INTRODUCTION

The University promotion process is not bound by a quota on how many applications may be successful in a given year. Decisions are based on individual merit.

Academic appointees will be eligible to apply for promotion after two years from the date of appointment, or earlier in exceptional circumstances by permission of the President of the Academic Board.

Re-application for promotion after an unsuccessful application may occur after two years, or earlier in exceptional circumstances by permission of the President of the Academic Board. Applications for promotion are peer-reviewed and are evaluated on merit. The case is based on evidence at the time of submission.

In the case of Research Only staff an additional requirement will be funding to cover the costs of the proposed new level of appointment.

Candidates may find very useful the annual seminars arranged by the President of the Academic Board and the Continuing Appointments and Promotion Section of HR. These explain the procedures in detail and offer more advice about the kinds of evidence that you should include in your application to “make your case” most effectively. The dates of the seminars are announced each year and will be published on the TEDI website.

Please note that Professorial Promotion inquiries should be directed to the Director of Human Resources Division on extension 52056

1 CRITERIA

Candidates will be assessed by reference to the criteria for the level to which they wish to be promoted, as set out in the HUPP Policy: Criteria for Academic Performance (5.70.17.) Their application should demonstrate that they are substantially meeting, at the time of application, the criteria for the level to which they seek promotion in accordance with the type of appointment and mix of duties.

2 SUBMISSION OF APPLICATION

Candidates for promotion should have completed an Academic Portfolio of Achievement (see below) and had a performance review with their Head of School in sufficient time for the Head to complete the Head’s Recommendation Form and submit it by the due date (see time-table Section 7 below). Candidates are advised to seek advice from the Head or other senior staff in their discipline regarding the timing of their application for promotion. Some candidates apply prematurely, others wait
longer than is strictly necessary. The Head/other academic can provide some objective assessment.

The candidate should ensure that the following documentation is sent to the Continuing Appointments and Promotions Section of HR Division for the LCPC:

- **Covering letter** - which sets out in summary form the main reasons for seeking promotion. The letter should indicate clearly what weighting is being placed on each of the relevant elements – teaching including supervision, the scholarship of teaching, research and original achievement and service and engagement. (See below on weightings)

- **Academic Portfolio of Achievement** - reflecting the following requirements:

  **Folio 1 – All sections filled in**

  **Folio 2 – All sections filled in**, where teaching is a component of the appointment especially reflective essay on teaching Folio 2.8 (up to 1000 words)

  **Folio 3** - For TF applicants, this folio, Scholarship of Teaching needs to show the evidence of your meeting the criteria for the academic level you wish to be promoted to.

  **Folio 4 – All sections filled in for T&R and RO staff**

  **Folio 5 – All sections filled in as applicable, noting**

  - status/category of publications
  - percentage for jointly-authored publications and type of contribution made
  - 4 most significant publications asterisked

  **Folio 6 – Filled in as applicable**

  **Folio 7 - Filled in as applicable**

  **Folio 9 – Nomination of required number of assessors/referees with full contact details**

- **TEVALS separate** to the Academic Portfolio, where teaching has been a component of the appointment. Summary sheets from approved teaching evaluations (preferably TEVALs) for all courses to which a substantial teaching contribution was made over the three most recent semesters.

- A Head of School Assessment: Recommendation for Continuing Appointment/Promotion/Mid-term Review/General Performance form will be provided to both the staff member and to Continuing Appointments and
Promotions Section for the LCPC. The Head will also nominate referees which are sent directly to Continuing Appointments and Promotions.

Applications should be sent as an email attachment to: Ms Rhonda Surman, Manager, Continuing Appointments and Promotions, HR Division
r.surman@uq.edu.au

3. WEIGHTING OF PROMOTION CRITERIA

Candidates for promotion (whether T&R, TF or RO) have the flexibility to accentuate one part of their portfolio and build a case that reflects their strengths and achievement, although the main elements relevant to their appointment type will need to be considered in any application. Weightings should reflect candidates’ judgements on their overall contribution, including the quality, quantity and impact of their work. The weights should sum to 100.

Candidates should note that the concept of weightings here should not be confused with the “mix of duties” which determines the type of academic appointment i.e whether T&R, TF or RO. That mix of duties will be finalised in discussions with your Head /Director. When you have an agreed mix of duties, the weightings simply identify the relative emphasis you wish to place on each of the main duties that you have in your duty statement. The Committee will then assess your overall case with those emphases in mind.

The following upper and lower bounds might serve as a guide in proposing suitable weightings:

**For T&R staff:**

Upper Boundaries : Teaching 50%  Research 50%  Service 30%

Lower Boundaries:  Teaching 30%  Research 30%  Service 10%

**For TF Staff:**

Upper Boundaries: Teaching 70%  Scholarship of Teaching 50%  Service 30%

Lower Boundaries: Teaching 40%  Scholarship of Teaching 20%  Service 10%

**For RO Staff:**

Upper Boundaries: Research 90%  Teaching 20%  Service 20%

Lower boundaries: Research 60%  Teaching  0%  Service 10%

4. REFEREES

Candidate’s Nominations
Candidates for promotion will be expected to nominate referees who can comment on the major components of their “mix of duties” in relation to their type of appointment. Candidates should nominate:

For teaching: 2 referees

For research: 2 referees. At level D, at least one of them international

For scholarship of teaching: 2 referees

For service: At least 1 referee.

**Head’s Nomination of referees**

The Head/Director uses the Head’s Referee Nomination form to identify additional referees, beyond those nominated by the candidate, and forwards that form to the Secretary of the LCPC.

**5. INSTRUCTIONS FOR PREPARING YOUR APPLICATION.**

The following sections of these Guidelines provide examples of the kinds of information and evidence that you might include in your submission in order to make your case for promotion in the most effective way. It provides some of the evidence that may be used to support a high level of achievement.

It is intended only as a guide. You should build your case for achievement by highlighting your strengths in the context of your School and discipline. Demonstrating innovation and leadership are factors which are commonly taken as evidence of a high standard of achievement within many of the criteria.

Evidence is especially helpful when it provides benchmarking comparisons with colleagues in your School/Faculty, colleagues in your discipline or sub-discipline at other Australian and international universities, and with best practice. There may be some overlap in possible evidence under each of the criteria. You can use this overlap to highlight your strengths.

Depending on your type of appointment your application may refer to all or some of the four broad categories of academic activity: Teaching, Scholarship of Teaching, Research and Creative Work, Service and Engagement, with appropriate weightings and emphasis. It may not be appropriate to include all criteria and all forms of evidence. Where evidence is regarded as essential, this is clearly indicated. You should build the profile that best highlights your achievements.

**5.1 Criteria**

The criteria and standards against which the performance of the applicant is judged are set out in the policy HUPP 5.70.17: *Criteria for Academic Performance*. To be promoted the candidate will have to demonstrate that he/she has achieved the
standards of performance against the criteria for the academic level to which they aspire, as required for his/her respective type of appointment and academic level. The criteria and standards are those formally accepted and endorsed by the University and supersede any statements of performance expectations at School, Faculty or Institute levels.

5.2 Teaching

Evidence for teaching activity includes:

- amount and scope of teaching, including teaching by flexible delivery
- amount and scope of clinical teaching and placement supervision
- amount of coordination at the course, major or program level
- amount of supervision of honours and research higher degree students
- extent of development of teaching materials including assessment
- extent of development of curricula at course or program level
- amount and scope of professional development related to teaching and learning

Evidence for teaching quality and impact includes:

- results for independent, University approved teaching evaluations such as TEVALs/BEL EVALs and iCEVALs in the context of the setting (numbers of students, level being taught etc)
- peer review of teaching methods, assessment approaches, course design and improvement and of teaching materials
- unsolicited testimonials from students
- benchmarking of the course or program against similar courses or programs to improve content and delivery;
- demonstrated use of evaluation data, peer review and benchmarking to inform teaching;
- a clear and reflective philosophy of teaching, evidenced in self-reflective teaching essay
- development of innovative approaches to teaching;
- contributions to the development of learning communities amongst students;
- contributions to teaching students with special needs
- contributions to the development of reliable and valid assessment tools
- impact of such contributions and innovations on the practice of others
- number of timely completions of honours and RHD students
- quality of outcomes for Honours and RHD students (class of honours, student publications and conference presentations, employment outcomes);
- contribution to mentoring and peer review of colleagues in teaching and learning
- contribution to tutor training
- recognition of teaching through commendations/awards for teaching or supervision excellence

5.3 Scholarship of Teaching.

(See also Scholarship of Teaching and Learning paper: http://www.uq.edu.au/teaching-learning/index.html?page=65733)
Evidence of activity in scholarship of teaching includes:

- Development and dissemination of new and rigorous models for curricula and teaching practice, in classroom, practical or clinical settings
- Participation in practitioner research and case studies of teaching practice.
- Reflection on and critique of the results of these studies
- Identification of implications for future practice, informed by relevant literature
- Dissemination of the outcomes of this work:
  - journal articles, published refereed conference presentations,
  - textbooks, book chapters
  - conference and workshop presentations
- Conference and workshop organisation
- Collaborative relationships within the School/institution and nationally/internationally in the area of SoT
- Funding (internal, external) for projects and programs in SoT.
- Contribution to professional development workshops on teaching and learning
- SoT journal reviewing
- Participation in SoT-related organisations

Evidence of quality and impact in scholarship of teaching includes:

- Impact of contributions and innovations on the practice of others (within the institution, nationally/internationally)
- Quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate and citation impact factor of journals
- Competitiveness of granting agencies from whom funding has been obtained
- Invitations: keynote addresses, seminars and workshops at other universities and at conferences, serving on external high level selection committees, visiting appointments at other institutions,
- Leadership of major SoT projects
- Significance of SoT collaborations: interdisciplinary initiatives; major international collaborations and other partnerships.
- Mentoring of others in their SoT initiatives
- Award and prizes for work in SoT

Evidence of activity in scholarship of teaching includes:

- publications: journal articles, published refereed conference presentations, textbooks, book chapters
- SoT conference and workshop presentations and organisation
- collaborative relationships within the School/institution and nationally/internationally in the area of SoT
- funding (internal, external) for projects and programs in SoT.
- contribution to professional development workshops on teaching and learning
- SoT journal reviewing
- participation in SoT-related organisations

Evidence of quality and impact in scholarship of teaching includes:

- quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate and citation impact factor of journals
- competitiveness of granting agencies from whom funding has been obtained
- invitations: keynote addresses, seminars and workshops at other universities and at conferences, serving on external high level selection committees, visiting appointments at other institutions,
- leadership of major SoT projects
- significance of SoT collaborations: interdisciplinary initiatives; major international collaborations and other partnerships.
- uptake of SoT ideas and practices within the institution and nationally/internationally
- mentoring of others in their SoT initiatives
- award and prizes for work in SoT

5.4 Research and Creative Work

Evidence for research activity includes:

- publications: books, chapters, monographs, published refereed conference papers, edited books, special journal issues, letters to refereed clinical journals, technical reports
- original compositions, works of art or design, performances, creative writing, exhibitions
- scholarly translations
- patents
- technical reports
- conference presentations and organisation
- research grants held (present, past, amount of funding)
- research grants applied for
- research collaborations and contracts (with industry, government, community etc)
- leadership and project management in major projects
- editorial and industry board memberships and book series editorships
- reviewing activity: articles, grants (eg ARC, NHMRC), theses
- panel memberships (ARC, NHMRC, etc.)

Evidence for Research and Creative Work Quality and Impact include:

- quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate and citation impact factor of journals and discipline rankings
- stature of book publishers or series editors by whom work is published
- independent reviews of published work
- competitiveness of granting agencies from whom funding has been obtained
extent of commercialisation of research: patents, royalty licences, spin-off companies, successful technology transfer activities.

significance of research collaborations: interdisciplinary initiatives; major international collaborations and industry partnerships.

community or government adoption of work and development of high impact policy from work

leadership of research-related professional associations

media coverage of research

invitations: keynote addresses; displays of work, invited symposia, expert witness work, technical reports, seminars at other universities; serving on external high level selection committees, visiting appointments held at other institutions, invitations to judge events, competitions

postdoctoral fellows attracted

mentoring of others in their research or creative work

awards: international awards and fellowships, national awards from professional associations, University of Queensland awards (early career, research excellence award etc),

¹For a list of Australian competitive grants see http://www.uq.edu.au/research/orps/?id=11006&pid=4249

²Web of Science which includes Science Citation Index Expanded, Social Sciences Citation Index and Arts and Humanities Index is useful to obtain citation counts - see http://isi10.newisiknowledge.com/portal.cgi to search databases or http://www.library.uq.edu.au/training/wos/wos.html for information on searching. Australian University Indicators on diskette, 1981-1997 contains the number of ISI-indexed papers from each university and discipline and the number of times the papers were cited. Contact Branch Library Managers for access.

5.5. Service and Engagement

Internal service includes service to the University community and external service includes service to the profession/discipline organisations including government and industry and to the wider community and for which you were not personally paid.

Evidence for Service Activity:

- to the School/Centre/Institute/Faculty through for example: membership of School and Faculty Committees, Boards; contributions to student advising, recruitment activity, mentoring and supervision of staff, management of research facilities.
- to the University through for example: membership of University Committees, Academic Board or Senate committees, Director of Studies/Director of Research
- to the Profession/Discipline through for example: chairing/presidency or membership of boards, colleges or registration boards or professional/discipline associations; editorship/membership of editorial boards of journals; significant organisational contribution to national/international conferences or workshops; continuing professional education; reviewing papers or grants
- provision of expertise to organisations, including government and industry through for example: membership/chairing of government, industry or
community boards, committees, reference groups or commissions; advisory work for local, national and international organisations;

- to the wider community through for example: media comment, public lectures, expert witness work, performances, Schools liaison, curator for museums and collections
- clinical and other specialist services

**Evidence for Service Quality and Impact**

- impact on internal or external organisational policy
- invitations to provide expert comment or consultation from auspicious community and professional bodies, significant media commentary
- standing of publisher where reviewing or editing activity takes place
- standing of granting bodies where reviewing activity takes place, for example ARC panel of experts
- leadership roles on professional bodies and standing for example local/national or international
- awards/prizes recognising service at any level

**6. COMMITTEE PROCEDURES**

**6.1 Interview.**

The candidate will be invited to an interview with the Local Confirmation and Promotions Committee (LCPC), at which he/she will have the opportunity to present the case for promotion and respond to questions from the Committee.

Generally, the LCPC will decide whether the person’s application is successful or unsuccessful. In cases where the LCPC regards the application as “marginal”, it will refer the application to the Central Confirmations and Promotions Committee (CCPC) which will review the case, but will not call the candidate to a further interview. It will decide whether the application is successful or unsuccessful.

**6.2 Communication of decision**

All candidates will be notified of the result of their application by the end of October in the year of application and successful applicants will be promoted from the beginning of the following year.

**6.3 Feed-back Interview**

Unsuccessful applicants are provided with a Report identifying the areas in which the committee perceived their application not to meet the relevant criteria. Feedback is confidentially provided to the candidates to increase the opportunity for success with a future application. Unsuccessful applicants are encouraged to avail themselves of an opportunity for a feed-back session with the Chair of the LCPC to discuss ways of strengthening a future application.

**6.4 Appeals.**
An unsuccessful promotion candidate has the right of appeal on procedural grounds to the Senior Deputy Vice-Chancellor.

7. TIME SCHEDULE

Candidates notify Head/Director of intention to apply for promotion by end of February so that Head/Director can schedule performance appraisal in March to early April.

After performance appraisal, candidates submit documentation to the LCPC through the continuing Appointments and promotion Section, HR Division, by end April.

Referees contacted ASAP.

LCPC conducts interviews and assessments July to September.

“Marginal” recommendations referred to CCPC by end September.

CCPC conducts assessment of “marginals” in October.

Chair of CCPC informs all candidates of results of promotion application by end October.

Promotion to new level effective from next January.

[In addition to the activities set out above the Heads/Directors will have to schedule their appraisals so that any staff wishing to apply for SSP have their appraisals finalised by mid-April. Other staff who who are not affected by the processes for mid-term review, final review, promotion or SSP will be expected to have their appraisals completed no later than 30 June each year.

If staff who are applying for either mid-term review or for final review also wish to apply for promotion, then the Head/Director will consider that application in his/her appraisal conducted according to the time-table for mid-term or final review and submit a recommendation for promotion in accordance with the time-table for the promotion process.]

7. ENQUIRIES.

Enquiries concerning the performance of your academic duties and your level of achievement in relation to the relevant criteria, the possibility of an extension of probation or concerning your readiness to apply for promotion should be directed in the first in stance to your Head/Director and then if necessary to the Chair of your LCPC.

Enquiries concerning procedures relating to continuing appointment and promotion should be addressed to:
Ms Rhonda Surman  
Manager, Continuing Appointments and Promotions  
Tel: 3365 2346  
E-mail: r.surman@uq.edu.au

Mrs Rhonda Austin  
Continuing Appointments and Promotions Officer  
Tel: 3365 1004  
E-mail: r.austin@admin.uq.edu.au

Enquiries regarding technical problems using the Academic Portfolio:

Your computer support staff or the IT help desk: 56000