

Promotion of Academic Employees

1.0 Purpose

2.0 Scope

3.0 Procedure

3.1 Eligibility | 3.2 Areas of emphasis for promotions applications | 3.3 Steps to promotion | 3.4 Criteria for promoting and the Committee decision-making process | 3.5 How and when the promotion comes into effect | 3.6 Promotions on probation | 3.7 Appeals against decisions
Appendix One – Criteria: Teaching Excellence | Appendix Two – Criteria: Research Excellence

4.0 Definitions

5.0 Information

6.0 Related policy documents and supporting documents

1.0 Purpose

This procedure outlines the steps and requirements for eligible academic employees to apply for promotion and receive recognition for outstanding achievement.

2.0 Scope

This procedure applies to all full-time, part-time and fixed term academic employees of the University.

It does not apply to clinical title holders, casual academic teaching and/or research employees, adjunct, visiting and honorary appointees of the University.

3.0 Procedure

3.1 Eligibility

- 3.1.1 All academic employees on continuing, continuing on probation, continuing contingent or fixed term appointments are eligible to apply for promotion, with the following exceptions:
- Employees who have served in their current appointment (or consecutive appointments for fixed term employees) for less than two years prior to the promotion application submission date.
 - Employees who have resigned or have submitted a notice of resignation or those whose contract of employment ends prior to 1 January in the year following the application for promotion (i.e. at the time the promotion comes into effect).
 - Employees who are currently on leave without salary for a period in excess of 12 months.
 - Employees who submitted an unsuccessful promotion application within the last two years.
 - Employees whose performance is assessed as unsatisfactory.

- 3.1.2 In exceptional circumstances, the above eligibility requirements, except for unsatisfactory performance, may be waived by the Provost for Level E, or otherwise relevant Pro Vice Chancellor.
- 3.1.3 Employees are not required to have reached the top of the relevant scale to apply for promotion.
- 3.1.4 At any time during the promotion process, should an employee formally notify the University of their intention to resign, the promotion or appeals process will immediately cease with respect to that employee.

3.2 Areas of emphasis for promotion applications

- 3.2.1 Promotion Committees (Committees) will evaluate the merits of each application, having due regard to the level of promotion sought, the applicant's work profile and any other relevant criteria indicated in 3.4. Their evaluation will consider the quality of the achievements relative to the opportunity, including that afforded by an applicant's work profile.
- 3.2.2 Applications for promotion are to be made in one of the following areas of emphasis:
 - Teaching Excellence
 - Research Excellence
 - Teaching AND Research Excellence.
- 3.2.3 Applicants with both teaching and research in their work profile are expected to evidence excellence in both areas relative to the opportunity afforded by their work profile.
- 3.2.4 Applicants may apply with a single area of excellence when 100% of their work profile consists of:
 - Teaching and service
 - Teaching, service and scholarship
 - Research and service
- 3.2.5 Applicants with service in their work profile are expected to demonstrate their contributions to leadership, service and/or engagement within their case for Teaching and/or Research Excellence.
- 3.2.6 Committees will be cognisant that those with a significant element of service will likely evidence their contributions through a range of non-traditional outputs.
- 3.2.7 Applicants may also include any service contributions not directly aligned with Teaching or Research Excellence within their application.
- 3.2.8 Committees will consider the impact of service contributions when evaluating whether an application meets the threshold for promotion.

3.3 Steps to promotion

- 3.3.1 Step 1: Preparing for promotion
 - a. In preparation for the Academic Staff Career Development (ASCD) review, Academic Groups should identify employees who are typically under-represented in promotion processes and use the ASCD process to encourage and support strong candidates to apply. In doing so, Academic Groups will pay particular attention to women, Aboriginal and

Torres Strait Islander First Peoples, people with disabilities and people from non-English speaking backgrounds.

- b. Employees are encouraged to discuss their plans for promotion during their ASCD review. Supervisors will provide feedback and either encourage them to apply or provide them with a clear indication of what actions are required to strengthen their case for a future promotion round. Employees may apply for promotion even if their supervisors advise them not to.

3.3.2 Step 2: Commencement of round

- a. The Provost will advise all academic employees that the promotion round has commenced and will draw attention to this procedure, the University's criteria for promotion, and the timetable for considering cases.
- b. Where academic positions are not aligned to an academic school or department, the Provost will assign the relevant work area to the closest aligned Committee and process. The area assignments will be listed on the Academic Promotions web page.
- c. Academic Groups will define and make clear to employees how they will provide feedback on an individual's readiness for promotion. They will also make clear the deadlines for the Academic Group review process and applicant submission requirements for the completion date of the Head of Element (HoE) report.
- d. Academic Groups may define their own review deadlines and may have different review and feedback processes for senior promotion applications.

3.3.3 Step 3: Writing and reviewing applications

- a. In writing their application for promotion, applicants should consult the Academic Promotions web page instructions and use the required forms.
- b. Applicants should clearly evidence how they have achieved a sustained quality of performance appropriate to the standards required for the level sought.
- c. The criteria and typical types of evidence required for promotion are documented in Appendix One - Criteria: Teaching Excellence and Appendix Two - Criteria: Research Excellence.
- d. The Academic Group review process should provide applicants with feedback (in either an oral or written form) and indicate if the application demonstrates an appropriate standard to proceed.
- e. If the application is deemed not ready to proceed, the applicant should be provided with detailed feedback indicating what updates are recommended to improve their application or what steps they should take to make a future application. Applicants have the right to disregard the advice they are provided and may proceed to submit an application even if the submission was not recommended.
- f. The HoE will provide all applicants with a written report based on their application, submitted by the Academic Group review deadline. The report should include highlights of the contribution to the element, esteem measures and other relevant information that may not be included in the case for promotion alongside any perceived vulnerabilities. Reports for more senior levels of promotions should clearly evidence the applicant's contribution to leadership and mentoring.
- g. The applicant must submit this report with their application.
- h. The applicant has the option of submitting a response to the HoE report in the overview statement section of the case for promotion.

3.3.4 Step 4: Nominating Referees

- a. Applicants applying for promotion to Principal Research Fellow, academic level D (Associate Professor) or E (Professor) should provide a list of five individuals who can act as referees. Referees must be at or above the level to which the applicant is applying. Applicants should ensure the majority of those nominated are international or have international standing in their area of focus. Referees should ideally be able to comment across the breadth of an application.
- b. Applicants at Senior Research Fellow, academic level C (Senior Lecturer) or below may list up to three individuals who can act as referees.
- c. Applicants should check their nominated referees are willing to act but should not seek to obtain copies of their reports.
- d. Applicants for Principal Research Fellow, academic level D or E should not select current or recently departed employees of Griffith as formal referees. If such people have relevant information to contribute, they can be asked to contact the Head of Element who may add this information to their report.
- e. Applicants may indicate potential referee(s) whom they would wish to have excluded from commenting on their application, together with reasons for such advice. The relevant Promotions Committee is not obliged to act on this advice.
- f. Groups will arrange a process where the final referee list is ranked. During this process, additional referees other than those nominated by the applicant may be proposed.
- g. Human Resources will arrange a process whereby the top-ranked referees are contacted. Others may be selected from the list where a referee provides a timely indication that they are unable to meet the report deadline.
- h. The Chair of the relevant Promotions Committee will decide the number of referee reports to be requested.

3.3.5 Step 5: Submitting the application

- a. Applicants should submit an application for promotion electronically by the prescribed closing date. Applications may be rejected if not prepared according to instructions. Where a page or word limit is defined, excess content may be redacted. Late applications will not be accepted.
- b. Applicants are responsible for ensuring their academic dashboard is up to date by the prescribed closing date. Applicants should consult the Academic Promotions web page for instructions to update their academic dashboard.
- c. The applicant may update their Academic Dashboard or submit evidence of progress pending at the time of the application and referred to in the application, to academicpromotions@griffith.edu.au by the date notified on the Academic Promotions web page.

3.4 Criteria for promotion and the Committee decision-making process

3.4.1 Promotions Committees will be established in accordance with the relevant constitution.

3.4.2 The decision to promote or not to promote is made by:

- the Pro Vice Chancellor, after considering the recommendation of the Academic Group-based Promotions Committee up to and including Associate Professor and Principal Research Fellow

- the Senior Promotions Committee in the case of promotion to Professor.
- 3.4.3 The relevant Promotions Committee will meet to consider all applications received. Should the Promotions Committee be satisfied that it has sufficient evidence before it, the Committee may proceed with its assessment. The relevant Promotions Committee may seek at any time to obtain further evidence to support its decision making.
- 3.4.4 The relevant Promotions Committee will consider an applicant's full academic history, weighted to their performance since appointment to the University, or last promotion at the University, whichever is the most recent.
- 3.4.5 When assessing applicants for promotion, the relevant Promotions Committee will have regard for the criteria and the following relevant factors:
- a. The criteria will be applied with due recognition to all of the following:
 - the applicant's agreed academic area(s) of emphasis
 - level of appointment
 - professional, disciplinary, cultural and gender expectations placed on the applicant
 - conditions of appointment and particular academic environments encountered by the applicant.
 - b. Non-traditional patterns of achievement, such as may be demonstrated by women, Aboriginal and Torres Strait Islander First Peoples, people with disabilities and people from non-English speaking backgrounds.
 - c. Particular consideration will be given to significant career interruptions and periods of part-time employment and other flexible arrangements, cultural service or representation commitments, ability to participate in activities that influence progression and impact of major events. In such cases, accomplishments will be determined relative to opportunity.
 - d. Work in progress will only be considered when it can be objectively assessed by internal and external referees.
 - e. Where an adverse referee report is received, which is inconsistent with other evidence presented, then the Promotions Committee must consider the appropriate weighting/overall relevance that should be attributed to this report. Should the Promotions Committee have ongoing concerns with such an adverse report, then further evidence should be sought.
 - f. All Promotions Committees are to conduct annual reviews of process, in conjunction with Human Resources, to ensure consistency, continuous improvement and monitor equity outcomes.

3.5 How and when the promotion comes into effect

- 3.5.1 The effective date of promotion is 1 January of the year following the date of notification for commencement of the promotion round.
- 3.5.2 Successful applicants for promotion will normally be promoted to step 1 of the salary scale.
- 3.5.3 In exceptional circumstances, for example, where the employee has been on higher duties or secondment, the relevant Pro Vice Chancellor may recommend the commencement of promotion to a higher step within the salary scale. All such recommendations will be referred to the Provost for consideration.

3.6 Promotions on probation

- 3.6.1 An academic employee who is promoted while still on probation will normally have their appointment confirmed at the promotion level. However, the Promotions Committee may recommend to the relevant Pro Vice Chancellor or the Provost (for Level E) that the employee continues on probation.
- 3.6.2 Where the employee remains on probation, they will have all further reviews conducted at the level to which they are promoted, from the date of promotion, taking into account that performance prior to promotion will be assessed at the lower level.

3.7 Appeals against decisions

- 3.7.1 Unsuccessful applicants will be provided with a copy of the minute extract from the meeting where the decision on their application was made.
- 3.7.2 An unsuccessful applicant may request an opportunity to meet with the relevant Pro Vice Chancellor for Level E, or the relevant Promotions Committee Chair for all other applicants.
- 3.7.3 Unsuccessful applicants may lodge an appeal, on the basis of process only, as outlined in the policy document titled Appeals on Non-Promotion of Academic Employees Procedure .

Appendix One – Criteria: Teaching Excellence

Applicants for promotion for **Teaching Excellence** will be expected to demonstrate a high degree of effectiveness as a teacher and how they have applied scholarship to their teaching. Applicants should demonstrate how they have made a valuable contribution to improving Griffith's program offerings and broader student experience in the context of the University's Strategic Plan and its Key Performance Indicator's (KPIs).

A case for promotion for Teaching Excellence will be established through evidence of an applicant's effectiveness in promoting student learning through innovative, research/evidence-informed approaches to teaching and assessment and in enhancing the wider student experience, including student attraction, retention, success and employability.

It should detail teaching practices adopted and their impact on student learning making explicit where innovative practice has been introduced. Examples may include the uptake and impact of blended or online learning, active learning, collaborative learning and authentic assessment. Cases will also include examples of scholarship such as critical engagement with pedagogical literature for personal professional development and of service, leadership and engagement.

A case for promotion for Teaching Excellence is expected to detail examples of **sustained achievement in teaching excellence**. Applications for promotion to more senior levels will be increasingly expected to demonstrate higher levels of recognition of their achievements, such as through citations, fellowships, awards and grants.

All applications are expected to show some evidence of **sustained achievement in learning and teaching scholarship excellence**, such as through professional development and reflective practices. Where the applicant's work profile includes a scholarship component, applications for promotion are expected to demonstrate deeper engagement in scholarship activities. Applications to more senior levels, and especially for those applicants with a scholarship profile, will be increasingly expected to demonstrate higher levels of recognition of achievements as demonstrated by national or international recognition, and evidence of working externally as a representative of the University to build its reputation.

All applications are expected to show some evidence of service, with more senior levels being expected to demonstrate increased commitment to **sustained achievement in leadership, engagement and service excellence**. Applications to more senior levels will be increasingly expected to show higher levels of recognition of achievements as demonstrated by increasing levels of responsibility within the University, national or international recognition, and evidence of working externally as a representative of the University to build its reputation.

The table below shows the typical evidence types that may be used to demonstrate that the sustained achievement criteria have been met. Other evidence may also be included if relevant.

TEACHING EXCELLENCE

- Substantive improvements in the student experience, retention, success or employability.
 - Student surveys that demonstrate positive student feedback or significant improvements over time.
 - Peer reviews of teaching that recognise innovation and the positive impact of the changes.
 - Fellowship of recognised learning and teaching societies, such as Advance Higher Education Fellowships.
 - Citations and awards for excellence in learning and teaching.
 - Grants to facilitate teaching activity, such as funding for additional student places, student scholarships and travel bursaries.
 - Supervision and the successful completion of Higher Degree Research (HDR) students, honours and postgraduate students.
 - Creation of new and/or enhancement of existing student work-integrated learning and/or placement opportunities.
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LEARNING AND TEACHING SCHOLARSHIP EXCELLENCE

- Personal professional learning and development for enhancement of teaching, learning and the student experience.
- Critical reflection on teaching practice informed by the body of literature, such as presentations on reflections on teaching practice at learning and teaching conferences.
- Engagement with and contribution to learning and teaching literature, such as attending and presenting at relevant workshops, seminars and/or conferences.
- Dissemination of knowledge gained through reflection and inquiry, to advance practices through scholarship, such as participating to advance a community of practice.
- Disseminating the benefit and impact of innovations through media, social media, publications and other external networking and promotion activities to build the reputation of the University.
- Strengthening the nexus between the industry/profession and discipline such as publishing works related to the scholarship of professional and industry practice, which demonstrate an impact on, for instance, student employment.
- Publication of a University teaching text or through other modes of dissemination that demonstrate others are adopting the approaches described.
- Publication of scholarly work in refereed learning and teaching or professional journals.
- Conducting scholarly projects relating to the development, implementation and evaluation of teaching initiatives.

- Obtaining funding to undertake scholarly projects for learning and teaching innovation.
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LEADERSHIP, ENGAGEMENT AND SERVICE EXCELLENCE FOR EDUCATION

- Promoting the discipline and University, such as in relation to domestic or international student recruitment, school outreach and other pathway engagement activities.
 - Engagement with alumni, donors, industry, clinical engagement. community that enhances the performance and reputation of the University.
 - Promoting and enhancing the performance and reputation of the University such as by involvement in international and domestic student recruitment.
 - Supervising and coordinating employees in learning and teaching contexts, such as course coordination, program convening or head of discipline.
 - Actively engaging in Group/University committees in relation to the enhancement of teaching practices and the learning and student experience.
 - Directly engaging with industry and other end-users in the form of companies, government, not-for-profit organisations, philanthropic and community organisations and international partners in ways that continue to support and enhance the core activities of learning and teaching.
 - Engagement with external bodies or individuals that achieves impact and build the reputation of the University, such as reviewing programs or works of others, holding significant office or contributing to committees for community organisations, corporations or practitioner societies.
 - Participation in the governance or leadership of relevant external events and activities including creative performances.
 - Mentoring employees and supporting the professional development of others to improve the quality of education and student outcomes.
 - Participation in the governance of education leading to significant change and impact, such as involvement in external committees, networks, accreditation or professional bodies.
 - Establishing new domestic or international teaching programs or substantially enhancing existing programs to improve student attraction, retention and employability.
 - Facilitating and enhancing high-quality work-integrated learning and/or placement experiences for students.
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Appendix Two – Criteria: Research Excellence

Applicants for promotion for **Research Excellence** will be expected to have made a valuable contribution to Griffith being an internationally recognised high-performing research institution, in the context of the University's Strategic Plan and its KPIs. Cases can be made on basic and/or applied research and creative activities that enhance knowledge and understanding. It should provide evidence of independent research contributions and personal standing in a relevant discipline(s). A case for promotion for Research Excellence will be assessed on the basis of the quality and impact of the applicant's contributions.

A case for promotion for Research Excellence is expected to detail examples of **sustained achievement in research excellence**. Applications for promotion to more senior levels will be increasingly expected to demonstrate higher levels of recognition of their achievements.

All applications are expected to show some evidence of **sustained achievement in research leadership, engagement and service**. All applicants seeking promotion will also be assessed on their contribution to the research environment and evidence of peer esteem. Applications to more senior levels will be increasingly expected to demonstrate higher levels of influence on their field of research and to have contributed to the development of human capability within their field, through research training and/or mentoring new researchers, for example.

Assessment of achievements in Research Excellence will consider quality and impact commensurate with an applicant's individual work allocation. Quality and impact measures will be relevant and sensitive to each applicant's discipline.

The table below shows the typical evidence types that may be used to demonstrate that the sustained achievement criteria have been met. Other evidence may also be included if relevant.

RESEARCH EXCELLENCE

- Publication of peer-reviewed articles.
- Publication of academic books and monographs.
- Publishing significant and high-impact papers and reports related to industry, professional, cultural, international and community practice in journals.
- Publishing significant and high-impact literary articles.
- Exhibitions of creative work in recognised galleries.
- Materials produced within a recognised community of practice.
- Research that has had a measurable impact on policy and practice within the wider community.
- Substantial and original creative and performance work which has received positive recognition within the discipline.
- Preparation of submissions and success in achieving competitive external grants and funding from industry partnerships and other end users.
- Attracting significant capital or operating income, or other tangible benefits for the University.
- Consulting work that assists in forging links with industry, and other end users.
- Invitations to present keynote addresses at national and international conferences.

- Membership of journal editorial boards, and where relevant to the discipline, conference editorial boards.
 - Awards recognising research excellence.
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LEADERSHIP, ENGAGEMENT AND SERVICE EXCELLENCE

- Mentoring, supervising and coordinating employees in research contexts.
 - Actively engaging in Academic Group/University committees in relation to the enhancement of research practices and research supervision.
 - Leadership and management of Academic Group/University research centres and institutes or research teams.
 - Supporting HDR coordination.
 - Directly engaging with industry and other end-users in the form of companies, government, not for profit organisations, philanthropic and community organisations and international partners in ways that support, contribute to and enhance research.
 - Engagement in external research-related activities for their discipline and/or profession that achieves impact and builds the reputation of the University, such as the reviewing of academic or other publications, convening academic, professional and industry conferences, holding significant office or contributing to committees, industry engagement, and other external events and activities including creative performances.
 - Organising, attending and presenting at high-impact external workshops, seminars and/or conferences related to industry, professional, cultural and/or community practice.
 - Engagement in high-impact professional, government, industry, creative, international and community practice on behalf of the University.
 - Involvement in the governance of community organisations, corporations or practitioner societies.
 - Disseminating the benefit and impact of research outcomes through media, social media, publications and other external networking and promotion activities to build the reputation of the University.
 - Promoting and enhancing the performance and reputation of the University such as by involvement in alumni, industry, clinical, community or donor engagement.
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4.0 Definitions

For the purposes of this procedure and related policy documents, the following definition applies:

Academic Group is the highest and largest element in the academic structure of the University. The Academic Group is the administrative owner of programs offered by its academic elements. There are four Academic Groups: Arts, Education and Law (AEL), Business (GBS), Health (HTH) and Sciences (SCG).

5.0 Information

Title	Promotion of Academic Employees Procedure
Document number	2024/0001019
Purpose	This procedure outlines the steps and requirements for eligible academic employees to apply for promotion and receive recognition for outstanding achievement.
Audience	Staff
Category	Operational
Subcategory	Staff
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goals: 8: Decent Work and Economic Growth 10: Reduced Inequalities
Approval date	February 2024
Effective date	February 2024
Review date	2029
Policy advisor	Director, Human Resources
Approving authority	Provost

6.0 Related Policy Documents and Supporting Documents

Legislation	Academic Staff Enterprise Agreement 2023-2025
Policy	Delegations Policy Promotion of Academic Employees Policy
Procedures	Achievement Relative to Opportunity Guidelines Appeals Against Non-Promotion of Academic Employees Procedure Delegations Procedure Delegations Register
Local Protocol	Academic Promotions web page
Forms	Application and Case for Promotion Form Equity Statement Form Head of Element Report