

Academic Promotions Policy and Procedure (Level A to B and B to C)

1. Purpose

The purpose of this policy and procedure is to provide eligible academic staff of the Institute with an opportunity to apply for promotion and receive recognition and reward for meritorious or outstanding achievements.

2. Scope

All continuing and fixed term contract academic staff are eligible to apply for promotion under this policy and procedure, with the following exceptions:

- Staff who have served in their current appointment for less than 2 years prior to applying for promotion;
- Staff who have been unsuccessful in an application for promotion are excluded from reapplying for promotion for a period of two years;
- Casual and sessional staff;
- A staff member who is on leave without salary for a period in excess of 12 months.

3. Definitions

Term	Definition
Executive Dean	Is the Head of the Academic Department of the Institute, to whom the Heads of School report.
Areas of Scholarship	Means the three areas of scholarship that provide a framework for describing scholarly achievements in applications being: <ul style="list-style-type: none"> • Teaching and Learning; • Governance, Leadership and Engagement; • and Research.
Promotions Committee (Committee)	Is the Promotions Committee constituted under item 5.5.



Term	Definition
Scholarly Activity	<p>The following generic principles of scholarship will be applied to the three areas of scholarly activity required at each level of promotion:</p> <ol style="list-style-type: none">1. that scholarly activity has demonstrably contributed to the creation and transfer and understanding of knowledge and incorporates creative and intellectual work (knowledge/understanding);2. that scholarly activity has been subjected to critique and evaluation by peers who affirm its value (peer review);3. that scholarly activity has had significant results and impact and has been documented, published, exhibited, performed or communicated in a form that others can build on (communicated); and4. that scholarly work is valued by those for whom it was intended (quality/ impact).
Template guideline	Is the template guideline for academic applications for promotion annexed to this policy and procedure.
The Schedule(s)	<p>Means the Schedule(s) annexed to this policy and procedure being:</p> <ul style="list-style-type: none">• Criteria for Promotion
Weightings	<p>Applicants will normally describe their achievement with weightings (self assigned importance) distributed across the three areas of scholarship with that weighting representing achievement according to the promotion criteria for the level being sought.</p> <p>Percentage weightings in each area of the three areas of scholarship will be used by the applicant to represent proportional achievement and outcomes. The weightings allocation must equal 100% and it is up to the applicant to assign weightings of between 10-80 for each of the 3 areas of scholarship.</p>

4. Policy Statement

- 4.1. Promotion will be primarily based on performance since appointment to the Institute, or last promotion at the Institute, whichever is the most recent.
- 4.2. It is a requirement that staff have reached to the top of the relevant scale before they apply for promotion.
- 4.3. The criteria for promotion are contained in the Schedule- Criteria for Promotion. 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 will be taken into account as

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special circumstances. The consideration of performance against opportunity provision when considering special circumstances ensures that merit standards are being maintained and positively acknowledges what has been achieved given the actual opportunities available.

- 4.4. When assessing the applicants for promotion, the Promotions Committee will have regard to the relevant criteria contained in the Schedule. The Institute will use the four generic scholarly activity principles to assess the three areas of Scholarship and levels of attainment.
- 4.5. Weightings are assigned by staff in each of the three areas of Scholarship and are a way of representing achievement and outcomes rather than activity.
- 4.6. Applicants will nominate the weighting they wish to be assigned to each of the three areas of Scholarship for consideration by the Promotion Committee in assessing their application and will be within the ranges set for each academic level.

5. Procedure

- 5.1. Applications for promotion will be called on an annual basis and the applications will be considered at such a time that will enable the announcement of promotions to become effective as of the first of July of the year following completion of the process. In general terms applications for promotion will be called in January of each year with applications closing in March. It will be expected that the process will be completed by the June of each year.
- 5.2. Applicants may present a case for promotion without the required formal qualifications. Equivalent accreditation and/or standing acknowledges the professional standing and recognition of expertise deemed to be equivalent to formal qualifications at any academic level as defined in the Minimum Standards for Academic levels (that defines the minimum required skill base specific to each academic level and are a minimum requirement for consideration for promotion). Equivalent accreditation and/or status is achieved through a separate process from promotion.
- 5.3. The relevant Promotions Committee will consider all information received and any referees' reports with respect to the criteria and make a final recommendation or decision on the application following the process outlined in item 5.4 below.

5.4. Promotion process-

Process	Responsibility
<p>Before submitting an application for promotion, applicants should discuss their draft application with their supervisor and their Head of School (if not the supervisor).</p> <p>The application for promotion must:</p> <ul style="list-style-type: none"> • be in the format specified in the template guidelines; • provide the case for promotion based on the criteria; • contain a current curriculum vitae; and • provide the names, position held and contact details of three referees (two of which are external to the Institute, who are prepared to provide the Committee with a considered evaluation of the applicant's performance against the criteria for promotion). 	Applicant
<p>The Promotion Committee will consider:</p> <ul style="list-style-type: none"> • the application for promotion on its merits; • the Head of School's considered report on the application; any changes since the last application; • summary pages from teaching evaluations; • copies of unit descriptions and/or research papers; • any additional referees reports or information requested by the Committee as it considers appropriate to provide expert opinion on an application; • in the case where an adverse referee report is received, then the Promotions Committee must consider the appropriate weighting/overall relevance that should be attributed to this report and if further evidence is required. <p>On considering all information received and any additional reports with respect to the criteria, the Promotions Committee will make a final recommendation on the application to the Managing Director, by forwarding the minutes of the Promotion Committee to the Human Resources Director</p>	Promotion Committee

Process	Responsibility
<p>Feedback-</p> <p>An applicant whose application is not successful will be provided with an opportunity to meet with the Chair of the Promotions Committee to discuss the grounds for the decision and what activities they might undertake to work towards satisfying the criteria in a future application.</p> <p>Successful and unsuccessful applicants will be provided with an extract of the minutes specific to their application.</p>	<p>Chair of Promotions Committee</p> <p>Human Resources Director</p>
<p>Appeal-</p> <p>Applicants may appeal a decision on the basis of breach of process only. The notice of appeal must be directed to the Academic Appeals Committee, within 7 days of receipt of the decision.</p>	<p>Applicant</p>

- 5.5. The Promotions Committee will consist of three members:
 - o the Human Resources Director or representative [Chair];
 - o One senior academic [level C and above] external to the Institute;
 - o The Executive Dean.
- 5.6. An Executive Officer will be appointed to service the Committee. The Executive Officer shall take formal minutes recording the recommendations of the Committee and the reasons for each recommendation.
- 5.7. Members of the Committee and the Executive Officer shall maintain confidentiality throughout and following the process.
- 5.8. A member of the Committee may not act as a referee for any applicant. Committee members will also declare any relationship with any applicant that may give rise to any actual or perception of conflict of interest.

6. Responsibilities

- 6.1. The Human Resources, Director and Heads of School are responsible for ensuring compliance with this policy and procedure.
- 6.2. The Head of School has a responsibility to assist staff to maintain and improve their academic performance and meet the requirements for higher- level promotions and to make career development suggestions in this regard. This occurs within the Performance Review and Development Program (PRDP) of the Institute.
- 6.3. It is the responsibility of academic staff to discuss their career plans and promotion aspirations with the Head of School part of the PRDP.

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7. Implementation and communication

This procedure will be implemented and communicated through the Institute via:

- the Institute's internal portal;
- internal circulation to staff;
- staff professional development.

Supporting documents and References

Minimum Standards for Academic Levels

Educational Services [Post-Secondary Education] Award 2010

8. The Schedule: Criteria for Promotion

8.1. Definitions

Term	Definition
Level of achievement	<p>Criteria for assessing achievement are defined according to the level of promotion being sought. These are:</p> <p>Exceptional - requires evidence that the level of achievement and contribution is acknowledged by peers to be highly significant and exceeds the criteria of the level to which the promotion is being sought.</p> <p>Outstanding – requires evidence that the level of achievement and contribution is acknowledged by peers to be significant and clearly meets the criteria of the level to which the promotion is being sought.</p> <p>Superior – required evidence that the level of achievement and contribution is acknowledged by peers as being highly satisfactory at the level at which the applicant is currently classified.</p> <p>Satisfactory - required evidence that the level of achievement is acknowledged by peers as being satisfactory at the level at which the applicant is currently classified.</p>

8.2. Promotion level criteria

8.2.1. Promotion from Academic Level A to Academic Level B

- Formal academic qualification to Doctoral level is normally expected, with a minimum qualification to Master's level.
- Significant contribution to teaching and learning with demonstrated quality educational outcomes. At a minimum this requires outstanding achievement or contribution in teaching and learning and a superior or satisfactory contribution in two areas of scholarship. Applicants should concentrate on demonstrating their achievement for each scholarship using the above definitions of each as a guide.

8.2.2. Promotion from Academic Level B to Academic Level C

- Formal academic qualification to Doctoral level is normally expected.
- Highly significant contribution to teaching and learning with demonstrated quality educational outcomes. At a minimum this requires outstanding achievement or contribution in the scholarship of teaching and learning and in the scholarship of governance, leadership and engagement; and a superior or satisfactory contribution in the area of research. Applicants should concentrate on demonstrating their achievement using the definitions outlined above.

8.3. Evidence of achievement

8.3.1. Scholarship in Teaching and Learning will be demonstrated through elaborating a philosophy on teaching and learning, providing evidence of theory in practice, scholarly reflection on practice and on feedback from peers and students which has led to improvements and developments, evidence that practice and innovations are communicated to others in the profession or discipline.

Evidence in support of achievements in Teaching and Learning may include:

- Evidence of scholarly reflection on the theory and practice of learning and teaching
- Approach to unit design and development
- Details of units taught
- Success rates in units taught including pass rates and grade distributions
- Sustained feedback from students and evidence of modification of teaching approach in the light of that feedback. The results of feedback from students should be provided in tabular form.
- Revision of units in the light of feedback from students and peers
- Learning and teaching innovations
- Development of learning resources and systems
- Planning, developing, monitoring and improving the quality of units and courses
- Study of underlying theoretical and conceptual frameworks in an academic discipline
- Incorporation of emerging concepts informed by recent scholarship, current research findings and advanced practice
- Quality and currency of learning materials provided to students
- Engagement in professional development that relates to best practice in learning and teaching
- A student-centred approach to learning and teaching
- Institute and other awards in learning and teaching
- Presentations and publications on learning and teaching

8.3.2. Scholarship in Governance, Leadership and Engagement will be demonstrated through internal and/or external activity, where an integrated scholarly approach and understanding is required and demonstrated in the achievement of outcomes and impact, in relation to:

- the School and Institute management, governance and committee roles;
- the discipline, for example editorial boards for journals, convening seminars and conferences, through professional associations;
- commercial partnerships with industry, in professional service

settings, community organisations, government or corporations leading to significant applied outcomes; and pro bono contributions to the public welfare or the common good, which call upon the applicant's academic/professional expertise, and directly address or respond to civic problems, issues, interests, or concerns.

Evidence in Support of Governance, Leadership and Engagement may include:

- Assuming governance and leadership roles within the Institute or externally in the discipline
- Providing leadership to support scholarship, including leadership of staff within the discipline and input to the ongoing development of teaching and learning in the discipline
- Management or organisation of an academic discipline, including direction and oversight of discipline staffing
- Serving on academic governance committees/ working parties, contributing to discipline networks
- Unit and course coordination
- Active involvement in student support activities and career advice
- Membership of academic program review panels
- Active involvement in the applicant's respective profession resulting in significant industry interaction and scholarly activity
- Membership of professional societies
- The holding of office in professional societies
- Involvement in the organisation of national or international conferences

8.3.3. Scholarship of Research will be demonstrated through the scope, quality and impact of research and creative endeavour, determined by the nature of the individual contribution, in relation to major research themes and significance to the field/discipline; verifiable outcomes; collaborations; and publications, performances, exhibitions. As a teaching intensive institution, applicants for promotion will only be required to demonstrate research achievement at a minimum level of satisfactory.

Evidence of Research may include:

- Evidence of research activity including journal articles, books, book chapters, monographs and national and international conference presentations
- Evidence of the quality and impact of the applicant's research
- Funding for research projects
- Editorship/Associate editorships of journals
- Supervision of research postgraduate students Research collaboration

Template Guideline for Academic Application for Promotion Academic Staff Performance Portfolio

Date: _____

(Provide detailed information to demonstrate that you meet the AQF+1 qualification requirements or equivalent professional experience, and you are active in professional development and scholarship activities. This information is required in accordance with the Threshold Standards.)

1. Curriculum Vitae Folio

1.1. Personal Details

Last Name	
Given Name	
Title	
Australian Residency Status	
Telephone Number	
Email Address	

1.2. Current Appointment at MIT

School	
Type of Current Appointment [Full- time/Part-time/Casual]	
Current Level of Appointment [If applicable]	
Date of Initial Appointment	
Fraction of Appointment [if Part time]	
Highest level of teaching [E.g. Masters, Bachelors]	

1.3. Qualifications, Memberships, Awards

Qualifications	Year	Qualification/Awarding Institution
Awards		Description
Memberships		Description

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1.4. Professional Experience (E.g. Industry positions, teaching positions)

Note: This section is particularly important if the qualifications in the previous section do not meet the AQF+1 requirements for the highest course you are teaching. In that case, you need to ensure that sufficient details are provided below to meet the equivalent professional experience required. For details of required professional experience, please see the checklist at:

<http://www.mit.edu.au/sites/default/files/documents/Checklist%20for%20determination%20of%20AQF%20and%20Experience.pdf>

Start Year	Finish Year (Enter 'current' if currently in the position)	Position	Institution/Employer	Main responsibilities (For industry positions, include any supervision experience; for teaching positions include any postgraduate teaching experience, course development experience and program coordination experience)

If your highest academic qualification is not at a level one or more above the AQF qualification that you intend to teach (for example, a doctorate for those who are teaching units in a Masters degree), explain below how your professional experience listed above meets the AQF+1 requirements as per the checklist:

<http://www.mit.edu.au/sites/default/files/documents/Checklist%20for%20determination%20of%20AQF%20and%20Experience.pdf>

2. Professional development folio

Professional development activities generally include being enrolled in formal courses, attendance in conferences, workshops and training sessions, publishing articles etc.

They are given points; one point generally equates to one hour of activity. For further details on points and acceptable activities see: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/continuing-professional-development-academic-staff>

2.1. Scholarship¹ in your field of expertise

For casual staff, MIT requires that you complete a minimum of 5 points of scholarship activities per annum in your discipline area of expertise, including publications (the points assessed in a year is derived from the rolling average of three years). For full-time or part-time staff, MIT requires that you complete a minimum of 15 points per annum of scholarship activities (pro-rata).

The section here should demonstrate how you meet, or preferably exceed, this minimum annual requirement for scholarship in your field of teaching. List previous 3 years' activities.

Date	Scholarship Activity (e.g publication details, conference attendance, professional development session attendance etc.) in your field of expertise (Give sufficient information for independent verification, if required).	Duration of the activity (if applicable)	Points (as per MIT's point system in the link in Section 2)

¹ TEQSA's Guidance Note on scholarship of teaching & learning states: "There are various aspects to scholarship, but at its core are the maintenance of knowledge of current developments in the discipline, and transmission of this knowledge through effective, contemporary approaches to teaching and learning." (http://www.teqsa.gov.au/sites/default/files/ScholarshipGN_0.pdf).

Also, see: Robinson, W. and Hougaz, L. (2013 June) A culture of scholarship: Opportunities and challenges for the non-university Higher Education sector. ACPET Journal for Private Higher Education, (2)1

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2.2. Scholarship* related to Teaching & Learning

For casual staff, MIT requires that you complete a minimum of 5 points per annum of professional development/scholarship activities related to teaching & learning (the points assessed in a year is derived from the rolling average of three years). For full-time or part-time staff, MIT requires that you complete a minimum of 15 points per annum of professional development/scholarship in teaching & learning (pro-rata).

The section here should demonstrate how you meet, or preferably exceed, this minimum annual requirement of scholarship related to teaching & learning. List previous 3 years' activities. Do not repeat the activities already included in the scholarship in your field of expertise in Section 2.1.

Date	Professional Development Activity in improving teaching & learning skills (Give sufficient information for independent verification, if required).	Duration of the activity (if applicable)	Points (as per MIT's point system in the link in Section 2)

3. Teaching Folio

Year/Semester	Unit Code and Name	Credit Points	Classroom Contact Hours	Class Size	Teaching Evaluation Score

4. Other Information

Here you can provide any additional information on your professional achievements.

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