



# ACADEMIC PROMOTIONS

Information Session  
2022



# 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.



# Academic Promotion Policy Review 2021/2022

The review included:

consultation with a number of key University stakeholders,  
extensive benchmarking with  
Innovative Research Universities,  
other Universities across Australia, and  
International Universities.

## From the Policy - Fields of Academic Practice

(18) Promotion is based on **sustained academic excellence** and the evidence of the quality and impact of contributions to the University's strategic goals in each of the three academic fields. Where an academic appointment specifically precludes or constrains contribution to one of these areas, the application will be judged against the relevant areas of contribution.

(19) Applicants are required to make their case to the Academic Promotions Committee, addressing three fields of academic practice:

- a. Achievements in Teaching and Learning, including but not limited to, any one or more of: engaged teaching, curriculum development, **HDR supervision**, educational leadership, **Indigenous teaching and learning** and student learning development.
- b. Achievements in Research and Scholarship, including but not limited to, any one or more of: engaged research, research impact (**including knowledge transfer/commercialisation**), research leadership, **indigenous research and research partnership development**.
- c. Achievements in **Engagement, Governance and Service**, including but not limited to any one or more of: institutional leadership at this University, **academic citizenship, pastoral care of students and colleagues**, contributions to higher education and other sectors, the relevant profession or academic discipline, **Indigenous communities** and other communities in Australia or overseas.

**INTEGRATED SUMMARY STATEMENT** (*400 words*): Evidence-based narrative about “who you are”, trajectory, interplay between Research and Teaching & Learning, achievements and impact of your career; Alignment with University strategic priorities. Clearly highlight your overall career achievements, career goals and your career trajectory within the three Academic Fields of Practice.

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

# From the Policy - Fields of Academic Practice

**(20)** It is expected that applicants will demonstrate **sustained academic excellence** through performance, contribution, and achievements (relative to opportunity) and impact across all three fields of academic practice (unless an exceptional case is made), for the level for which they are applying. Applicants will have regard to the requirements and expectations as described in the Position Classification Standards. *It is recognised that the focus of the contribution and achievements will vary between individuals and disciplinary fields and may change across an academic's career. Academic promotion is based solely on the merit of the case presented.*

## **Achievement Relative to Opportunity** (within the Promotion Guidelines)

Assessing achievements relative to opportunity involves evaluating the quality and impact of the staff member's achievement having regard to the applicant's career stage and trajectory and taking into consideration the impact of relevant personal circumstances. This supports appropriate evaluation of achievements in relation to productivity, the ability to participate in certain types of activities, and the consistency of activities or output over the period of consideration.

Applicants applying for academic promotion are encouraged to articulate their relevant personal circumstances in their promotion application to enable the assessment of their achievements relative to opportunity.

## **From the Policy – Eligibility** (details within the Promotion Guidelines)

(14) In exceptional cases, newly-appointed academic staff may be considered eligible for an early application for academic promotion. The decision to waive the eligibility period will be determined as part of the employment and probationary process.

(15) Academic staff may not normally apply for academic promotion within 24 months of a previous submission. Exemption to apply within 12 months will only be considered in exceptional circumstances

All requests for an exemption to apply early for academic promotion should be made on the Application for Exemption – Academic Promotion form. This is located on the Promotion website.

### **Extension of the application timeframe** (details within the Promotion Guidelines)

(22) In the case of applicants with documented career interruptions, an extended timeframe of achievements may be considered.

Applicants who have had career interruptions may wish, on the basis of equity considerations, to use an extended timeframe in which to present their Application and CV. Applicants may request up to a maximum of four additional years, for an overall maximum timeframe of nine years.

These requests should be made on the Application for Exemption – Academic Promotion form. This is located on the Promotion website. Apply for this before submitting your application.

# 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.

# Updates within the Promotion Guidelines

## **Equity considerations:**

Expansion to include natural disasters / global events along with Covid 19 considerations.

## **Referee Reports:**

Referee reports will no longer be sought for level B and Level C applicants.

## **Independent External Assessor Reports (Level C, D and E only):**

Level C applicants will have one external assessor.

Level D and Level E will have up to three external assessors.

## **Level D and Level E applicants only:**

### **Significant works:**

Applicants must include 3 significant works with their application. Applicants can now indicate within the application the significance and impact of these works.

### **Interviews:**

Applicants will attend a short interview of approximately 15 minutes. There are generally only a few questions and they are not known beforehand.

A session on the interview will be held closer to the Committee meeting for applicants to attend.

# Committee Membership Update

The Academic Promotions Committee will consist of:

- a Senior Deputy Vice-Chancellor and Provost or Deputy Vice-Chancellor and Vice-President (Chair);
- Deputy Vice-Chancellor and Vice-President, Research Enterprise and International or Pro Vice-Chancellor, Research (relevant position dependant on position of Chair);
- Deputy Vice-Chancellor and Vice-President, Academic or Pro Vice-Chancellor, Learning Futures (relevant position dependant on position of Chair);
- **Pro Vice-Chancellor, Engagement and Advancement**;
- Chair, Academic Senate;
- three Professors drawn from an internal pool, with **one representative from each Cluster**;
- one invited external academic drawn from an external pool; and
- **Deputy Vice-Chancellor, Indigenous Leadership** (or nominee) present for relevant Indigenous Applications.

Non-voting observers include:

The **Manager Indigenous Employment**

The Director, Equity, Diversity and Wellbeing (or nominee).

# Application Deadline

*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*

Round 1 applications due 5pm **25 May**

Round 2 applications due 5pm **15 August**

**Speak with Supervisor and Dean**

**Secure a champion/mentor and/or reader**

New Academic Promotion Application and CV forms – old versions will not be accepted

# 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 the Promotions Coordinator and must contain any data to be considered by Committee)**
  - 3 significant works if you are applying to Level D or Level E
  - Supporting documentation for equity considerations
- *Any additional supporting documentation for your application should be sent to your Dean or Director for sighting. The Committee will not receive this.*
- *All reports are sought by the Promotions Coordinator and applicants should not seek these reports. Academic Supervisors provide input into the Dean report.*

# Resources

- The Academic Promotion website has all the resources required for your promotion application. [www.westernsydney.edu.au/academic\\_promotion](http://www.westernsydney.edu.au/academic_promotion)
- Links to Policy, Guidelines and Position Classification Standards and Forms (application and CV)
- Information on obtaining your Researcher Activity Statement, 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.



## Academic Promotions Workshop 2022

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**Professor Michelle Trudgett**

Deputy Vice-Chancellor Indigenous Leadership

**Ms Stacey Kim Coates,**

Manager, Indigenous Employment



# STRATEGIC OBJECTIVES

## **STRATEGIC OBJECTIVE 1: INDIGENOUS STUDENTS**

Provide opportunities for Indigenous students to learn and succeed in an environment that promotes Indigenous excellence.

## **STRATEGIC OBJECTIVE 2: INDIGENOUS EMPLOYMENT**

Position Western as a place of choice for Indigenous Australians to work in an environment that supports and nurtures their careers

## **STRATEGIC OBJECTIVE 3: RESEARCH**

Develop the breadth and depth of Indigenous research with a vision to promote research that empowers Indigenous Australians

## **STRATEGIC OBJECTIVE 4: LEARNING AND TEACHING**

Ensure all students develop understanding and knowledge about Indigenous Australians through the graduate attribute

## **STRATEGIC OBJECTIVE 5: COMMUNITY ENGAGEMENT**

Promote Western Sydney University as a place that works with and for the Indigenous Australian community

## **STRATEGIC OBJECTIVE 6: INDIGENOUS LEADERSHIP**

Provide leadership opportunities for Indigenous Australians across staff, students and community throughout Western Sydney University

## **STRATEGIC OBJECTIVE 7: CULTURAL VIABILITY AND KNOWLEDGE**

Build Indigenous Cultural Viability and Knowledge across the University.



# Academic Promotions Guidelines 2022

## Example Indigenous focus areas

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### **3a. Achievements in Teaching and Learning including Leadership in Teaching and Learning**

Applicants including Indigenous teaching and learning within their narrative should discuss Indigenous scholarship, partnerships or collaborations with Indigenous scholars or community members, or other Indigenous perspectives included in the teaching and learning (p. 8).

### **3b. Achievements in Research and Scholarship including Leadership in Research and Scholarship**

Applicants applying on the basis of Indigenous research should discuss the use of Indigenous research methodologies, Indigenous community partnerships and collaborations and the related benefit to Indigenous communities as outlined in the Australian Institute of Aboriginal and Torres Strait Islander Studies or National Health and Medical Research Council Indigenous ethical guidelines (p. 8).



To engage with the  
Indigenous Strategy further  
please visit the Indigenous  
Engagement and Education  
Webpage

<https://www.westernsydney.edu.au/aboriginal-and-torres-strait-islander>



## 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)

3 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.***

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

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Researcher	Kevin Dunn	<a href="#">View ORCID Profile</a>	Please advise the <a href="#">Library Research Engagement</a> team of any missing profile details.
Organisational Unit	School of Social Sciences	<a href="#">View Google Scholar Profile</a>	<a href="#">Research Activity Statement</a>
Membership	Young And Resilient Research Centre (SRI)	<a href="#">View Scopus Profile</a>	
Report Date	29 JUN 2021 01:35:PM	No <a href="#">Publons</a> 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		<a href="#">264710</a>
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		<a href="#">260685</a>
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		<a href="#">263882</a>
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		<a href="#">264500</a>

# 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

<b>HDR:</b>	Higher Degree Research (Student)
<b>EFTSL:</b>	Equivalent Full Time Student Load
<b>HERDC:</b>	Higher Education Research Data Collection
<b>ERA:</b>	Excellence in Research for Australia
<b>FoR:</b>	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](mailto:Lib-Research@WesternSydney.edu.au)

For any questions on grants, contact the postawards team on [postaward@westernsydney.edu.au](mailto:postaward@westernsydney.edu.au)

For any questions related to HDR students or supervision, contact Graduate Research School on [grs.enquiries@westernsydney.edu.au](mailto:grs.enquiries@westernsydney.edu.au)

For everything else, contact Research Services - Data and Systems team on [ResearchData@westernsydney.edu.au](mailto: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

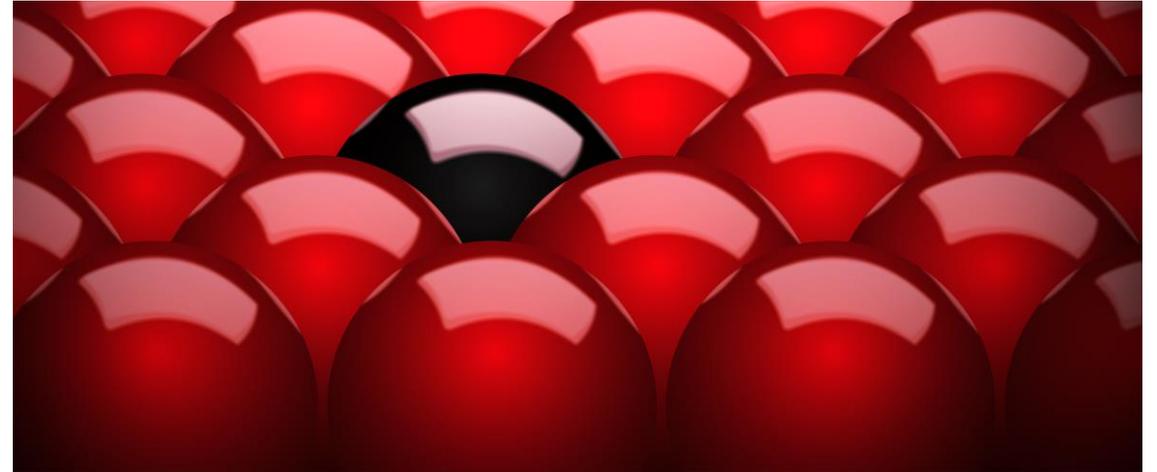
- *the claims should be realistic, what role you specifically played*
- *long term vision for the research and it is recognised that these outcomes may be delivered into the future*



## 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.*

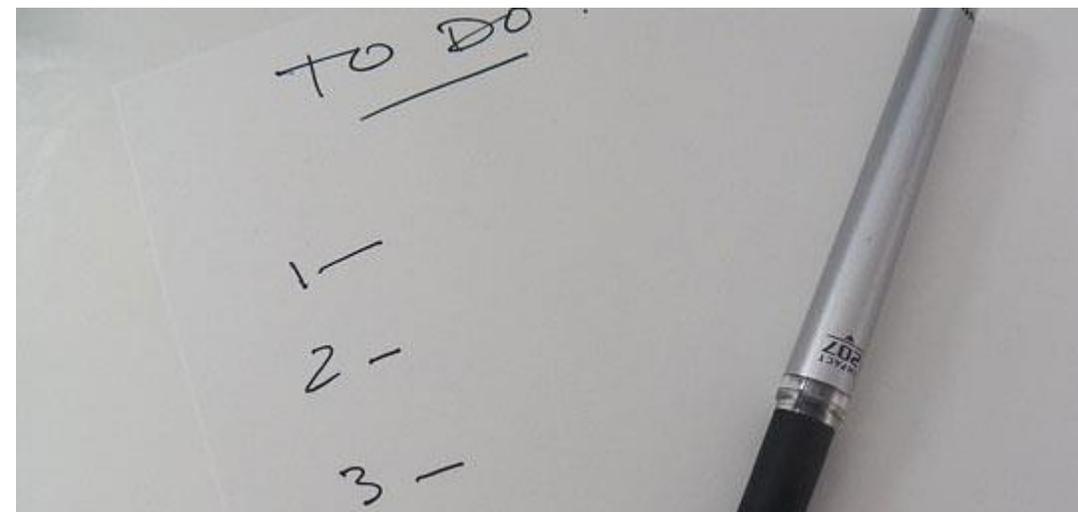


### **The bottom-line**

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*





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# Academic Promotions

## Teaching and Learning

**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

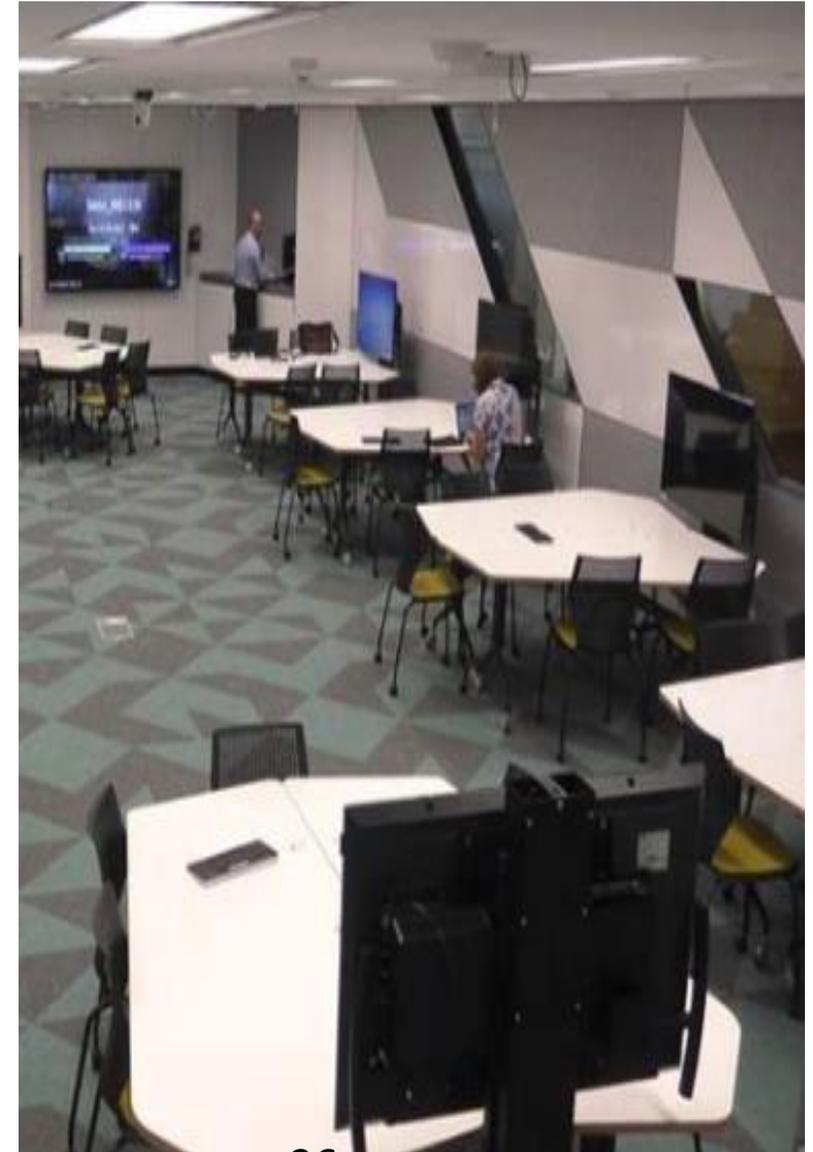
- Academic level descriptors and expectations
- Initiative and leadership at all levels
- Increasing scale, scope and opportunity



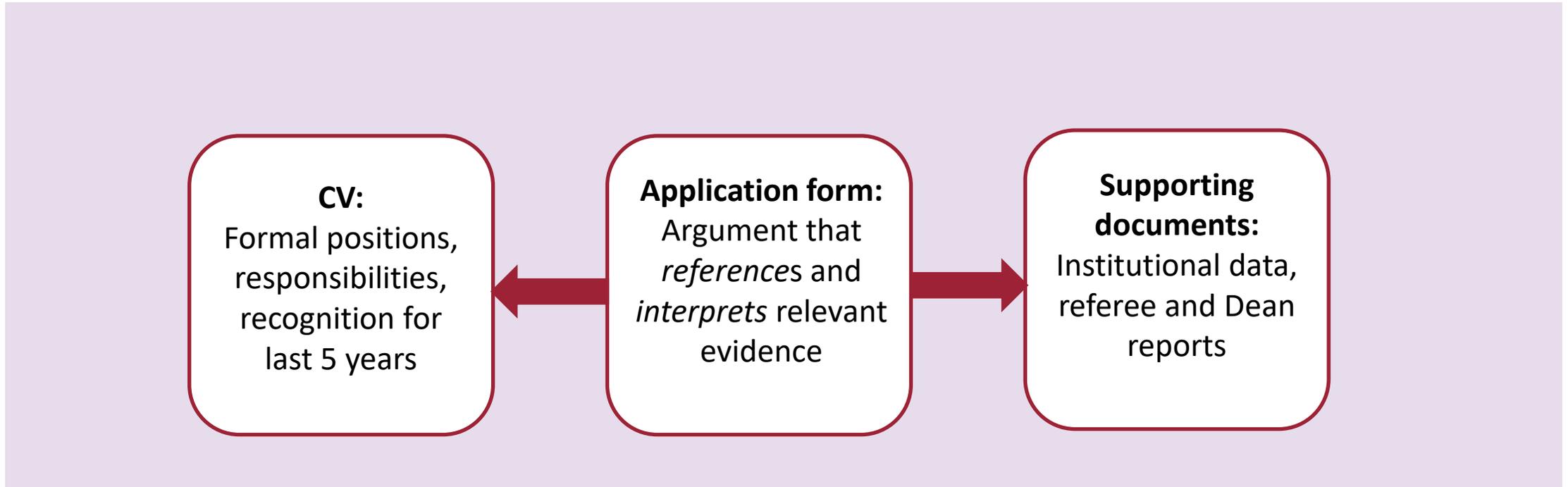
**Impact:** How have you (*your actions*) made a difference to your students (*their learning experiences and outcomes*), your colleagues (*their teaching and their students' learning*), your university, other universities, your discipline, the way we think about and 'transform' higher education (*locally/nationally/internationally*)?

# Engaged Teaching/Active Learning

- Multidimensional and inclusive of the diversity of teaching & learning contexts:
  1. 'Scholarship' of teaching and learning
  2. Professional Learning
  3. Co-Creation: Curriculum design, development, delivery, etc
  4. 'Act' of teaching (performance)
  5. Learning support and enrichment
  6. 'Leadership' of Teaching & Learning



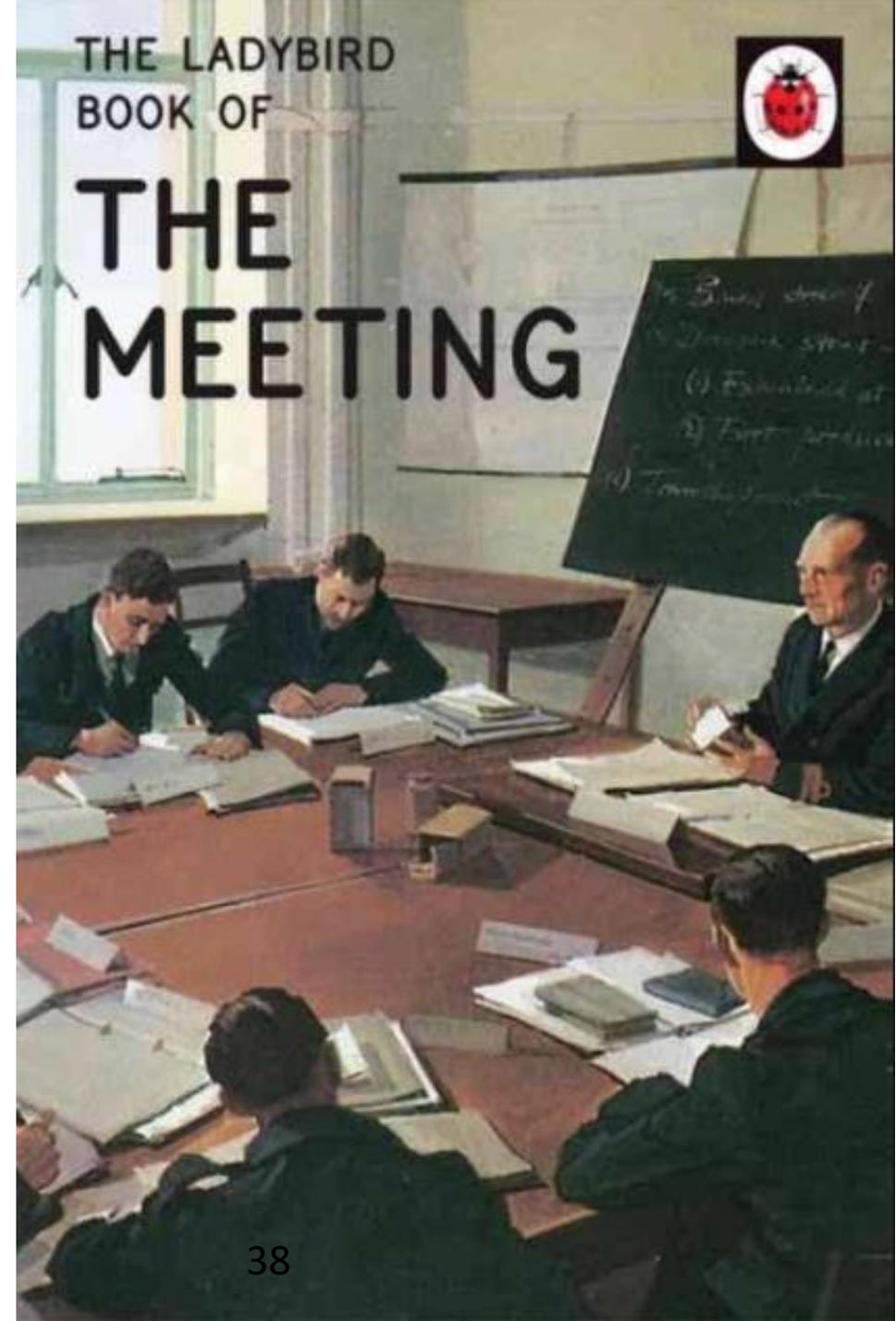
# Strategically communicate a coherent case



- **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



## 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](mailto:LearningFutures@westernsydney.edu.au)

If you are experiencing any technical difficulties accessing the data dashboards, please contact [CIA\\_data@westernsydney.edu.au](mailto:CIA_data@westernsydney.edu.au)



Learning Futures April 2021



## 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.

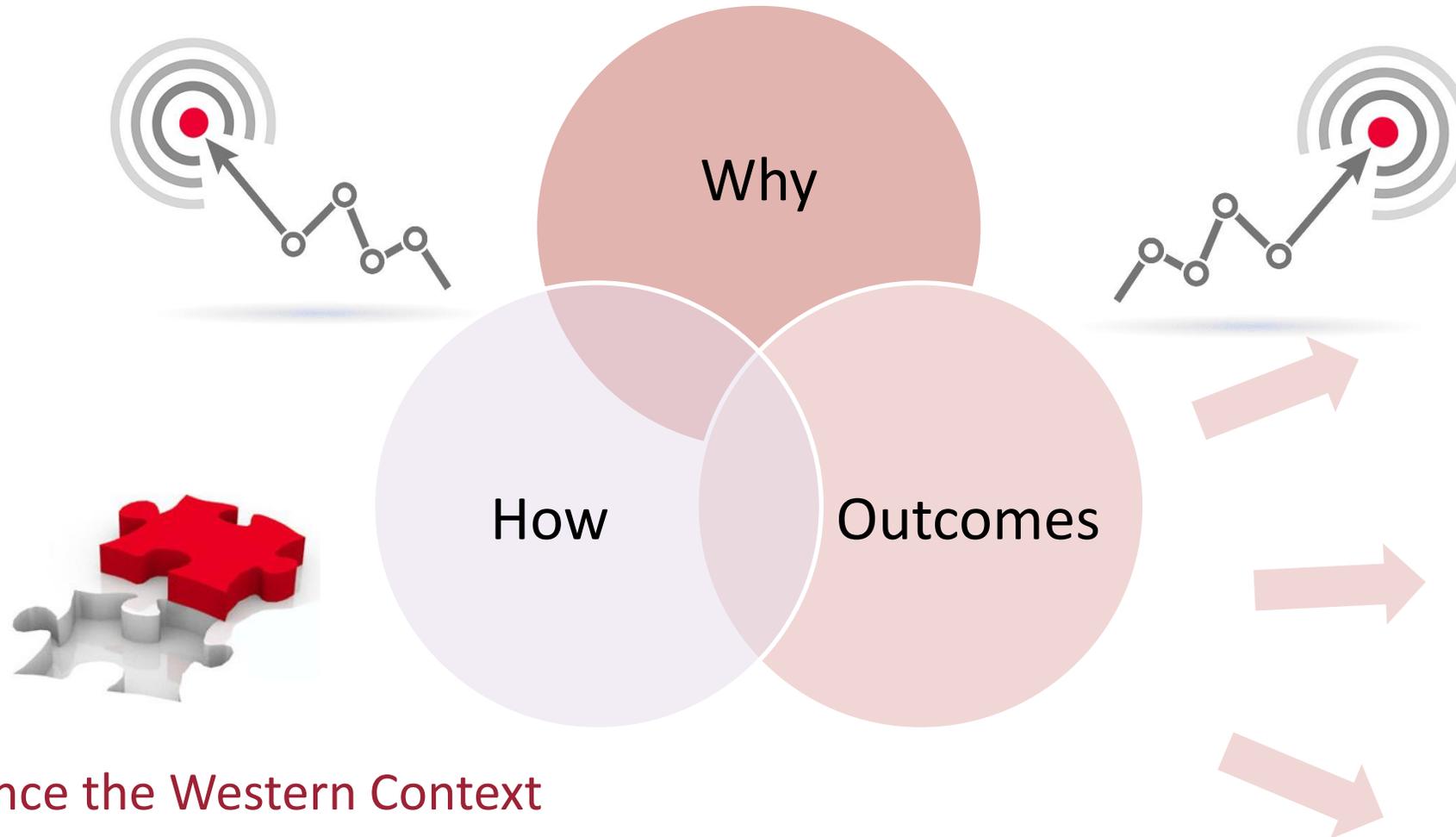
### Unit Level

- [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.

# Authentic (evidence based) narrative



Reference the Western Context

Sustaining Success, Educational and Decadal Strategies, e.g 21C 40

# 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](https://www.westernsydney.edu.au/learning_futures/home/teaching_support/professional_learning)



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[LearningFutures@westernsydney.edu.au](mailto:LearningFutures@westernsydney.edu.au)

# Academic Promotions

## The Equity Observer

**Michelle Falconer**

Director, Equity, Diversity and Wellbeing



# Academic Promotions

## Past Applicant

**Associate Professor Emma Power**  
School of Social Sciences

# Preparing an application

- **The big picture: what is *your* story?**
- **The CV: Use the process to identify evidence for your story**
- **Keep the ‘so what’ question in mind**
- **Critical readers**
- **Every application is unique**



Photo by [Ian Schneider](#) on [Unsplash](#)

# Academic Promotions

Questions?

# ACADEMIC PROMOTIONS: Governance & Service & Engagement

Professor Robert Mailhammer  
Chair, Academic Senate



## Governance & Service

- Institutional leadership at Western Sydney University
  - e.g. Director of Academic Program, Academic Program Advisor, Associate Dean, Discipline Lead, policy development
- Contributions to your discipline/profession
  - e.g. role in professional organisations, journal editor, reviewer, event organisation
- Contributions to higher education and other sectors
- YOUR CONTRIBUTION in “keeping things running” (academic citizenship)

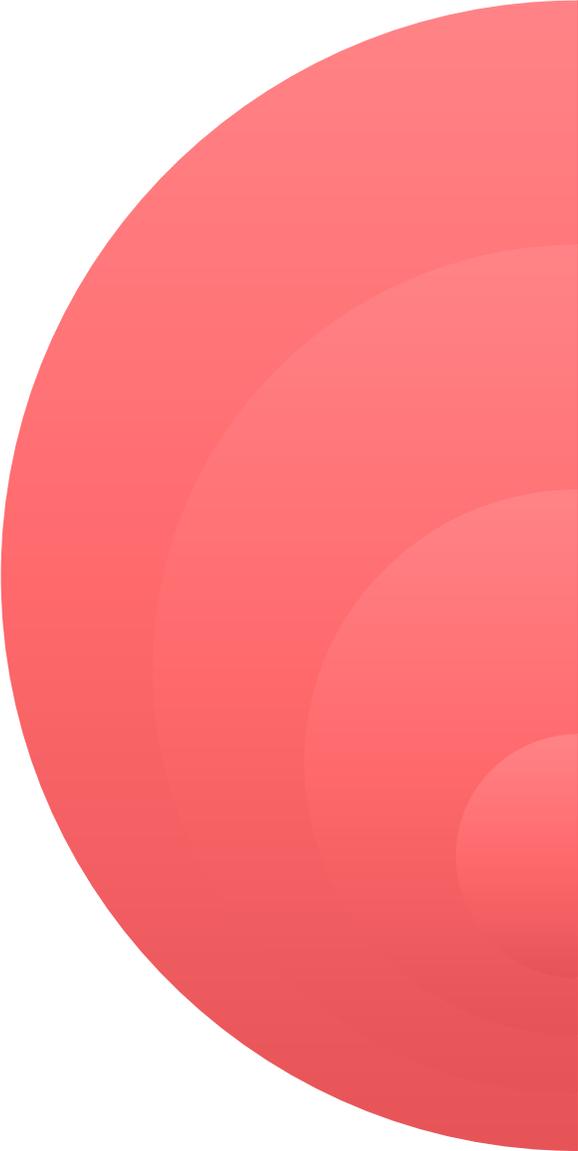


# Engagement

- interaction between the University and public for mutual benefit
- organisations, individuals
- Examples:
  - engaged research,
  - work-integrated learning
  - relationships between University and communities
  - work placement
  - industry-research partnerships
  - media engagement
  - communication of academic work to the public
  - policy work
- Your contribution and interaction to the external world!



## Building your profile: what is expected



### Level B

- Involvement in professional activity beyond membership; attendance at governance meetings and contribution to planning and committee work; creative achievement; professional contribution.

### Level C

- 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

- The expectation at this level is that you are making a sustained level of significant contribution and show leadership and take on significant responsibility.

### Level E

- 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.

# Building your governance and service profile: 4 key tips

## 1. Be proactive: seek out opportunities to contribute

- you can make a difference – your contributions are valued

## 2. Be strategic: look for development paths

- from trajectory to track record

## 3. Be economical: look for ways to achieve multiple goals and find natural alignment

- e.g. if your research is strong and if you are passionate about it, focus on relevant ways to contribute

## 4. try and find something you want to do as opposed to “something”

- intrinsic motivation over extrinsic motivation (workload, career path)

# Constructing your Narrative

1. What have you done? (nature of your contribution)
2. What was your role? (position, leadership)
3. What has changed as a result of 1. and 2.? (outcome and impact)
  - individual/collegial
  - sustained rather than one-off
  - what evidence is there?
  - Alignment with University strategic priorities

## 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 – connect across/cross-refer without double dipping!



# Academic Promotions

Questions?