



ACADEMIC PROMOTIONS: Information Session



Acknowledgement of Country

We acknowledge and respect the Traditional Owners (and Custodians) of the Lands, the Eora, Darug, D'harawal and Wiradjuri upon which our campuses now stand. We continue to value the generations of knowledge Aboriginal and Torres Strait Islander Peoples embed within our University.

We pay respects to the Elders both past and present. And we extend that respect to Aboriginal colleagues present today.



Agenda:

*Professor Simon Bedford –Teaching and Learning

*Professor Kevin Dunn – Research and Scholarship

*Professor Alphia Possamai-Inesedy – Governance,

Service and Engagement

*2 Break out rooms for Q&A – preassigned, swapping speakers half way

*Professor Deborah Sweeney – Overview and wrap up

Myth Busting Academic Promotions

Teaching and Learning

Video of this presentation:

<https://www.youtube.com/watch?v=0vkv0WuvRMc>

Professor Simon Bedford
Pro Vice-Chancellor (Learning Futures)

Presenting a convincing case:

- The challenge: To **communicate** the **value** of your **productive engagement** in the education **mission** of the University and School/Institute
- A narrative of your contributions, the outcomes and the impact

Making a difference

The A – E of Productive Engagement

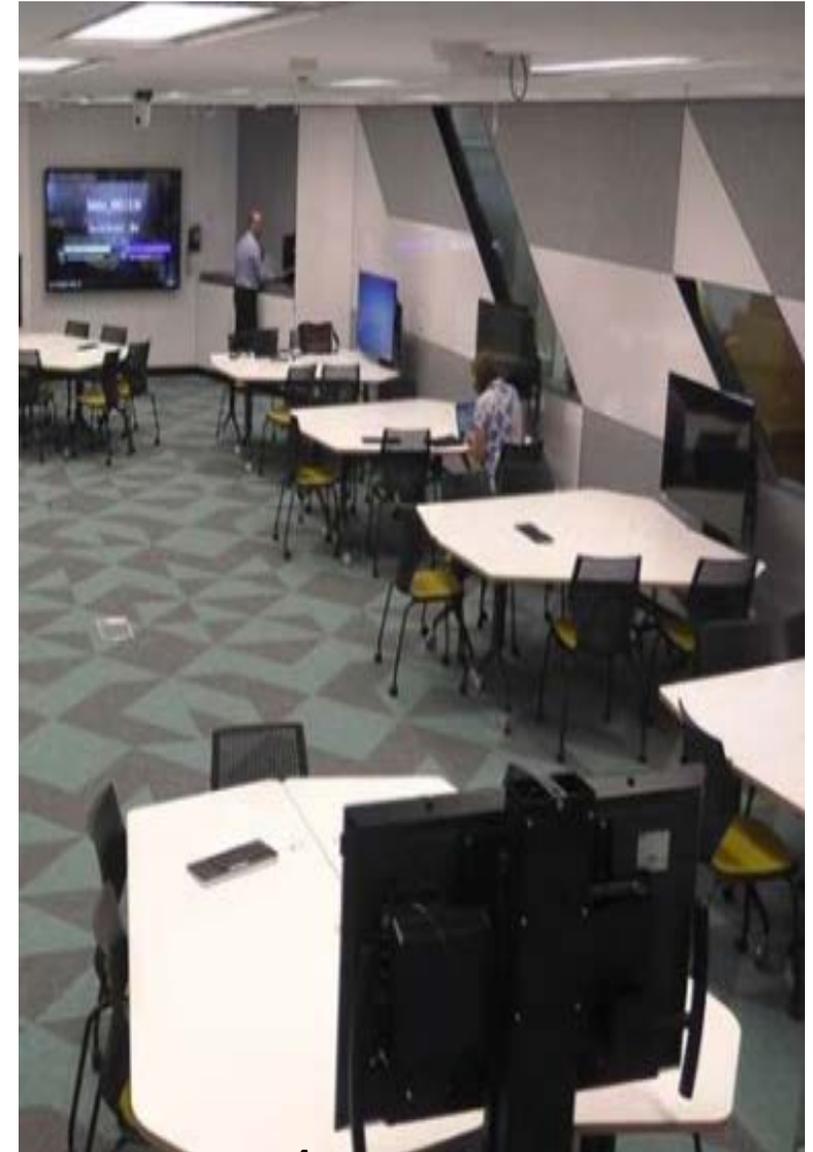
- Academic level descriptors and expectations
- Initiative and leadership at all levels
- Increasing scale, scope and opportunity



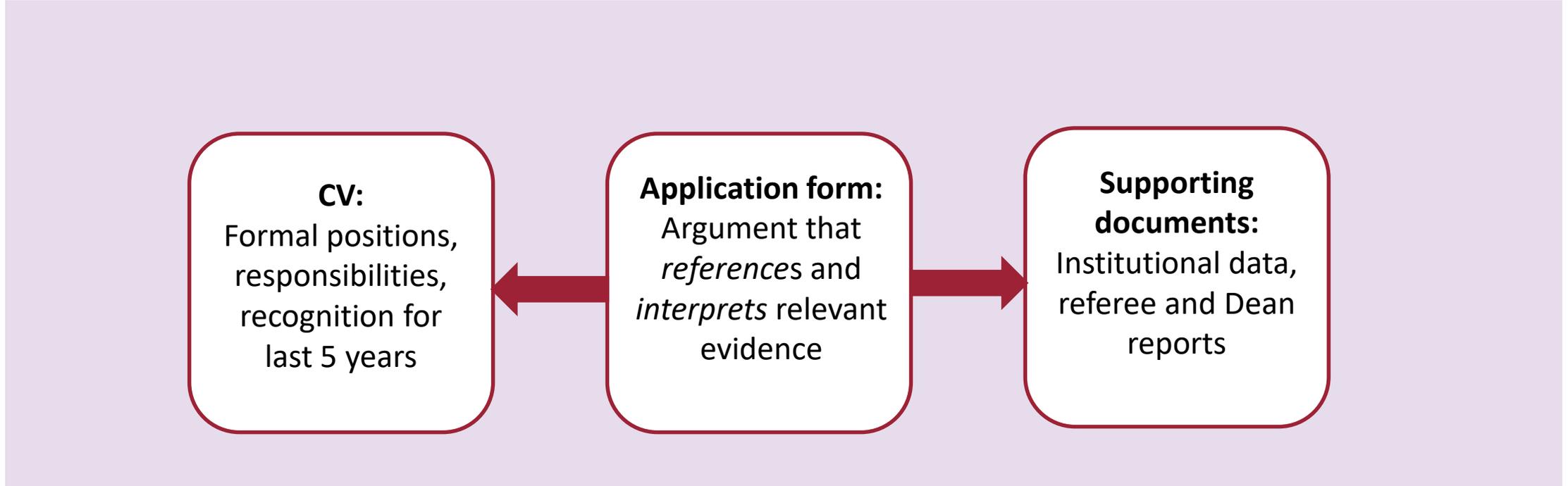
Impact: How have you (*your actions*) made a difference to your students (*their learning experiences and outcomes*), your colleagues (*their teaching and their students' learning*), your university, other universities, your discipline, the way we think about and 'transform' higher education (*locally/nationally/internationally*)?

What is 'teaching' at Western?

- Multidimensional and inclusive of the diversity of learning contexts
 1. Curriculum design and development
 2. Learning support and enrichment
 3. 'Act' of teaching (performance)
 4. 'Scholarship' of teaching and learning
 5. 'Leadership' of Teaching & Learning



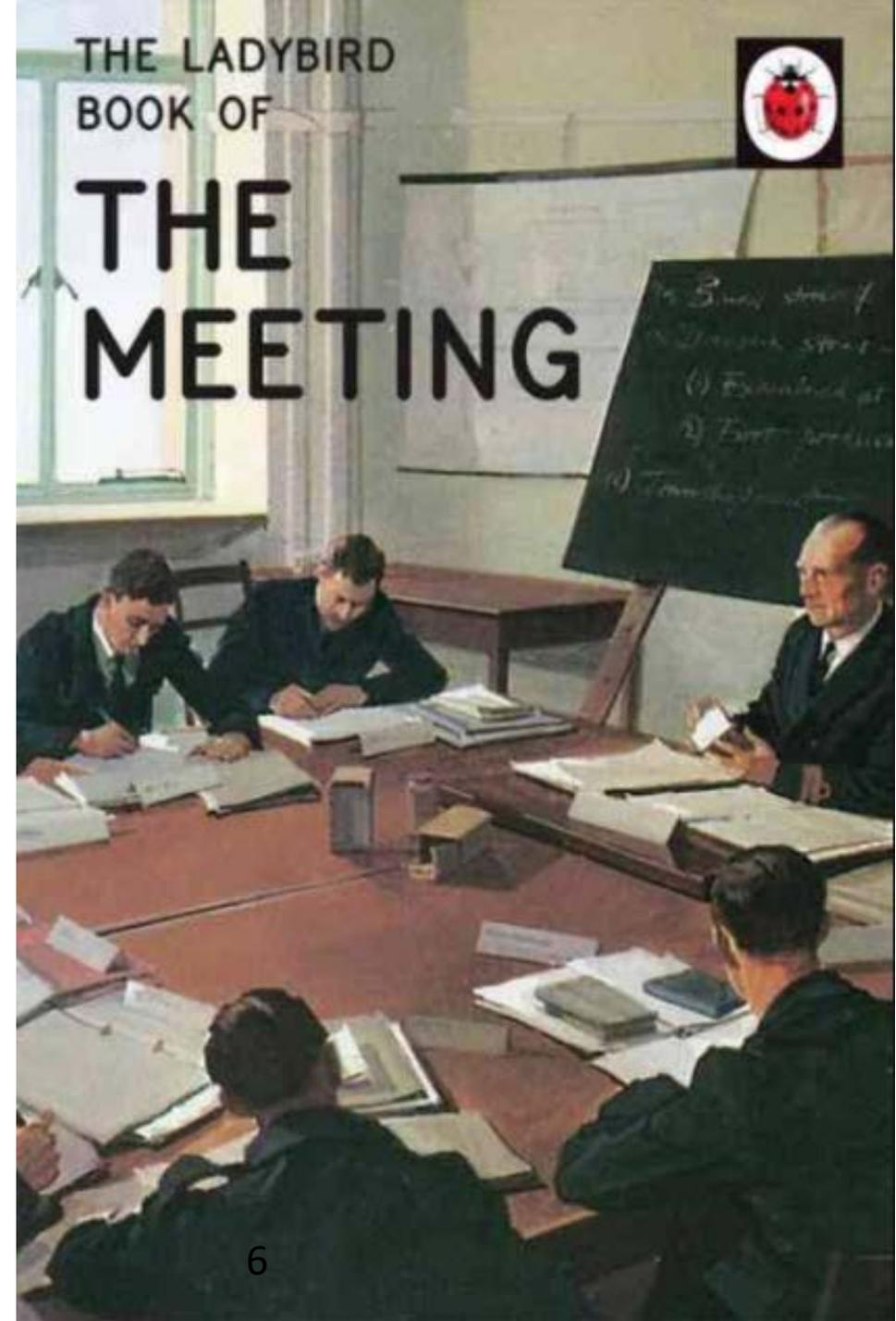
Strategically communicate a coherent case



- **Argue your case:** Convince the reader of your claims, point them to the relevant evidence, tell them what it shows about your achievements

Productive Engagement

- *'People at work spend a lot of the day in meetings.'*
- *Meetings are important because they give everyone a chance to talk about work.*
- *Which is easier than doing it.'*

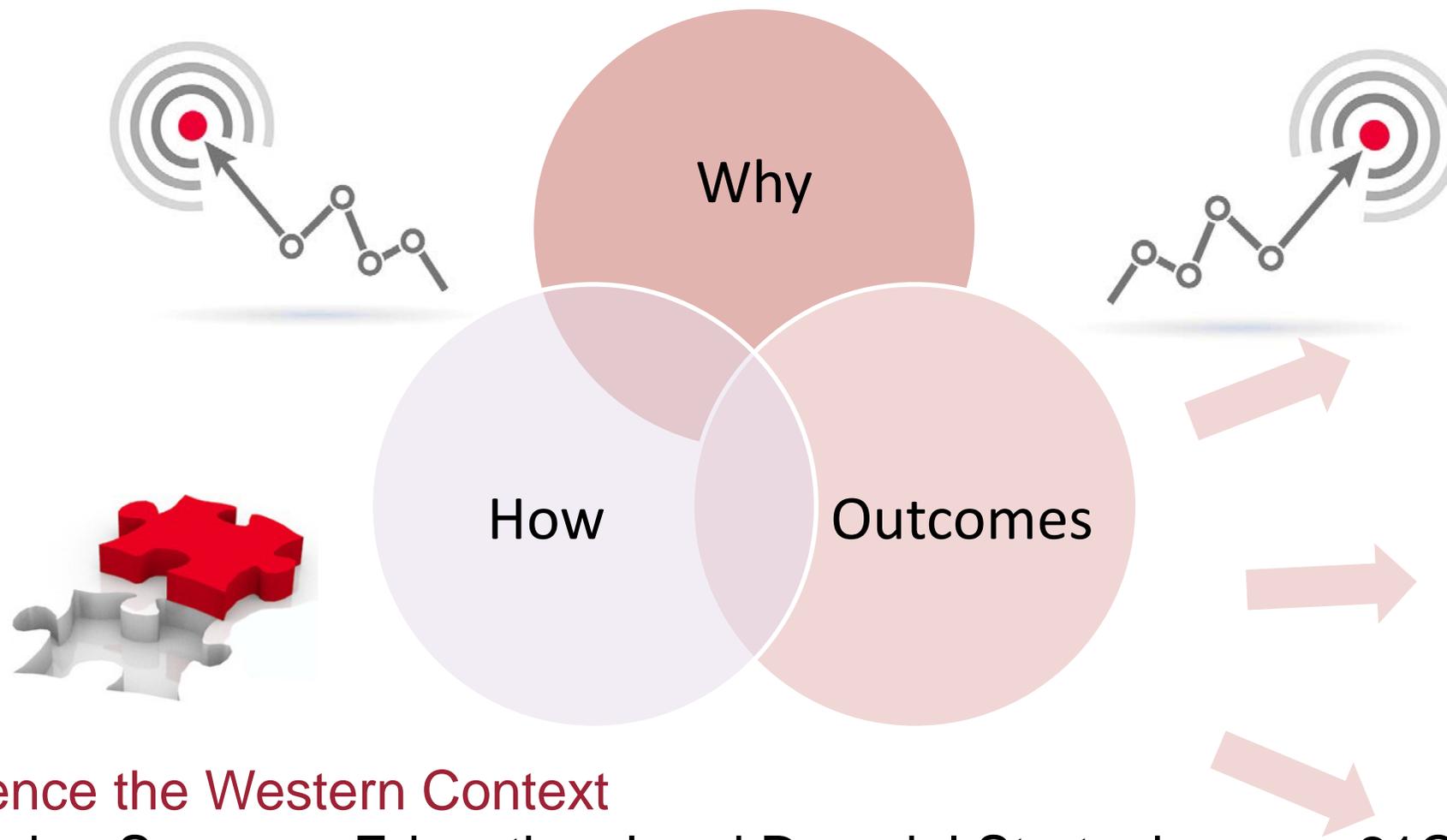


Present convincing evidence

- **Of:** Practice, experience, outcomes
- **From:** Students, peers, self
- **About:**
 1. Curriculum
 2. Support
 3. Practice
 4. Scholarship
 5. Leadership
- **Convincing?** Relevant, rigorous, independent, triangulated



Authentic (evidence based) narrative



Reference the Western Context

Sustaining Success, Educational and Decadal Strategies, e.g. 21C

Show us the difference you make to Teaching and learning at Western Sydney University

- The challenge: To **communicate** the **value** of your **productive engagement** in the education **mission** of the University and School/Institute
- A narrative of your contributions, the outcomes and the impact
- https://www.westernsydney.edu.au/learning_futures/home/teaching_support/professional_learning



s.bedford@westernsydney.edu.au



Learning Analytics

Data available, to improve courses and unit quality.

About

Learning Futures has collaborated with the Competitive Insights and Analysis Team (CIA) to develop dashboards and Blackboard (Bb) analytics reports for Deans, Deputy Deans, Assoc. Deans Learning & Teaching and Unit Coordinators to promote the rigorous use and accessibility of data, research and good practice to support the development of high quality teaching, learning and curriculum.

Professional Learning

Professional learning sessions to support the analysis of Bb learning analytics, broader data sets/ dashboards will continue to be offered throughout 2021. More professional learning opportunities will come on board to support the generation of new data sets/dashboards and qualitative data analysis including peer review.

Information about the Learning Futures Workshop Schedule is available [here](#).

Further Information – access?

For further enquiries about this resource or data driven decision making contact LearningFutures@westernsydney.edu.au

If you are experiencing any technical difficulties accessing the data dashboards, please contact CIA_data@westernsydney.edu.au



Data Dashboards

This resource provides links to a selection of data dashboards and resources to support data driven decision making at unit, course, and institutional level. This is to enable evidence-based curriculum renewal and opportunities for continuous improvement to foster high quality learning and teaching at Western.

To login use your WSU Staff ID number and password.

Unit Level

- [Enrolment Flux](#)
Enrolment patterns within a teaching session
- [Unit Outcomes](#)
Student grade distribution data at a unit level within a teaching session
- [SFU](#)
Student Feedback on Units (SFU) data is available to all staff members at a school level. Deans, Deputy Deans, Assoc. Deans Learning & Teaching, DAPs and selected professional staff also have access to data for individual units.
- [Unit Success Summary / Unit @ a Glance](#)
Provides a full breakdown of student demographics, grade distribution, vUWS and PASS participation at a unit level. De-identified student data allows for further investigation of links between student engagement and outcomes.
- [Learning Analytics](#)
Tools to help analyse student behaviour in the vUWS

Course Level

- [WSU Profile](#)
Key WSU data, including student demographic data by School.
- [Course Demographics](#)
Student demographic data at course level.

Explain and convince

Why is the area you are working in important – what's its significance

- Basic research
- Engaged research
- Research-based consultancy work
- Research leadership
- Capacity development (HDRs – where are they now, did you publish with them?)

Provide robust evidence of your research performance /achievements through a convincing **narrative** explaining that performance in the context of the University's and School/Institute's mission.

Articulate your **sustained trajectory** (considered and deliberate vs ad hoc actions or outcomes) of achievement and contributions (ie NOT A LIST)

Present clear evidence of your **national and/or international reputation/profile** in your discipline

Present your **collaborations/networks** within the University (development/leading or co-leading teams) and externally (regional, national, international) with academics, industry, government and communities

Describe the **impact** *your* research has had – what has changed because of the research *you* have conducted

A Research Career Framework

Your focus will change as your career develops – understand and describe your relative progress and priorities.

Whole of career contributions:

First in the country to apply X theory to... .

Lead the global investigation into

Established the Australian chapter of ...

Have pioneered the ..

Changed the approach to Z treatment by incorporating X approach.

Was a leading contributor to the X turn in Y sub-discipline

For C lesser threshold: Local application of global innovation.

For D and E especially: “What have you professed?”

A 'connected' Research Career

Demonstrate the relationship between the various elements of your activities

- which *engagement* attracted *income* and led to *impact*
- which *publication* established *influence* and prompted/ justified further *research* or *resulted in keynote invitations*
- which publications are used by others in teaching, in LGs. Was that contribution intended / to address a gap?

Where you can, make it clear how this fits with T&L, and Engagement: overall narrative.



What counts as evidence?

For the right period:

last 5 years, since your last promotion or since you joined

WHICHEVER IS THE SHORTEST

Review and update your Research Activity Statement – refer to/explain this data in your application

Consider both traditional and 'non-traditional' metrics

Describe **YOUR** contributions to projects, the outcomes and impact but acknowledge your co-workers (be authentic)

5 Publications: Think strategically, tell us YOUR contribution and why significant to YOUR achievements

Show how your research activities and focus complements your wider career narrative. Knit the teaching, research & leadership activities together; they should be complementary

Metric Fundamentals

Quality Publications | External Income

Plus

- Journal Impact Factor
- Relative Citation Impact / h-index
- Books and monographs: Publisher
- Industry income / ACG income
- Esteem measures: editorial positions, fellowships, visiting scholar experiences; keynotes and invited lectures
- Appointments to significant government/industry/NGO bodies
- Non-traditional publications
- Participation in collaborative research
- Collaborators: regional, national, international
- Leading and developing research teams
- Mentoring and other capacity development activities
- Participation in peer review for grant program

Updating your portal data is critical

Please check the Portal so that your statement is up to date prior to submitting your application.

NOTE: your publication listing will be included in the Research Activity Statement supplied with your application as per the details within the Research Portal. Only publications not listed on the portal, or outside of the standard 5 year date range, should be added to your CV.

 **WESTERN SYDNEY UNIVERSITY**

[Publications](#) [Research Activity](#) [Ethics](#) [Projects](#) [Consultancy](#) [Supervision](#) [Search Again](#)

Researcher	Kevin Dunn	View ORCID Profile	Please advise the Library Research Engagement team of any missing profile details.
Organisational Unit	School of Social Sciences	View Google Scholar Profile	Research Activity Statement
Membership	Young And Resilient Research Centre (SRI)	View Scopus Profile	
Report Date	29 JUN 2021 01:35:PM	No Publons Profile	

[Show Information](#)

[Export to EXCEL](#) (Requires Internet Explorer)

114 Publications

Category	Year	Publication/Source Title	Document Title	Authors	Author Nominated FoRs	Scopus cites	Altmetric Score	SDGs	ResearchDirect Link
Journal	2021	Mobilities	[In Press] Anti-racism Muslim mobilities in the San Francisco Bay Area	Itaoui R, Duffy-Jones R, Dunn K		Not identified by Scopus	 0		264710
Journal	2021	Australian Journal of Social Issues	Racist attitudes, out-groups and the Australian experience	Forrest J, Blair K, Dunn K		Cited 1 time in Scopus	 4		260685
Report	2021	Understanding Varied Attitudes Towards Muslims		Dunn K, Sharples R, Diallo T, Derbas A, Vergani M, Mcgarty C, Mansouri F, Paradies Y, Elias A	449999: 100%	Not identified by Scopus	 0		263882
Journal	2020	Australian Geographer	Becoming reading group : ...	Ey M, Mee K, Allison J, Caves S, Crosbie E, Hughes A, Curtis F, Doney R, Dunstan P, Jones R, Tyndall A, Baker T, Cameron	449999: 100%	Cited 1 time in Scopus	 1		264500

Updating your portal data is critical

Report Date: 29 June 2021



Research Activity Statement

Name	Level	Start Date	Organisational Unit	Membership
Kevin Dunn	Level E	05-May-2008	School of Social Sciences	Young And Resilient Research Centre (SRI)

Acronyms

- HDR:** Higher Degree Research (Student)
EFTSL: Equivalent Full Time Student Load
HERDC: Higher Education Research Data Collection
ERA: Excellence in Research for Australia
FoR: Field of Research

WSU Research Data Notes

1. HERDC income, Load and Completions data is static and based on the official government reported Western Sydney University data. The data includes research activity generated at the university which meets the government reporting specifications.
2. HDR Load and Completions are based on the percentage of student supervision each year. There is no weighting on HDR Load or Completions.
3. HERDC Income is based on the apportioned income allocated to the investigator of the grant.
4. Publications include all affiliated and non-affiliated publications. They only include ERA eligible publication categories. Publications are not weighted and the data is showing the unapportioned number of publications.
5. The Grant requested and awarded numbers/amounts are not apportioned.
6. Field of Research (FoR) Activity is displayed for the top 8 FoRs used.

Metrics (Source: SciVal)

7. **Field Weighted Citation Impact (FWCI):** FWCI is calculated by dividing the number of citations received by a document by the expected number of citations for similar documents. Similar documents are ones in the same discipline, of the same type and age. WSU filter publications to Journal Articles and Reviews for this measure.
8. **h-INDEX:** The number of articles in a collection (h) that have received at least (h) citations over the entire career of the Academic. WSU filter publications to Journal Articles and Reviews for this measure.
9. **Percent of Articles in Top 10 Percentile (Field weighted):** This measure shows the percent of journal articles that are in the top 10 percent of journal articles based on citation counts in the same field and year. Benchmark – 10% in the top 10% aligns with world standard. WSU filter publications to Journal Articles and Reviews for this measure.
10. **Scimago Journal Rank (SJR):** SJR calculates the average number of citations received in a year, divided by the documents published in the journal in the three previous years. Citations are weighted depending on the source they come from. The subject field, quality and reputation of the journal have a direct effect on the value of a citation.
11. **SJR Best Quartile:** The best quartile from any subject relevant to the journal is used. Identifying the best quartile for each journal means that the distribution is not 25% in each quartile. Comparable benchmarks are: World - articles in journals with SJR Best Quartile 1 is 50%. Australia - articles in journals with SJR Best Quartile 1 is 70%.

Contacts

For any missing publications or questions about ERA eligibility, contact the library on Lib-Research@WesternSydney.edu.au

For any questions on grants, contact the postawards team on postaward@westernsydney.edu.au

For any questions related to HDR students or supervision, contact Graduate Research School on grs.enquiries@westernsydney.edu.au

For everything else, contact Research Services - Data and Systems team on ResearchData@westernsydney.edu.au

What is Research Impact?

Research impact is the contribution that research makes to the economy, society, environment or culture, beyond the contribution to academic research

Explain ***the difference*** your research is making

- *the claims should be realistic, what role you specifically played*
- *long term vision for the research and it is recognised that these outcomes may be delivered into the future*



B, C, D or E: What makes the difference?

The new policy framework adopts greater flexibility in relation to the achievements required at different appointment levels.

- We know that all careers are different. Show us your passion for your work.
- The standard required for different appointment levels will vary according to factors such as academic discipline and any career disruptions.
- *The policy also recognises the diversity of contemporary academic careers. Your balance of Teaching, Research & Leadership may be unique but you must integrate those elements to demonstrate the merit of your application.*



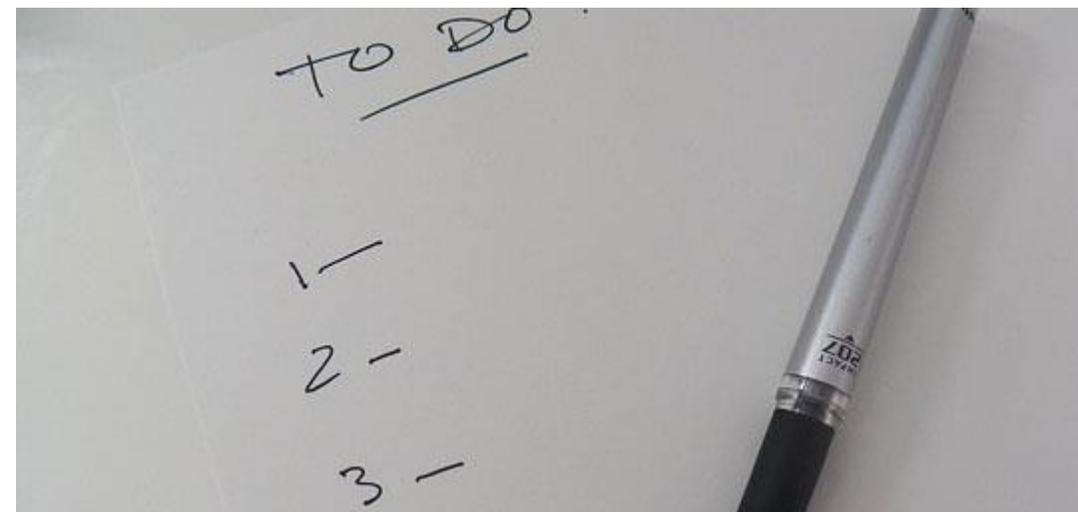
The bottom-line

Applicants need to build a distinctive narrative that *presents and explains* the relevant evidence and demonstrates *the value of your achievements* to the institution, your colleagues, your students and your partners.

Final Points

- Plan your application – start early, request your Research Activity Statement, review your CV
- Be honest about your claims – Ask a “champion” to help you identify all of your contributions/ achievements
- The Panel is multidisciplinary – but assume it will not include an expert in your field!
- Don’t use acronyms or over technical terms
- Have a reader (not in your discipline)

- *Speak with your Dean early*
- *Start with your overall narrative – refine your elevator pitch*



Position Classification Standards

	Level B	Level C	Level D	Level E
Types of contributions expected	Activities to maintain and develop relevant scholarly, research and/or professional activities	A major role in relevant scholarship, research and/or professional activities	A significant role within their profession or discipline	A special responsibility in leadership, policy, and fostering excellence at unit, institutional <i>and</i> community levels
Specific examples	<ul style="list-style-type: none"> Professional activity Administrative functions (primarily connected to own teaching units) Participation in committee work Unit coordination 	<ul style="list-style-type: none"> Professional activity Broad administrative functions Attendance at departmental meetings A major role in planning or committee work Course coordination 	<ul style="list-style-type: none"> Significant contribution to profession / discipline High level administrative functions Attendance at departmental meetings Development of or responsibility for curriculum / programs Course coordination 	<ul style="list-style-type: none"> Participation in and leadership of community affairs relevant to discipline in relevant professional, commercial, or industrial contexts Involvement in departmental and/or institutional policy and administration Development of research and / or education policy Playing an active role in maintenance of academic standards Development of or responsibility for curriculum / programs



ACADEMIC PROMOTIONS: SERVICE & ENGAGEMENT

Professor Alpha Possamai-Inesedy
Chair, Academic Senate



Types of Service and Engagement

- Institutional leadership at WSU
- Contributions to higher education and other sectors
- Contributions to your discipline/profession
- Contributions to communities in Australia or overseas
- Can be diverse!



Constructing your Narrative

- Individual or collegial (quantify and qualify your contribution)
- Demonstrate sustained contributions and achievements
- Evidence of impact
- Alignment with University strategic priorities
- Create an evidence-based narrative that outlines your achievements and influence.



Achievements, Influence and Impact – NOT Activity!

ACTIVITY

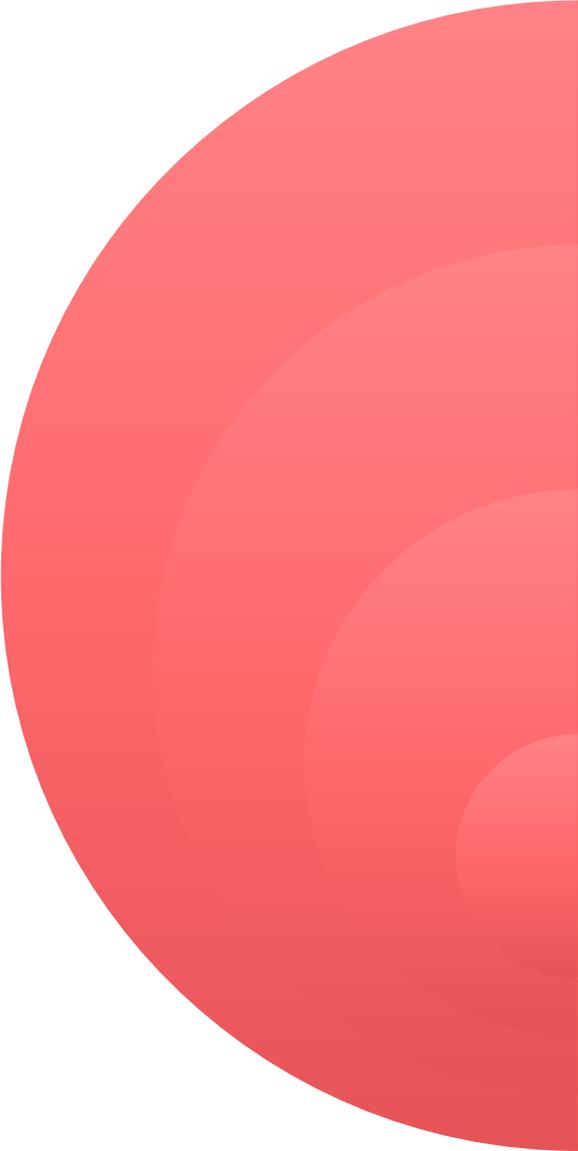
- Number of meetings attended
- Number of committees you have ever sat on
- How long you have been associated with an initiative with no explanation of what you did in it
- How many people you are connected to on LinkedIn, Twitter, Yammer, etc. without showing what this has led to



ACHIEVEMENTS, INFLUENCE AND IMPACT

- Feedback that identifies the nature and extent of your work and its significance
- Letters from Chairs of committees detailing your contribution
- Media profile
- Invitation to sit on review panels, public enquiries or membership of international delegations.
- Writing for non-academic publication

What does this look like across Levels?



Level B	<ul style="list-style-type: none">• Involvement in professional activity beyond membership; attendance at governance meetings and contribution to planning and committee work; creative achievement; professional contribution.
Level C	<ul style="list-style-type: none">• As above – however, the role of the work shifts with higher responsibilities in planning and work. It is at this level that we expect to see a more sustained record of your work.
Level D	<ul style="list-style-type: none">• The expectation at this level is that you are making a sustained level of significant contribution.
Level E	<ul style="list-style-type: none">• The expectation at this level is to exercise a special responsibility in providing leadership and in fostering excellence in [...]professional activities and policy development in the academic discipline, organizational unit, institution, and community, both scholarly and general.

Things to Remember:

- Service and engagement are valued and recognised
- Can you measure impact?
- Can you demonstrate change?
- Be specific about your contribution if you are presenting team work
- Build a narrative across the three streams of your application



Moving to Break out Rooms

2 rooms have been pre allocated depending on the academic level of promotion being sought.

Half way through we will swap presenters.

After this Q&A session we will return for an overview and Wrap up by Professor Sweeney

ACADEMIC PROMOTIONS

PROFESSOR DEBORAH SWEENEY
DVC Research, Enterprise and International



Application Deadline

Due 5pm **2nd August** for the second round of Academic Promotions

- Speak with Supervisor and Dean
- Secure a champion/mentor and/or reader

NOTE: while there is an always open process for submitting applications, these are the dates that applications are needed by to make the next committee meeting. There is no guarantee that submission after these dates will make it to the relevant committee meeting.

Application

- Our policy says: Institutional leadership at WSU, contributions to higher education and other sectors, your discipline/profession, communities in Australia or overseas.
- WSU recognises diverse academic contributions – whether individual or collegial; **important to indicate your contribution in collaborative work**
- Demonstrate **sustained** contributions and achievements with **evidence of impact**
- Not a list of activities! Achievements, Influence and Impact

Application

What do you need to submit with your application?

- This information can be found in full within the Guidelines document.
 - Application form
 - CV
 - SFT reports
 - **Researcher Activity Statement (the final version will be provided by HR)**
 - TICE report (please ensure all your TICE entries are updated prior to the submission date for HR to generate this report)
 - 5 significant works if you are applying to Level D or Level E
 - Supporting documentation for equity and COVID-19 considerations
- *Ensure your Researcher Activity Statement contains all relevant details – source of truth*
- *Any additional supporting documentation for your application should be sent to your Dean or Director for sighting. The Committee will not receive this.*
- *Referee and Dean reports are sought by the HR office and applicants should not seek these reports. Academic Supervisors provide input into the Dean report and so should not be listed as a Referee.*

Timeframe

What timeframe will be assessed within my application:

- Assessments of applications for academic promotion will take into account applicants' overall career trajectories and achievements, but will focus on applicants' achievements over the shortest of:
 - the previous five years,
 - the period since the applicant's last promotion at the University; or
 - the period since the applicant's appointment to the University.
- **INTEGRATED SUMMARY STATEMENT (400 words):** Evidence-based narrative about “who you are”, trajectory, interplay between research and L&T, achievements and impact of your career; Alignment with University strategic priorities
- Don't repeat information in next sections (1500 words) but build a narrative across the three streams of your application with evidence of your influence and impact

Equity and COVID-19 Considerations

Equity Considerations (Achievements Relative to Opportunity)

250 words maximum

Please outline any equity considerations of significance over the past five years which are relevant to your application and academic opportunities during this period. Equity considerations may include for example: family and/or carer responsibilities, such as being primary carer for school-aged children, caring for a family member with disability or medical condition; having a temporary or permanent disability, including a medical condition, mental health issue, serious injury; cultural considerations, such as recently arriving from or living overseas and/or cultural obligations; working in a non-traditional field for a person of your gender.

Describe the impact these equity considerations may have had on your achievements.

COVID-19 Considerations

1/2 – 3/4 page max

*Please outline any COVID-19 considerations of significance which are relevant to your application and academic opportunities during this current COVID-19 period. **Describe any specific short or long-term impacts these considerations may have had on your academic development and progression since March 2020 i.e. what expected activities were delayed or disrupted due to COVID-19 related experiences or restrictions.***

COVID-19 considerations may include for example: transition to remote teaching and learning, changes in workloads to focus on teaching and governance roles in response to COVID-19, the loss of access to research resources. Additionally, shifts in household labor, childcare, eldercare, exacerbation of your own medical condition/s because of COVID-19 circumstances, and physical confinement can all be contributing factors.

Resources

- The Academic Promotion website has all the resources required for your promotion application.
www.westernsydney.edu.au/academic_promotion
- Links to Policy and Procedures, Guidelines and Position Classification Standards and Forms (application and CV)
- Information on obtaining your Researcher Activity Statement, your TICE (Tracking and Improving Community Engagement) report and your SFT/SFU reports.
- A page dedicated to a mentoring listing of past successfully promoted staff willing to assist you with your application.
- Past workshop presentations and videos to assist along with a list of resources to aid your application.