refer to [Requesting system generated reports](#) for detailed information

Australia email [hr-academic.promotion@monash.edu](mailto:hr-academic.promotion@monash.edu)

Malaysia download the form available on the  
Suzhou [promotion website](#) and refer to the  
Indonesia instructions on it

**Australia - Report available  
from mid-end August**



# RESEARCH REPORT #2

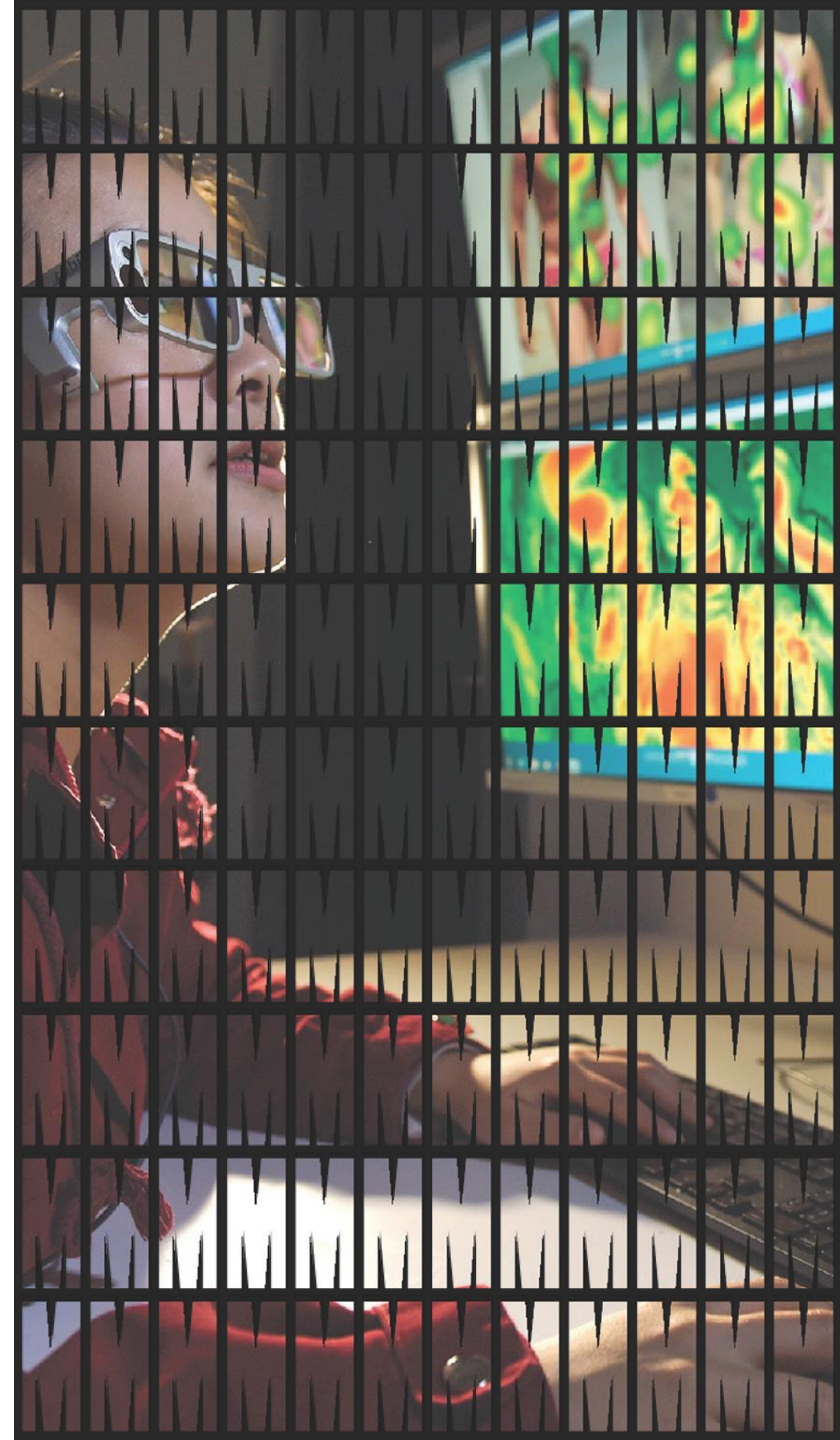
## Research Performance Report

Shows details of performance relative to the Faculty specific research performance standards over a set period of time. Your metrics are presented against the faculty / discipline specific targets and performance is expressed broadly as:

- at or above aspirational standard (**green**);
- between minimum and aspirational standard (**yellow**); and
- below minimum standard (**red**).

An information sheet and contacts for queries will be sent with your report.

**Not applicable for education-focused,  
practice or International campus based staff**



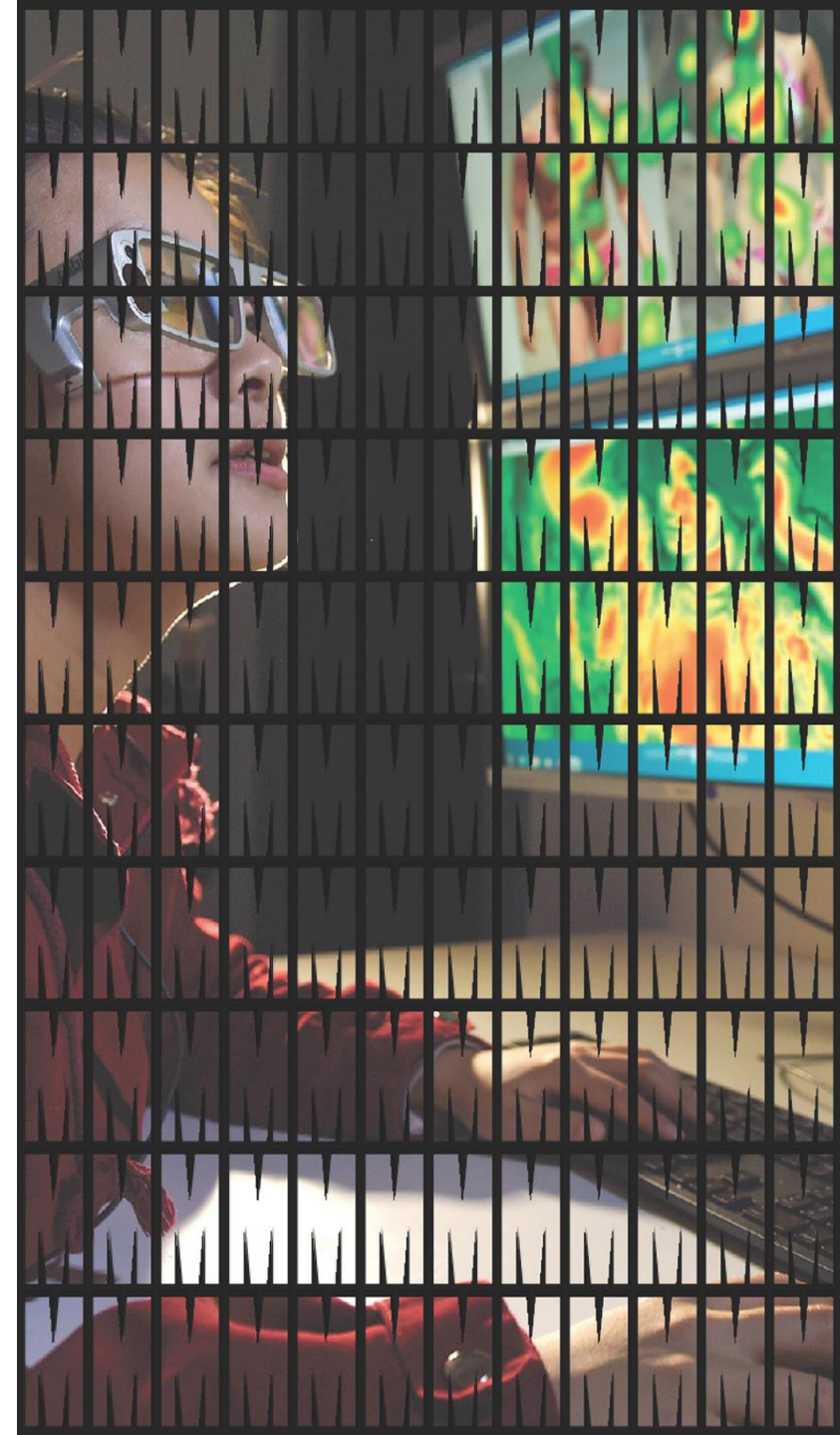
# SUPPLEMENTAL DATA

## Research Performance Report

- Due to the decommissioning of SAP Business Objects, the data on the Research Performance Report for academic promotion will be accurate as of **30 June 2023**.
- Staff applying for promotion in the 2024 round will be provided their report reflective of 30 June 2023 and will have an opportunity to supplement the data for inclusion when lodging their application (max two pages).
- Download the [form](#) on the Academic Promotion [website](#).
- This form is to be used to supplement missing data in the Research Performance Report. **Do not mark up the PDF report provided.**

*We anticipate staff will be able to request and submit an up-to-date report along with their 'new information' document in 2024.*

**This form is to be used in the  
2024 Academic Promotion round only.**



# EDUCATION REPORTS

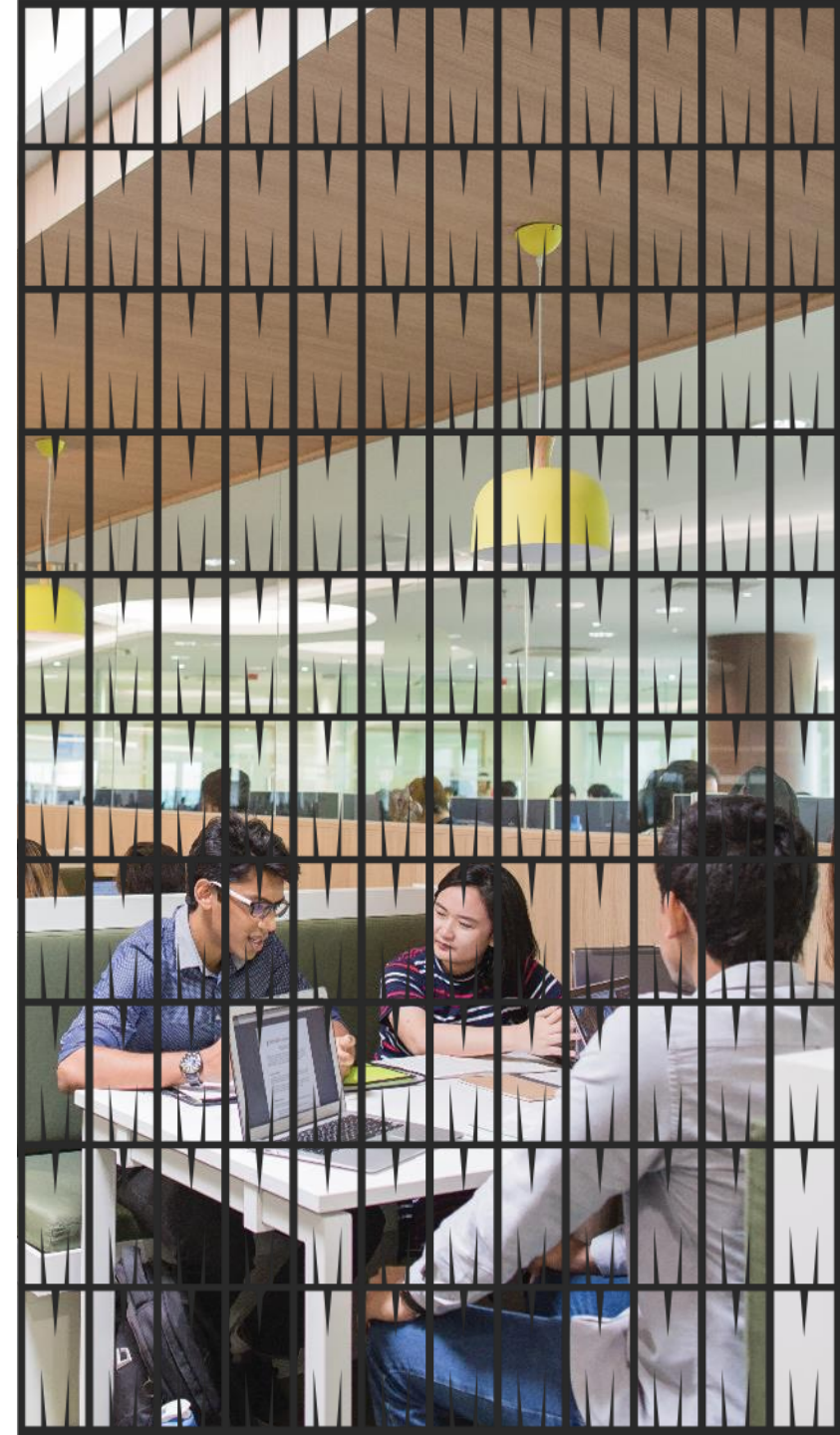
## Student Evaluation Record

- 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)

**These reports are not required for research-only and practice candidates without an Education case.**

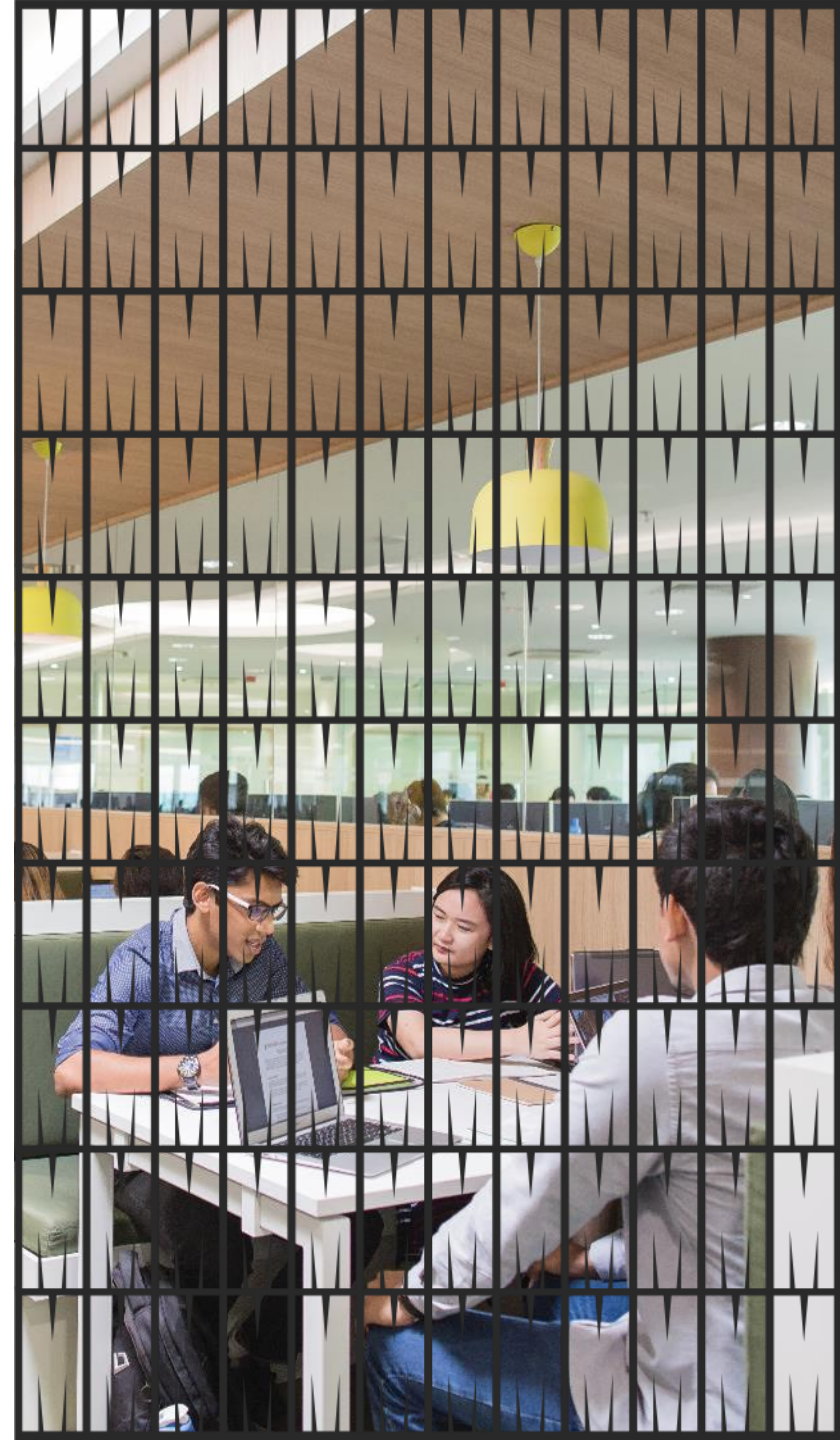


# LEARNING AND TEACHING OVERVIEW FORM

- 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

# 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 and explanatory text in the 'relevant circumstances' section.

**All academic staff seeking promotion to the next level must have an approved performance development plan in place before applying**




# CASE FOR PROMOTION

Candidate Employment Contract Type	Promotion Case		
	Education	Research	Engagement
Teaching and research staff	Yes	Yes	Yes
Education-focused staff	Yes Expected to address pedagogical research	No (unless you have disciplinary research)	Yes
Research-only staff	Not required to include a case for education although may do so if relevant	Yes	Yes
Practice staff	Address the relevant section of the case		



# 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

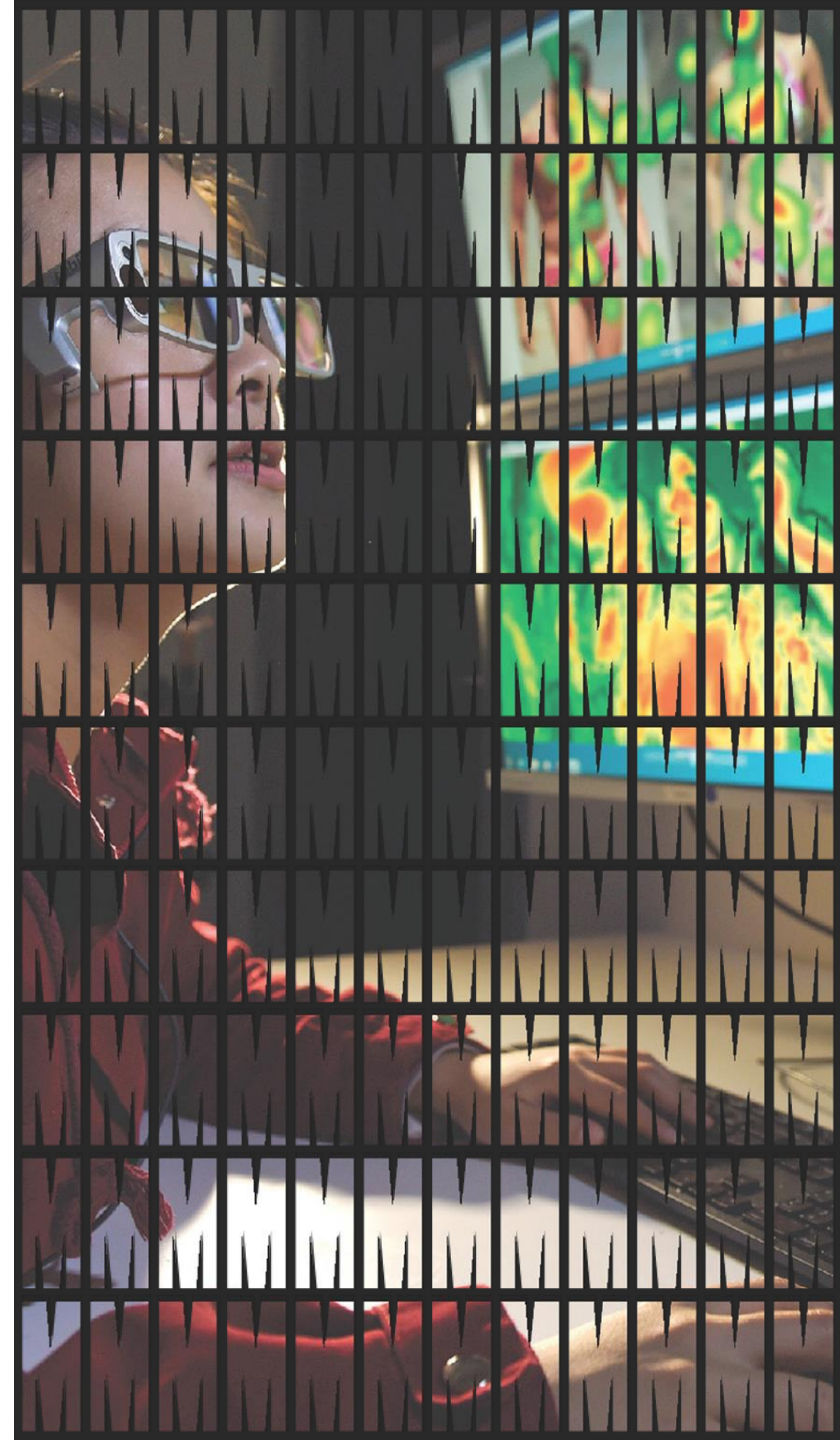
## Monash HR will:

1. Check your application for compliance and completeness
2. Seek relevant reports:
  - a. assessor reports
  - b. ADR/ADE reports (where applicable – namely Malaysia/Indonesia & Level E)
  - c. Dean/Director's 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.**

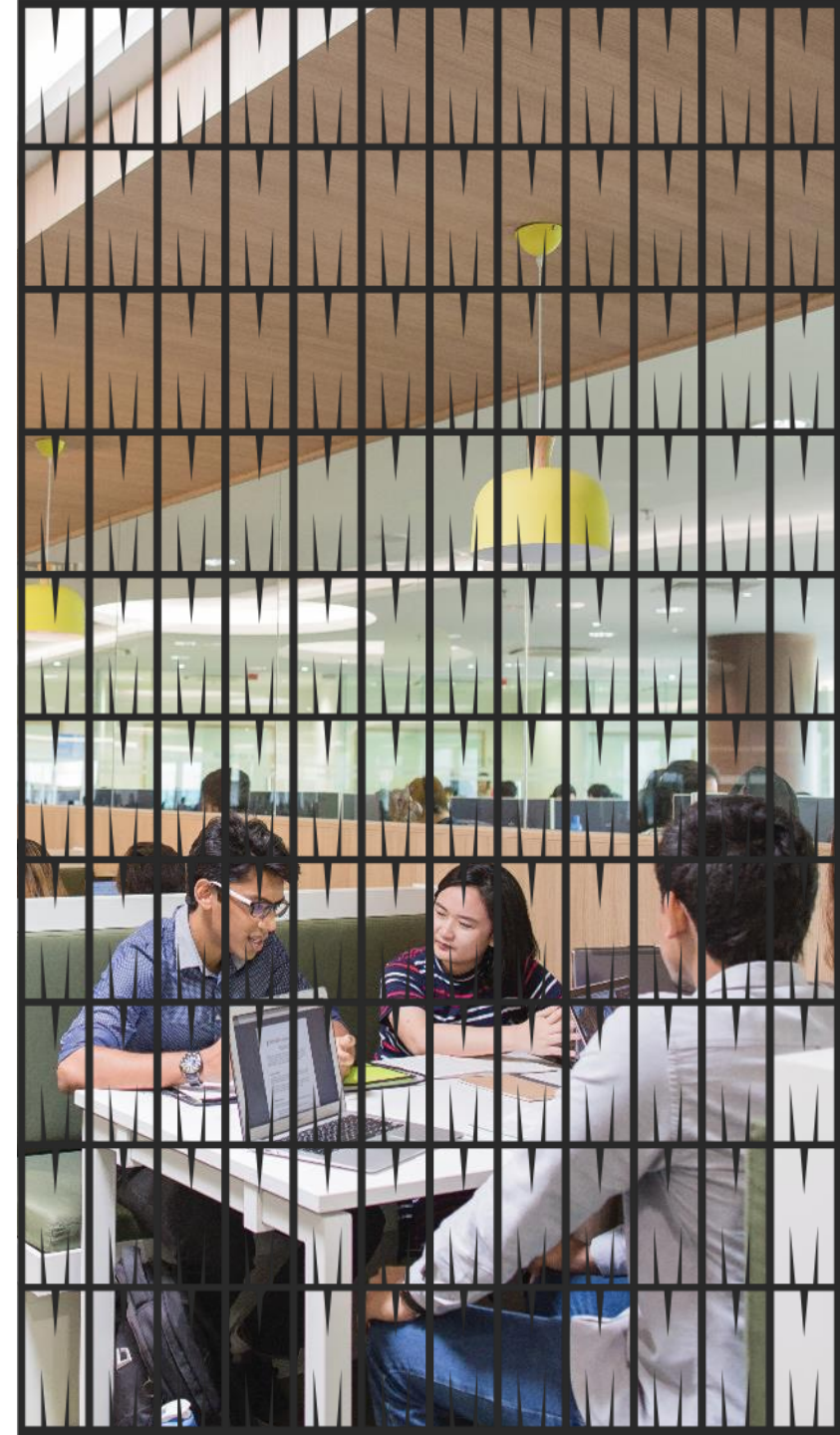
**Download the “New Information” template from the [academic promotion website](#).**



# RESOURCES AND SUPPORT

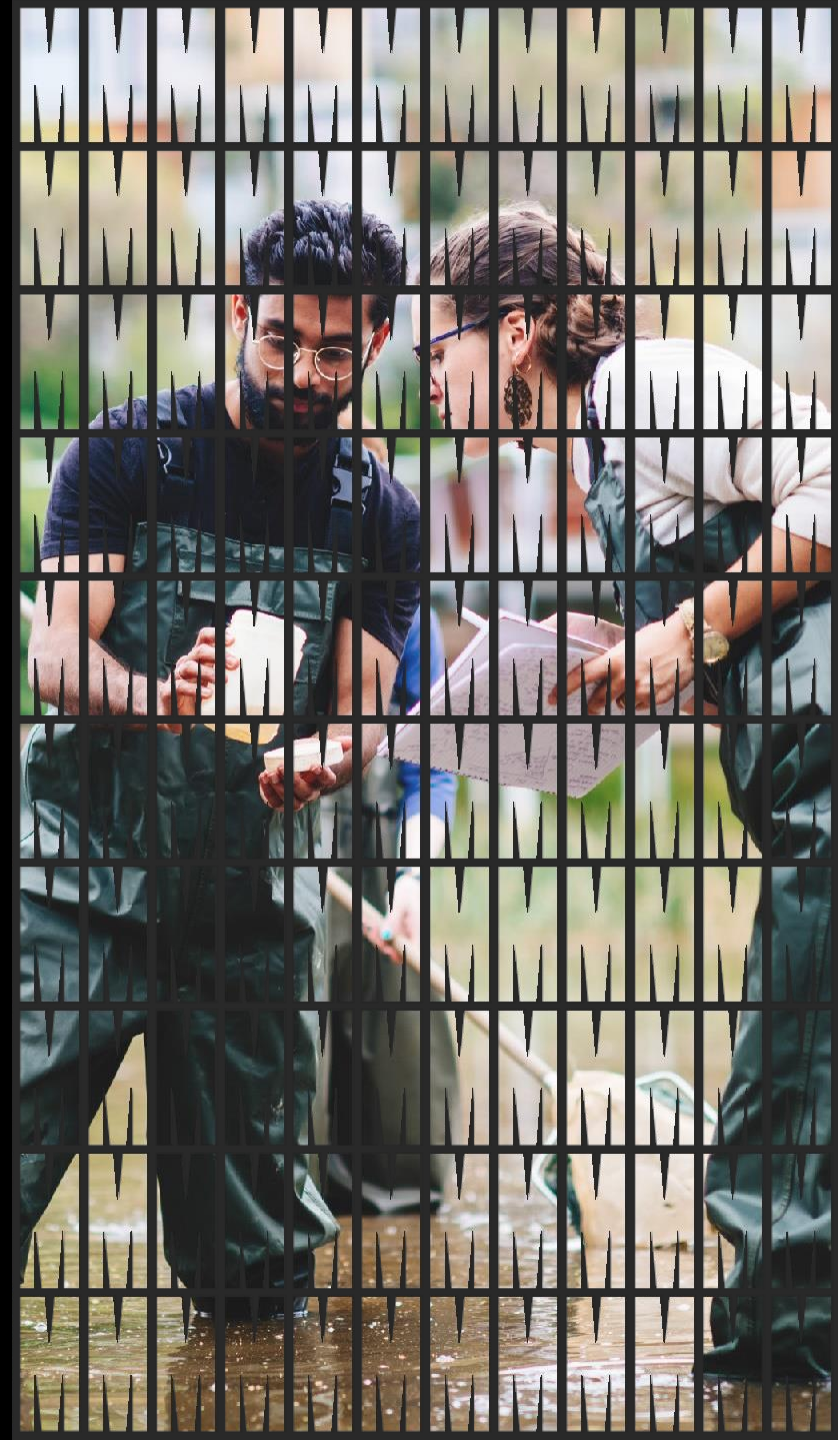
1. Academic Promotion website
2. Relevant Promotion Coordinators
3. Your Performance Supervisor
4. Your Head of Unit
5. Associate Deans (Research and Education)
6. Monash Education Academy (MEA)
7. Executive Leader – for level E candidates
8. Faculty Research Office

[www.monash.edu/academicpromotion](http://www.monash.edu/academicpromotion)



# Academic Performance Framework & General Points

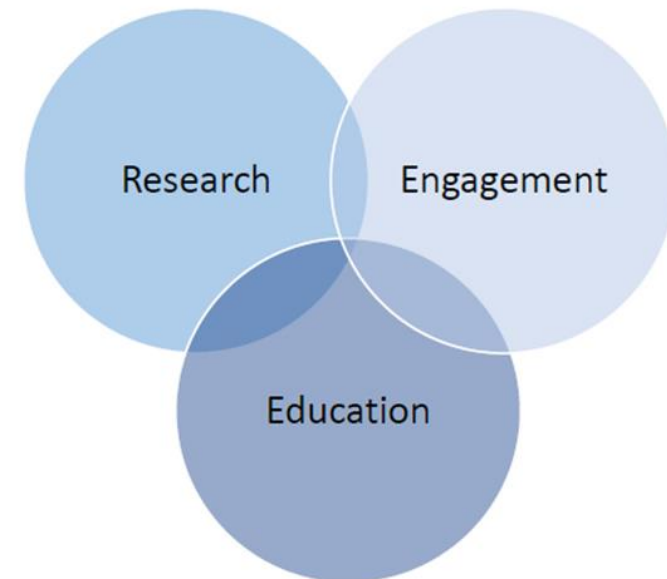
Professor Matthew Gillespie, Vice-Provost (Academic Affairs)



# ACADEMIC PERFORMANCE FRAMEWORK

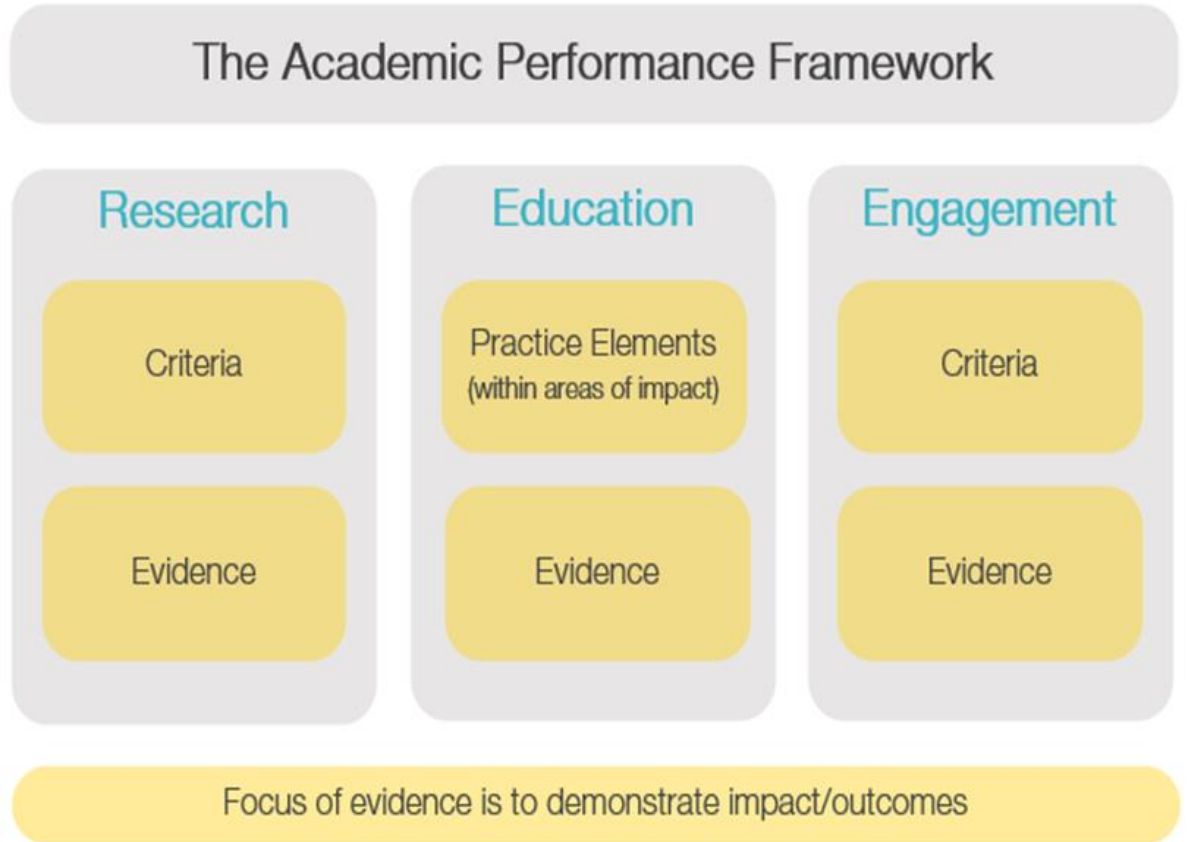
Adopt an approach **across research, education and engagement** consistent with the academic performance framework.

- 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**



# 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
E1	Contribution to Monash through formal roles	<ul style="list-style-type: none"> <li>Improvements in the effectiveness of learning and teaching as Head of School, member of Course Coordinator, design of MEA modules</li> <li>Constructive outcomes of membership of Faculty Research Committee, and convening of School research seminars</li> </ul>
E2	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"> <li>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</li> <li>Improvements in learning and teaching outcomes through mentoring of junior teaching colleagues and students, leading to the development of improved approaches to education</li> <li>Active participation in Open Day or school/faculty events</li> </ul>
E3	Engagement with industry, government, community and not-for-profits that contributes to positive economic, social or cultural outcomes	<ul style="list-style-type: none"> <li>Drawing on disciplinary expertise to enhance economic and social outcomes</li> <li>Effective participation in industry or government advisory committees</li> <li>Influence on public policy through authoring policy papers or providing evidence to a Royal Commission</li> </ul>
E4	Contributions to the advancement of the profession or practice	<ul style="list-style-type: none"> <li>Advancing the quality of a profession through work as an officer of professional body, working on professional standards committees or curriculum committees</li> </ul>

\* 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.



## 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?

# ARTO (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

Single parents

Divorce

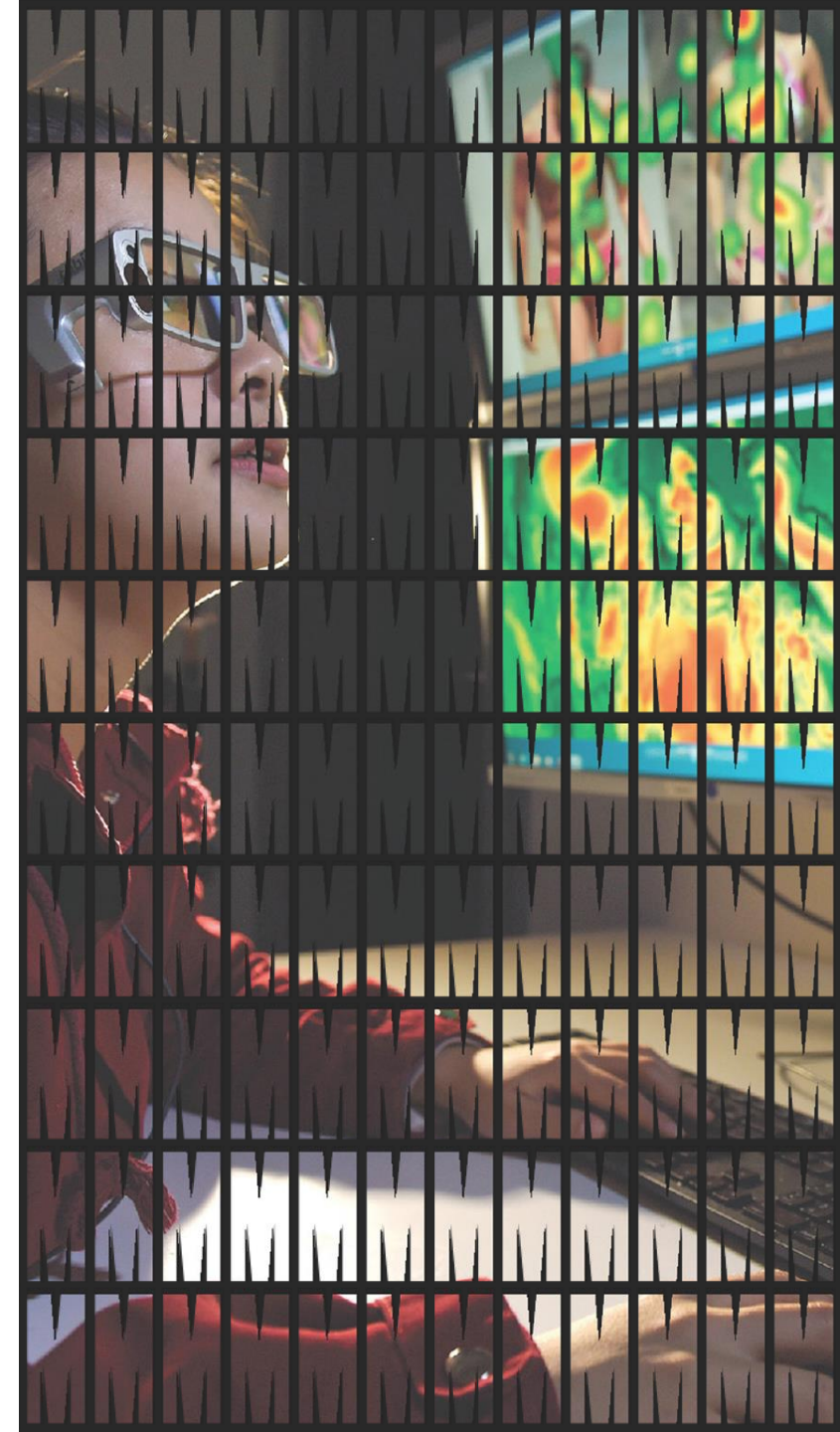
Childcare/school relocation

Home-schooling

Elderly parents

Natural disasters

(COVID, Tsunami, bushfires, floods)



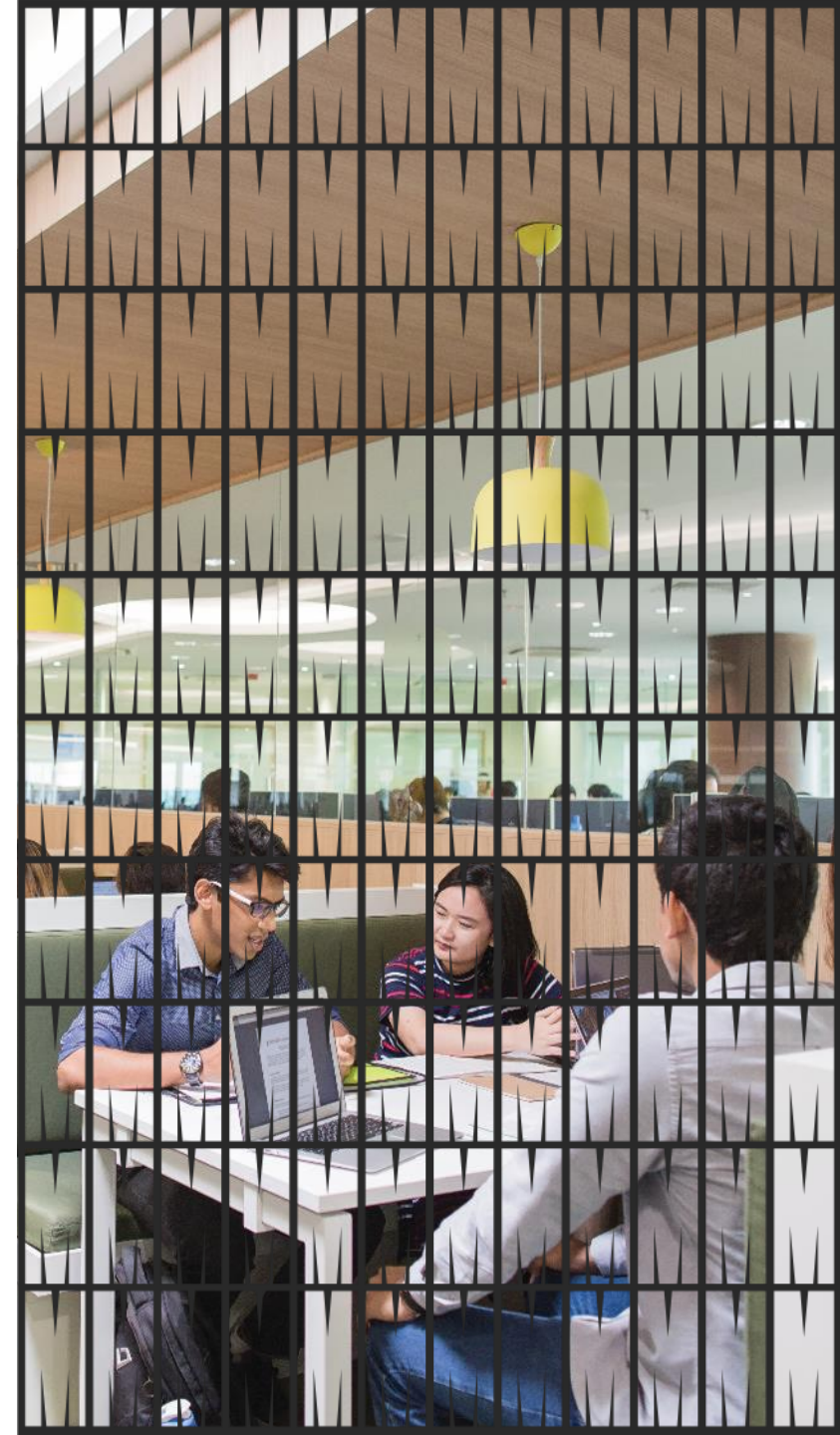
# THE ESSENTIALS

## 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

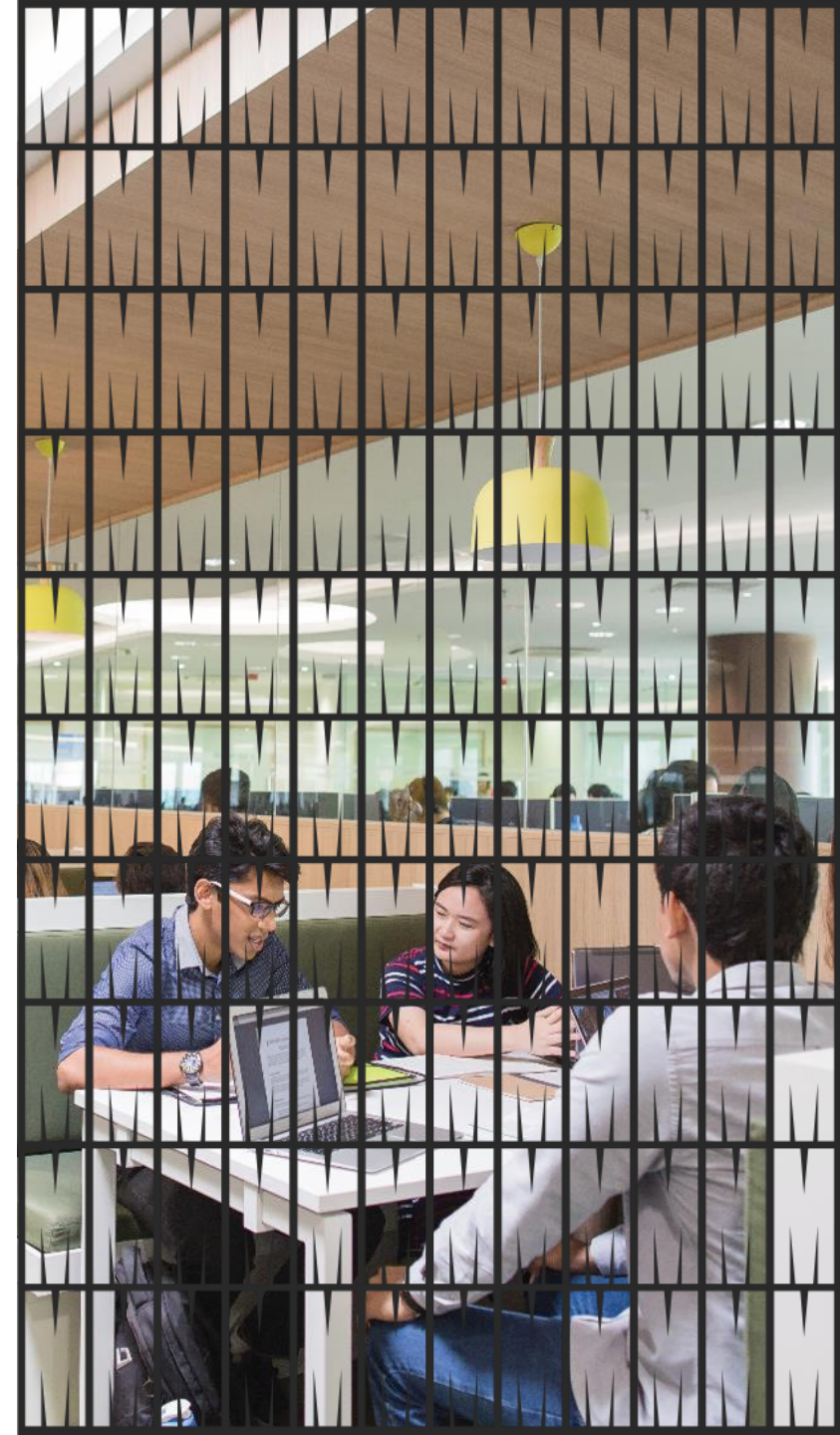
- Performance standards are indicators
- BI – only captures Monash activities
- Framing a **convincing narrative** and case for promotion
- Changing workloads / non-traditional career
- Use positive language to take ownership



# 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

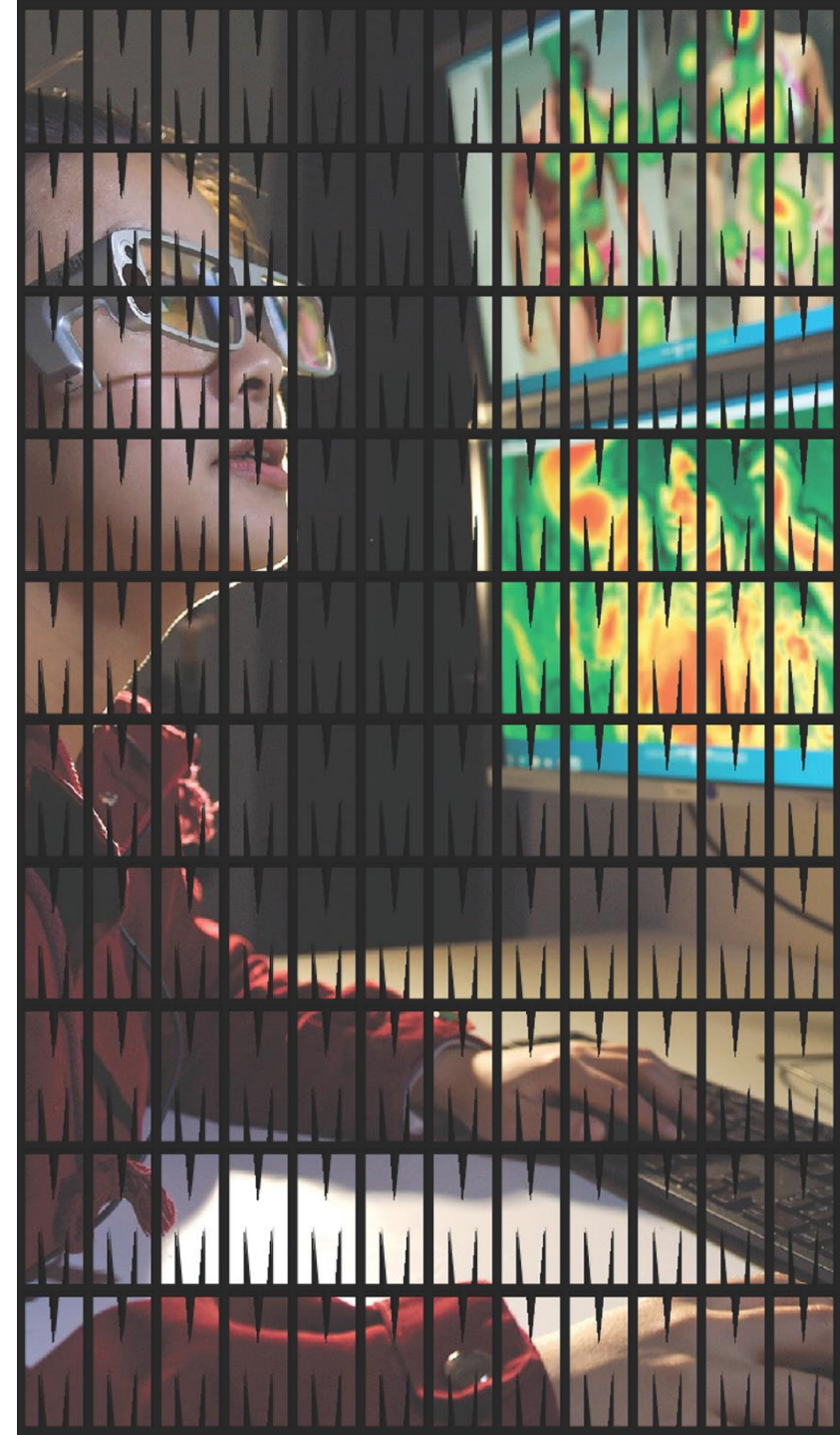


# REAPPLICATION FOR UNSUCCESSFUL CANDIDATES

## 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?



**THANK YOU**

