

Your Academic Career at Swinburne

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SWINBURNE UNIVERSITY
OF TECHNOLOGY

Foreword

This booklet is intended to provide guidance to Swinburne's academic staff on how they might most constructively approach their work at Swinburne with a view to achieving a satisfying and productive career. It is also hoped that that it will help inform participants in the *Performance, Development and Reward* process that the University is embarking on. Staff must however make their own judgement on whether the advice provided is relevant to their own situation and prospects.

My thanks go to the many contributors to this important booklet, including Margaret Mazzolini, Andy Flitman, Liz Eedle, Andrew Smith and David Booth. If you wish to provide feedback or further input to the booklet, please email this to: dvched@swin.edu.au .

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1. Introduction

This booklet provides an overview of the role of an academic at Swinburne University of Technology. It is hoped that this will provide individuals the opportunity to reflect on their own careers and take such actions as necessary to build a successful and rewarding academic career. While many aspects of academic life are common the world over, Swinburne has its own particular strategic focus, priorities and context, and these have been reflected here.

Swinburne is a very innovative Australian university with a highly focused and successful research agenda, together with an emphasis on industry, community and international links and real-world oriented teaching programs that produce strong career outcomes for our students. The university environment at Swinburne responds to fast evolving external and internal contexts through its strategic use of resources and innovative practice, in an environment far removed from an “ivory towered university” image of traditional universities.

Academic positions usually cover a wide range of opportunities, responsibilities and challenges that can all lead to career advancement. A modern academic is expected to develop expertise in a focused range of research and teaching activities that inform each other, producing strong learning and research outcomes. At Swinburne that academic is also likely to develop strong industry, community and international links into their innovative teaching and research activities. An academic seeking a successful career in this environment needs to develop the skills and resources to capitalise on these opportunities rather than be threatened by change.

By identifying some of the huge number of potential aspects of an academic role, this booklet is expected to be useful to both individuals and their academic leaders in establishing appropriate workloads, identifying areas for staff development, mentoring, and applying for promotion. The details of relevant Swinburne’s policies and procedures will not be duplicated here – rather, readers should become familiar with the relevant sections of the Policy and Procedures Database <http://ppd.swinburne.edu.au/default.htm> and be aware that they are reviewed and updated on a regular basis.

2. The Nature of Academic Work

Building upon the efforts of the primary and secondary school sectors, universities have become the principle drivers for the intellectual development of a nation. Intellectual development requires the creation, application and transfer of knowledge - the very essence of the academic endeavour.

2.1 The Holistic View

An academic constructs knowledge in a particular field, developing, refining and disseminating new theories and knowledge and challenging existing paradigms through research, collaboration, debate, reflection, teaching, publication and outreach.

Academics add to their communities, sometimes through practical inventions and innovations, sometimes by enriching the cultural fabric of the community, sometimes through increasing understanding and explaining the context of people's lives and surroundings. From developing new uses for fibre optics to conducting a critical analysis of the rise of terrorism, from investigating the impact multimedia has on contemporary culture to studying galaxies beyond our own, academics increase our knowledge and understanding of the world around us.

Academic should challenge convention. Society can only develop when it is challenged, and such challenge does not always occur by physical force. Academics are uniquely placed to provide this 'thought leadership', whether through media commentary or ground-breaking research.

Which is all very well in theory... but how does this translate into what an academic staff member might do in a typical working year?

2.2 The Practical View

Swinburne has chosen to categorise academic work into three broad categories of 'Learning & Teaching', 'Research & Scholarship' and 'Leadership & Engagement'. Except for research-only staff, i.e. those funded from external research grants, all academic staff are expected to carry out a mix of work across all three categories. Each category is described in great detail in the following three sections, with a simplified overview presented here.

For the purposes of Swinburne's Academic Workload and Promotions Policies, the 'Learning & Teaching' category covers all aspects of work related to teaching of students that must be conducted within the constraints of the normal teaching periods. Hence undergraduate project supervision is deemed to be a teaching activity, whilst supervision of a PhD student is considered under scholarship. Teaching is the core activity of the University and all academic staff are expected to perform this role well.

While the 'Research & Scholarship' category is mainly focussed on research, it also encompasses such activities as creation of artistic artefacts, writing of textbooks, development of learning resources and scholarly reflection of teaching. Active and productive scholarship, particularly in research, is essential for the individual to maintain their discipline expertise at the leading edge. Research has also become a major priority for Swinburne, which is inevitably reflected in its recruitment and promotion practices.

The 'Leadership & Engagement' category covers the interaction of academic staff with groups internal to and external to the University. Internal engagement covers such activities as committee membership and leadership roles, while external engagement covers interactions with Government, industry and the community. Effective external engagement has become increasingly important in recent years to maintain public awareness of and support for universities. Effective internal engagement is essential to maintain the academic standards and integrity of the University and drive new developments.

Every academic will tailor a career that is a unique blend of activities from these various categories. Good contributions across several activities or categories can be just as valued as exceptional performance in a very narrow range of activity. The appropriate selection of these activities will be a blend of day-to-day practical realities, individual interests and the strategic direction of the Academic Unit and University, and must be made between the academic leader and individual. Therefore good communications about workload expectations are vital. It's in their own interests for all academic staff members to ensure that they have periodic performance review discussions with their line manager or delegate.

How an individual relates to others while carrying out his or her work is also important. Swinburne is a focussed university of technology, known amongst students for friendly, approachable staff who, while maintaining their authority,

relate to their students on a 'first name basis'. Staff members also relate to each other on a respectful but informal basis – this applies both to professional relationships with fellow academics, and between academic, administrative and technical colleagues.

To put Swinburne into a national context, over the last decade, Australia has embarked on a quite unique tertiary education path of increasingly “user pays”. At the same time, limited deregulation has opened up a large international tertiary education industry, which is now one of Australia’s major export earners. The pace of change seems set to continue in the future, with potential for a further shift from public to private support of tertiary education, greater domestic competition and significantly enhanced international competition. All nations control their tertiary education systems to some extent. National interests, consumer protection and societal expectations demand such controls. As the quality of higher education is linked to funding levels, government policy can have a dramatic impact on competition both in the domestic and international markets. The market can be easily shaped by the role of government. In addition, the manner in which institutions position themselves in this partially deregulated environment will have a significant impact on the future shape and success of these institutions. These developments will also impact the shape of Australian society into the future. The interplay of societal expectations, government policy, institutional positioning, marketing and international competition will be critical issues for Australian tertiary education over the next decade¹.

In order to thrive in this competitive environment, an Australian university needs to develop a distinctive mission and communicate it clearly both to prospective student cohorts and to the community generally. Swinburne is currently undergoing a 5 year process of targeted curriculum renewal, the Curriculum Framework Project (CFP), in support of the Swinburne Professional Learning Model. The CFP is designed to strengthen Swinburne’s reputation for combining teaching, research and industry expertise within a supportive real world learning environment which produces excellent professional outcomes for its graduates. The CFP emphasises distinctive real world & student-centred learning, is based

¹ Professor Ian Young, from an address given at the International Quality & Productivity Centre (IQPC) Conference, Sydney 2 - 3 May 2006

on existing examples of good practice at Swinburne, and is in line with the University's strategic plans.

Swinburne undergraduates commonly undertake cooperative education placements (including IBL and Design's IP scheme), study abroad options and final year capstone projects for industry clients. In order to realise the Professional Learning Model, Swinburne is increasing its range of project based learning options, strengthening industry connections and integrating career skills development even more firmly in undergraduate teaching. Incoming students have new options to widen their discipline specialisations, and to speed up, slow down or spread out their studies to suit life and family commitments.

The CFP is being carried out as a joint endeavour of the Swinburne Faculties and is strategically supported by senior management. Success in realising the Professional Learning Model requires the active participation of all teaching staff. You can expect to be asked to contribute constructively through your day to day teaching activities, your participation on unit and program panels, membership of your Faculty Academic Committee or Learning & Teaching Committee, and through active participation in professional development activities.

3. Learning and Teaching

Effective university teaching depends heavily on the lecturer having an extensive and profound knowledge of a discipline or a range of disciplines. It also relies on demonstrating a consistent approach to teaching which takes into account students' backgrounds, learning styles and priorities. An academic needs to be able to use a thorough understanding of discipline material and successful teaching strategies to present material in a clear and concise manner and in a way that is intelligible and engaging to the student audience involved and is designed to support their learning. A lecturer needs to be aware of leading-edge issues and possess up-to-date knowledge of the discipline, together with familiarity with appropriate teaching strategies. Course material needs to show evidence of extensive reading and development and an understanding of developments elsewhere nationally and internationally.

For example, one would expect to see evidence of extensive and appropriate use of Blackboard. Unit Convenors should be aware of the obligations of Unit Panels under the Assessment and Appeals Policy and should be able to provide evidence of compliance in the teaching portfolio including regular meetings and careful action on items such as Unit Outlines, assessment moderation and action to address issues raised in student feedback or by Academic Committees. Assessment in units of study should be able to demonstrate that it has been chosen or modified to gather evidence of learning from an appropriate range of assessment tasks and provide effective feedback to students while at the same time designed to reduce the chances of plagiarism (see the Avoiding Plagiarism at Swinburne web site at <http://www.swinburne.edu.au/lta/plagiarism/>).

3.1 Teaching Innovation and Expertise

Examples include:

- Planning, design and evaluation of teaching activities.
- Design of new courses, curricula and syllabuses which are seen to be significant and original and which further strategic directions of the Academic Unit and University.
- Keeping up with new developments in teaching or relevant innovations in delivery of discipline material – teaching materials and approaches that make

use of recent research, scholarship and external developments within the discipline.

- Demonstrated mastery and effective delivery of the subject material and as judged by colleagues, students or academics from other tertiary institutions.
- Evidence of self-evaluation and improvements to materials and methods of teaching.

3.2 Teaching Performance and Delivery

Examples include:

- Appropriate, innovative and sustainable use of delivery media to match teaching objectives and student/institution objectives.
- Development of new laboratories, laboratory experiments or facilities.
- Major role in cooperative education program (including IBL, IP).
- Successful project supervision of Honours and coursework Masters students.
- Commendations or awards for teaching innovation or use of innovative teaching methods or materials.

3.3 Student-focused Teaching

Examples include:

- Effective design of curriculum to engage students, taking into account student backgrounds, priorities and learning styles.
- Record of good availability for student consultation and assistance.
- Reflective application of student evaluation results to re-design or improve units of study.
- Evidence of evaluation of learning outcomes.
- Implementation and evaluation of innovative use of feedback and assessment to improve student learning
- Alignment of learning objectives, assessment tasks and feedback on skills development
- Development and implementation of appropriate, criterion-based approaches to assessment
- Evidence of appropriate assessment design to minimize plagiarism.

3.4 In Support of the Swinburne Professional Learning Model

Examples include:

- Effective integration and evaluation of appropriate real world learning experiences in teaching, including
 - industry links, professional contexts, real world case studies
 - project-focused learning and other experiential approaches to teaching
 - research contexts, skills, methods and outcomes at undergraduate level
 - internationalisation perspectives
 - active learning approacheswithin both curriculum design and teaching practice.
- Introduction and evaluation of increased flexibility within teaching program structure and delivery

3.5 Teaching Quality Assurance & Improvement

Examples include:

- Documented effective and appropriate use of Blackboard.
- Compliance with Assessment and Appeals Policy in areas of Unit Outlines, Unit Panel operation, moderation of exams , processing of SFS results and the like.
- Proactive approach to addressing and resolving QA issues in teaching.
- Active and constructive support of the Sarawak QA process.
- Effective management and of teaching teams and sessional staff.

3.6 Leadership in Teaching

Examples include:

- Major role in evaluation, re-design and accreditation of curriculum.
- Leadership positions in Academic Unit forums and committees.
- Activities to promote effective overseas student recruitment.
- Acting as a mentor to more junior or less experienced staff.
- Active participation in Academic Unit based and approved professional development activities.

- External invitations to teach and/or develop curricula and/or provide advice on teaching aspects of discipline.
- Received invitations to participate in external committees established to develop syllabus materials or to consider changes in the methods of education;
- Leading effective collaboration with industry partners for the purposes of curriculum development, securing final year, postgraduate and other applied student projects.

4. Research and Scholarship

Research and Scholarship is broadly defined by the University to include the creation, extension, synthesis, consolidation, application and critical appraisal of knowledge. Swinburne values pure (curiosity-driven) and applied (such as industry-focused) research equally. Four possible key dimensions of scholarship and some examples of the relevant evidence for a scholarship portfolio are set out below:

4.1 Program of Research and Creative Activity

Evidence of having conducted and disseminated a sustained and valued program of research / creative activity / scholarship work (e.g. research, experimental development, art, compositions, plays, films, professional projects) that involves an element of originality in concept or application and has made a recognized or recognizable contribution to the development of the discipline or application area (such as industry, government, or social policy).

4.2 Recognition received for Research and Creative Activity

Grants, contracts, fellowships or commissions for research, scholarly or creative work e.g. successful proposals submitted to major competitive granting bodies, major research, contracts with industry, major planning projects, commissions for artistic or other creative work. Awards for research or scholarly/creative work e.g. prizes, medals, elected memberships of academies, fellowships of academic and professional associations, honorary degrees or other research, scholarship, creative or professional distinctions which have relevance to one's development of knowledge within the discipline.

4.3 Dissemination of Research and Creative Activity

- Published work in refereed major professional print and electronic journals; chapters in books published by appropriate publishers or national/international refereed conference proceedings; exhibits in group shows at major exhibitions or venues or included in significant collections; performances recorded or presented by reputable producers or professional companies; other forms of dissemination of original work.

- Authored or edited books, monographs, compositions, scripts, multimedia works, exhibitions, films and the like published by recognized university or commercial publishers/producers wholly independent of the authors.
- Invited plenary or keynote addresses and papers presented at major scholarly or professional conferences.
- Proprietary and non-proprietary technical reports, manuals, computer software, instrumentation, psychometric or evaluation instruments, processes or techniques and inventions etc including patents for these if applicable.
- Further dissemination of research / creative activity / scholarly work through the public media (e.g. appearances on radio and television, interviews and articles in print media and major talks to community organizations etc).

4.4 Leadership in Research and Creative Activity

- Successful leadership role in major research projects and groups within the University and in national or international research collaborations.
- Successful attraction and supervision of a range of research, scholarly or creative personnel e.g. postgraduate research students, research assistants, post-doctoral fellows, visiting scholars etc. (This normally requires attraction of the funds to support these activities as well)
- Appointment to positions involving a major leadership role for research or research coordination e.g. major national research or investigative panels and the like.

Mentoring the research, creative or scholarship activity of more junior staff.

In establishing the significance of a contribution to the advancement of knowledge by a research, creative or scholarly activity, it is not simply sufficient for a candidate to have published a number of reports in professional journals or reviews of professional practices. In this respect, the Committee will seek a clear judgment from referees of appropriate standing that the candidate has made a recognised and significant contribution to the practice of their speciality.

Published material listed should constitute a recent and continuing contribution to knowledge, be original, substantial in quality and accepted for publication in journals or in other ways which rank highly in scholarship or are relevant to the work. Subject review papers indicating the mastery of a field of study will be considered as evidence of scholarly standing. Candidates should also identify the extent of their contribution to work published jointly with other authors. Art, design, films or videos and the like should be accepted for display at functions and venues highly regarded within the relevant industry.

4.5 The Scholarship of Teaching

Scholarship of Teaching activities are grounded in the teaching discipline and activities of the staff member concerned, are typically evidenced through evaluation and publication, and take place above and beyond normal teaching duties and usually extend through non-teaching periods.

Scholarship of Teaching activities include

- Conducting evaluative educational research designed to improve learning outcomes at Swinburne, typically requiring ethics permission and with outcomes published in the educational sections of discipline-based journals or in educational journals,
- Writing discipline-based textbooks and book chapters with external publishers,
- Developing submissions and obtaining internal and external funding for educational and curriculum development projects,
- Successfully managing major curriculum development projects and activities in line with strategic directions (eg the Professional Learning Model), typically involving the design, development and evaluation of new teaching materials, laboratories or approaches (eg for online or overseas delivery),
- The design, organisation, delivery and evaluation of professional development activities within Academic Units,
- Significant contributions to the development of Higher Education strategic curriculum renewal processes, as evidenced through contributions to HE working groups and other activities associated with projects in support of the Professional Learning Model and other strategically supported initiatives.
- The development and evaluation of major improvements in learning & teaching policies and procedures and QA processes.

5. Leadership and Engagement

Leadership and Engagement is broadly defined by the University to include academic leadership, effective management, successful internal engagement with the University community, engagement with your discipline and profession, as well as reaching out to industry and the broader community.

5.1 Academic Leadership and Management

Achievement in academic leadership and management is demonstrated by significant contributions by candidates to the work of the Academic Unit, Division or the University, and to the intellectual life of students and the various disciplines within the University. Achievement in leadership and management must involve sustained and effective leadership roles. Where achievement is based on participation in committees, working groups etc, candidates must demonstrate that their contributions were positive and effective and occurred over a sustained period of time.

Examples of activities which may be used as evidence for academic leadership and management include:

- Effective operation in a senior academic post such as Head of an Academic Unit or similar role at Divisional or discipline level;
- Program management;
- Chair of Academic or Research Committee (or equivalent) or appointment as Education Development Coordinator;
- Involvement in Academic Unit planning and decision making in a defined role;
- Active and positive membership and/or Chair of University or Division standing committees, ad hoc committees, working parties, etc;
- Appointment as a University or Division officer (chair; selection officer, etc.);
- Responsibilities within a Division for the organisation of symposia, for liaison with inter-Division activities and other University functions, etc.;
- Effective involvement in the provision of curriculum development and staff development and training within the University or Division;
- Positive and effective contribution to policy formulation, planning and implementation within the Academic Unit or through University committees;
- Innovative involvement in the general activities of the Academic Unit and University, including subject leadership and course development;

- Demonstrated ability to organise and manage, in a systematic manner, human, physical and/or financial resources, information flow, work allocation and/or service delivery.

Internal and external validation of candidates' contributions in this area will be required. Validation must explicitly address whether the candidate's leadership and management responsibilities and activities have directly lead to (or are producing) quality outcomes.

5.2 Internal Engagement in the University

Examples include:

- Involvement in extra-curricular activities which enhance the academic and student community of the University (e.g. University clubs and associations);
- Involvement in an organizational role for Open Days and similar marketing activities;
- Involvement in secondary school and industry liaison;
- Service on committees of the Academic Board and/or working parties;
- Administrative service of substantial significance to the governance of the University;

5.3 Engagement with the Discipline and Profession

Examples include:

- Major role in the organization of research, scholarly or creative activities nationally or internationally. For example, senior role in organisation of national or international conferences (e.g. Conference Chair, Chair or member of program committee etc);
- Senior position on executive of an academic, learned or professional society (President, Vice-President, Executive Member etc);
- Member of professional society accreditation panels;
- Editor, Associate Editor, Advisory Board member or referee of major scholarly journal;
- Service on ARC, NH&MRC, CAUT and similar reviewing and funding panels.

5.4 Engagement with Industry

Achievement in engagement with industry is demonstrated by significant industry interaction either through an in-depth association with one company or organisation or a number of connections with various companies and/or organisations that together become significant to the university. Industry engagement requires the academic to consider the world from the viewpoint of the business and to ask relevant questions that lead to the provision of a solution that 'solves' their problem. The ability to engage with industry on their terms and using the 'dialogue' of business (as opposed to the academic dialogue) will be a key success factor. Ensuring the information collected from industry is stored within the University's Client Management System and being available to share pertinent information with other colleagues internally is also an essential part of this role.

Examples include:

- Major role in securing, designing and/or delivering significant contract research, education programs and/or other commercial projects to industry, government and community clients
- Performing the role of Account Manager for a key/nominated University Client
- Contributing on a regular basis to the University Professional Development/short course programs for the Academic Unit
- Membership of an industry board or govt. advisory body (to industry)
- Taking a lead role in the preparation, writing and follow-up activities associated with a significant university tender submission
- Taking a lead role in the design and development of new educational 'product/service' that has significant commercial application in industry
- A major role in the identification of significant numbers of new IBL work placement opportunities in industry
- Taking on a mentoring role with new members of staff to give them the skills they require to successfully engage with industry
- Collaborate with key/significant industry partners to 'showcase' the University at Conferences and other industry forums as the invited guest speaker on industry engagement
- Recognise opportunities for knowledge transfer and/or commercialisation and make a significant contribution to this
- A major role working with alumni to achieve significant donations and bequests

5.5 Engagement with the Community

There are several ways that a University and its staff can engage with its community but all must fundamentally draw upon the intellectual strengths and expertise of the University and the individual. Examples that would be recognised by Swinburne for use in promotion, performance review, etc., include:

- Appointment and contribution to outside advisory organizations or boards of management of public or community organizations;
- Service on government advisory boards, committees, reviews, commissions of enquiry and the like;
- Consulting, relevant to one's discipline, to community organizations (paid or unpaid);
- Lobbying and fundraising on behalf of discipline-related worthy causes (e.g. a legal academic's work in raising public consciousness about the rights of underprivileged groups);
- Membership of elected local government bodies, such as Councils, within an area or electorate where a Swinburne campus is based;
- Service as an expert witness;
- Initiation of significant community-based activities.

In all of the above, the status of the candidate as a University academic must be of some relevance or the known association must reflect credit on the University.

6. Managing Your Academic Career

An academic career is probably one of the most personally and professionally rewarding available. This section aims to help you get the most out of it and to be realistic about what can be achieved.

6.1 Induction

For those of you newly appointed to Swinburne, congratulations! As you take up your position it is in both your and Swinburne's interests for you to spend some time getting to know your line manager, academic leader, discipline and administrative colleagues. You will also be required to work through an online induction checklist to ensure that you have been given basic introductory information. Don't assume that Swinburne is the same as other universities or institutions you have worked in, and if people forget to tell you what you need to know, ask!

Swinburne also conducts regular '*Welcome to Swinburne*' sessions, where you will meet a small group of other newcomers and attend a series of short presentations from the Vice Chancellor and other senior members of the university, and have the opportunity to ask questions. These presentations will orient you to the strategic directions of the university, and some of the key issues that are particular to this university – this is an invaluable opportunity to obtain an overview of the organisation of which you are now a member.

Depending on background experience and the needs of the position, a new staff member may well move into some of their ongoing responsibilities through an initial transition period. It is therefore vitally important – and not just for the purposes of probation - that the line manager or delegate and new staff member establish an initial understanding of what is expected, and that this understanding is refined as needed during any 'settling in' period.

Some basic advice to those just starting their academic careers:

- Align your research to that of an area of strength within the University. Typically this will be within one of the University's Tier 1 or 2 research centres.
- Seek out senior respected colleagues who can act as your mentors to support and advise you on various matters, particularly on your research.

- Manage your time well and be ruthless in eliminating time-wasting and peripheral activities. Achieve a balance in your teaching developments, student support and research. Do not let any one activity dominate your time at the expense of the others.
- Actively develop professional relationships across the University.

6.2 Probation

If you are new to this university, your appointment will include a formal Probation Period requirement, depending on the length of your contract (as governed by our Enterprise Bargaining Agreement):

Contract period	Period of probation
Less than 3 years	6 month
3 years but less than 4 years	12 months
4 years or more (or ongoing)	24 months

During the probation period, your line manager will assess your capacity to perform to a satisfactory standard the duties to which you have been appointed. It is the responsibility of your line manager to provide access to adequate training and to provide regular feedback on performance and opportunities to improve performance.

As part of the probation process, Swinburne expects new academics to undertake formal training in teaching through programs such as the Professional Certificate of Teaching Practice or the Graduate Certificate in Teaching and Learning in Higher Education.

For more information, refer to the Probation Policy on the Policies and Procedures database:

<http://ppd.swinburne.edu.au/humres/ProbationPolicyAcademicAndGeneralStaff.htm>

Post probation, once you are comfortable in and enjoying the basic requirements of your academic role, it is however unlikely that you will settle completely into a routine. Your research and teaching will be evolving and presenting new opportunities, and the internal and external university environment will be changing. You will need to maintain clear communications with your line manager to ensure that expectations on both sides are clear. You will also be looking for opportunities for professional development and to take on new roles, both to build

up your experience within the organisation and to keep your options open for future roles outside the university.

6.3 Performance, Development and Rewards

Your line manager should be willing to discuss your role and workload with you as required, and also has an obligation to undertake more formal performance reviews with you on a yearly basis as part of the new *Performance, Development and Rewards* (PDR) process. These performance reviews are an opportunity for you to demonstrate the activities and initiatives you have been involved in during the previous year, for your line manager to make the university's expectations of that role (including any changes) clear to you, and for you to work together to plan your priorities for the coming year. Three of the issues that are likely to arise in the context of a performance review are

- Portfolios
- Workload allocations
- Ongoing professional development.

6.4 Academic Workload Models

Workload models are formal mechanisms designed to allocate workloads to individual academic staff. Appropriate and equitable distribution of workload is a requirement of the Swinburne Enterprise Agreement, and Higher Education at Swinburne has developed a set of common, equitable guidelines for workload models in order to provide flexibility at local level but also reasonable consistency across the Academic Units.

Academic Workload Models are powerful drivers of day-to-day work patterns and behaviour within Faculties, and therefore need to represent a good fit with strategic directions and resulting priorities at University, sectoral and Academic Unit levels.

Workload models are an attempt to apportion the fractions of time that an individual staff member is expected to spend across teaching, scholarship and service. While circumstances can change even in the course of a year, and so this is far from an exact science, workload models are important in making expectations clear, both for the individual and the team: for equity reasons it is vital that workload distributions are transparent to all members of an Academic Unit.

Equitable allocation of workload does not imply that all colleagues are assigned the same mix of research, teaching and service. Workload allocations need to implement the strategic needs of the Academic Unit, respond to a range of staff profiles in terms of expertise and development needs, and take into account finite available resources (in terms of both budget and availability of staff).

Workload model weightings recognise - in a necessarily broad-brush fashion - the varying complexity of tasks; for example, repeat delivery of a tutorial or lecture is likely to be weighted less than the delivery of a new tutorial or lecture. Given the likely variation in teaching and research commitments during a calendar year, details such as caps on teaching are expressed as part of the total yearly allocation, instead of as hours per week. Academic workload models contain sufficient detail to ensure effective functioning of Academic Units, but a commonsense approach needs to prevail as too much 'bean counting' detail can be unrealistic and counterproductive.

Managers negotiate the development of Academic Workload Models with all effected staff to ensure the appropriate and equitable distribution of workload within their Academic Units. The process of development needs to be transparent, with relevant information provided in a timely fashion. Faculty Academic Workload Models are discussed with Faculty Academic and Research Committees, and made available to all Faculty members.

6.5 Professional development

Swinburne is committed to providing Academic Staff quality professional development opportunities. Two such examples are the Graduate Certificate in Teaching and Learning in Higher Education and the Professional Certificate in Teaching Practice. Participation in one of these two programs is a required element of the probation period for new academics with teaching responsibilities.

Graduate Certificate in Teaching and Learning in Higher Education

The Graduate Certificate is designed to help staff new to teaching develop the core skills, versatility, competence and confidence to teach effectively in higher education. The Graduate Certificate is also intended for staff experienced in

teaching who wish to further develop this aspect of their work. The program is designed to assist participants in the development of a teaching portfolio, a requirement for academic promotion. Successful completion of the first unit of study also meets the related probation requirement of Swinburne University.

For more information, please visit:

<http://www.swinburne.edu.au/spl/development/pd/gradCert.htm>

Professional Certificate in Teaching Practice

The Professional Certificate of Teaching Practice is designed to support incoming academic staff members to build up skills and knowledge concerning university teaching practice, to aid existing academic staff members in updating and improving their teaching skills. The Professional Certificate is a manifestation of Swinburne University's commitment to providing systematic support for professional development in learning and teaching for sessional, part-time and full-time academic staff process. Further, completion of the program may be used as supporting evidence when application for promotion is sought on the basis of teaching.

For more information, please visit: <http://www.swinburne.edu.au/ltas/profCert.htm>

6.6 Mentoring

A mentor, whether chosen through a formal mentoring program or via an informal link, is a valuable asset in the academic environment. A mentor provides you with a role model and a sounding board, a source of advice and perspective. A mentor is normally someone who is further up the ladder than you and whose experiences can help you provide you with guidance and support. It is well worth checking whether there is a formal framework for mentoring in your area. If you cannot find someone willing to be a mentor then at the very least pick someone you would like to emulate and find out how they made their progress to where they are now. It might give you some stepping stones to aim for.

6.7 The Academic Ladder

Conventional wisdom across Australian universities is that Senior Lecturer is the level that the majority of academics will reach during their career. This is based

on several factors, such as the limited number of professoriate positions any university can financially sustain and the merit-based nature of academic advancement. Planning your career involves a process of identifying your own strengths and weaknesses, a strategic and sustained focus on research and teaching areas that exploit your strengths and working as part of a team to support the University. You can thereby overcome the barriers that exist to the most senior ranks of academia.

What's more, it is never too late. Swinburne has produced several examples of Senior Lecturers who may have mistakenly been perceived as being in the latter stages of their careers (or 'past their use-by-date' in the vernacular), yet have been able to turn their fortunes around through completion of a PhD and development of a research profile, to reach Professor or Associate Professor before retirement.

6.8 The Academic Levels

Swinburne broadly uses the nationally recognised Minimum Standards for Academic Levels (MSALs). These MSAL's were drafted in 2002 between the National Tertiary Education Industry Union and Australian Higher Education Industrial Association with input from DVCs and Directors of HR from various universities, and were inserted into the Salaries Award.

Swinburne uses the MSAL's as a baseline for acceptable academic performance when drafting position descriptions. Staff applying for promotion however must demonstrate that they can perform at a higher level than covered in relevant MSAL.

Teaching and research academic staff

Level A

A Level A academic will work with the support and guidance from more senior academic staff and is expected to develop his or her expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching at the institution, at a level appropriate to the skills and experience of the staff member, engage in scholarly, research and/or professional activities appropriate to his or her profession or discipline, and undertake administration primarily relating to his or her activities at the institution. The contribution to teaching of Level A academics will be primarily at undergraduate and graduate diploma level.

Level B

A Level B academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

Level C

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching he or she will make original contributions, which expand knowledge or practice in his or her discipline.

A Level C academic will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours and postgraduate level. He or she will normally play a major role or provide a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution.

Level D

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.

A Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in his or her discipline. He or she will make original and innovative contributions to the advancement of scholarship, research and teaching in his or her discipline.

Level E

A Level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline within the institution and within the community, professional, commercial or industrial sectors.

A Level E academic will have attained recognition as an eminent authority in his or her discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A Level E academic will make original, innovative and distinguished contributions to scholarship, researching and teaching in his or her discipline. He or she will make a commensurate contribution to the work of the institution.

Research academic staff (inclusive of creative disciplines)*Level A*

A Level A research academic will typically conduct research/scholarly activities under limited supervision either independently or as a member of a team and will normally hold a relevant higher degree.

A Level A research academic will normally work under the supervision of academic staff at Level B or above, with an increasing degree of autonomy as the research academic gains skills and experience. A Level A research academic may undertake limited teaching, may supervise at undergraduate levels and may publish the results of the research conducted as sole author or in collaboration. He or she will undertake administration primarily relating to his or her activities at the institution.

Level B

A Level B research academic will normally have experience in research or scholarly activities, which have resulted in publications in refereed journals or other demonstrated scholarly activities.

A Level B research academic will carry out independent and/or team research. A Level B research academic may supervise postgraduate research students or projects and be involved in research training.

Level C

A Level C research academic will make independent and original contributions to research, which have a significant impact on his or her field of expertise.

The work of the research academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her discipline. This standing will normally be demonstrated by a strong record of published work or other demonstrated scholarly activities.

A Level C research academic will provide leadership in research, including research training and supervision.

Level D

A Level D research academic will make major original and innovative contributions to his or her field of study or research, which are recognised as outstanding nationally or internationally.

A Level D research academic will play an outstanding role within his or her institution, discipline and/or profession in fostering the research activities of others and in research training.

Level E

A Level E research academic will typically have achieved international recognition through original, innovative and distinguished contributions to his or her field of research, which is demonstrated by sustained and distinguished performance.

A Level E research academic will provide leadership in his or her field of research, within his or her institution, discipline and/or profession and within the scholarly and/or general community. He or she will foster excellence in research, research policy and research training.

6.9 University Distinguished Professor

The title of University Distinguished Professor is used to give appropriate recognition and status to professors of the University who have achieved exceptional eminence and breadth of achievement in research.

The University Council may confer the title of University Distinguished Professor on any professor of the University who has achieved exceptional eminence and breadth of achievement in research.

Council consider the following:

- the degree of distinction of the professor's intellectual and scholarly contributions to the University; and
- the extent of the international recognition and impact of the professor's research; and
- the potential value of the professor's future research contribution to the University
- the potential for the professor to undertake a broad leadership role in research development across a number of disciplinary lines and/or academic unit boundaries.

For more information on University Distinguished Professors, visit Regulation 18 on the University's policies and procedures database:

<http://ppd.swinburne.edu.au/stareg/Regulation18TitlesForPeopleAssociatedWithTheUniversity.htm>

7. Academic Promotion

This section is intended to assist academic staff through the merit-based promotion process. Please refer to the Academic Promotions Policy at:

<http://ppd.swinburne.edu.au/humres/AcademicPromotionsPolicy.htm>

The outcome of a promotions round can have profound and long-lasting effects on the candidates. Success leads to recognition and motivation. An individual can feel energised; that they have chosen the right career and that their university demonstrably rewards and supports them. Just be aware that not everyone can be promoted and some people will be very disappointed. Learn from this.

In general, policies establish the rules and boundaries at Swinburne but cannot provide all the information you need. While there are informal ways of picking up 'how we do things around here', this guide endeavours to bring together institutional knowledge and experience so staff who feel they might be ready to apply for promotion, or who wish to put themselves in a position for a successful promotions application in the future, have some guidance on how, and whether, to proceed. In the past, while some academic staff have applied for and expected promotion prematurely, others have been slow to recognise they are ready to make a credible promotions application.

Understanding the 'rules of the game' (as covered in section 9) is probably the most important element of moving up the career ladder. It means understanding what is important to you and what is important to your university, and then working out how to bring these together in such a way that lets you pursue your interests and ideas as a professional thinker and teacher whilst also being a valuable asset to your organisation.

There is perhaps a lingering image in the wider community that universities are somehow removed from the 'real world', that they are lumbering bureaucracies with limitless government funding where staff have plenty of time for quiet contemplation. The reality is that universities are organisations straddling commercial and bureaucratic fences, operating in an increasingly competitive marketplace, and dealing with government policy changes as well as the sometimes conflicting expectations of a range of stakeholders.

We work in a competitive environment. Universities in Australia compete between themselves, with overseas universities and with an increasing number of private providers for students, staff and resources. We compete to attract fee paying students into our programs, local students and international students located off shore or in Australia. We compete for research grants, for tenders from industry and for government funding for research and teaching. Although universities are not-for-profit organisations, we need revenue to fund all our activities. Increased income helps to increase the quality and impact of what we do.

It is important to understand funding mechanisms in order to understand your value to the university. There is a direct relationship between how well you teach and your research activities and the revenue that flows into the university. Government funding decisions are increasingly reliant on performance factors with the introduction of both the Learning and Teaching Performance Fund and the forthcoming ERA (Excellence in Research for Australia) scheme to the Australian system. It is important that academic staff are familiar with the performance measures governing both these schemes. Universities need staff who can attract government and industry research grants, who can design and deliver curriculum that prepares students for life and employment, and who recognise the relationship between their individual activities and the standing and reputation of their discipline and their organisation.

Swinburne wants to support staff in developing their careers, and there are a number of places and people to ask for assistance. The Academic Promotions Policy explains the procedural aspects of the promotions systems at Swinburne.

All candidates for promotions must be able to justify their claims of performance with clear and specific evidence that can be internally and externally validated. Promotions committees may seek additional external validation if they wish. Candidates should therefore take particular care to ensure the evidence cited in support of their application is detailed or otherwise verifiable, unequivocal and accurate, within the 5-page limit of each portfolio. The same care should be taken with nominating referees, who must be able to substantiate in some detail claims to outstanding performance.

Applicants are expected to provide evidence of achievement across all three categories of academic work: teaching, scholarship and service, with significant contributions in at least two of these categories supported by portfolios.

Alternatively, promotion is feasible on exceptional performance in one category supported by a portfolio.

There are no fixed rules for the style of each portfolio, other than the 5-page limit. The information presented here is provided to assist staff in achieving a successful outcome. However, the University assumes that academic staff who operate at a level meriting promotion will be able to research the portfolio literature and develop portfolios which can clearly demonstrate outstanding performance and achievement.

7.1 Understanding the Policy's Rules and Boundaries

First, understand what it is that might affect your chances. Have you read the promotions policy thoroughly? How can you best present your case? What evidence do you have to support your claims?

Before preparing your application for promotion, do you know who you are writing for? Your key audience is the Promotions Committee so it is useful to know who is on the committee.

Know the process and procedures of the process. Are decisions made based on the written application and portfolio alone, or will you be asked to present your case in person during an interview? Make sure you comply with the details of any application guidelines including length of application, information and documentation to be included and know the closing date for applications.

The key to successful promotion is an understanding of the broader context within which the University is operating and how you contribute.

7.2 A View from the Promotions Panel

Some general observations gleaned from senior staff with many years experience as members and Chairs of Promotions Panels:

- A succinct but thorough application can be more effective than a long and tedious application. Quality and excellence always shines through and a weak application is usually obvious.

- Accept that members of the Promotions Panel will not have read your application in great detail. There is usually not the time. The more clear and simple it is, with the key features highlighted early, the better your prospects.
- It is not true that research performance is the only path to promotion. In the more recent promotions rounds of the University, several staff have been promoted on the basis of their teaching or leadership activities.
- Whilst the quality of your work may be evident, it must also have substance. This means that your application must demonstrate sustained and substantial measurable output.
- Even if you are unsuccessful, the application and selection processes and subsequent feedback can be informative in directing your future efforts. Such experience can enhance your future promotion prospects.
- Remember that the panel comprises academics from outside your discipline and Faculty. This obviously means that your application must be understandable to a layperson. It is also an unescapable fact that your prospects for success will be enhanced if the panel know you or know of you. It is less traumatic to reject an applicant from someone you do not know than from someone you know and respect. This suggests that you should have a well-established network of professional contacts across the University, usually developed through putting yourself forward for University-wide committees. That said, a really high-calibre application will usually be supported even if the applicant is relatively unknown.
- Whilst support of your Dean (or equivalent) is not mandated, it is usually necessary. Your manager's opinion will be sought and a negative response is usually the 'kiss of death'.
- Choose academically credible referees. The more senior they are, the better.
- Remember that the Panel is constrained by the rules and boundaries embodied within the Promotions Policy.

7.3 Doctoral Requirements

Swinburne has made very considerable advances in improving its academic profile in research and teaching over the past several years. This has been a deliberate strategy and one to which we continue to adhere. To maintain this momentum towards becoming a 'research-intensive' university, it is therefore absolutely essential that senior academic staff members have a high-level of

academic credibility to be able to provide the necessary academic leadership in their disciplines.

Swinburne stepped up its efforts to become more research intensive when it gained university status in 1992, and has been steadily increasing its research culture since then. While it is acknowledged that some discipline areas do not have a long history of doctoral studies, nevertheless, academic staff should recognise the shift in culture, and understand that with this shift comes a change in expectations about what it means to be an academic, and the qualifications expected of the role. The emphasis on formal qualifications (which are easily quantifiable and therefore a tempting performance indicator) is likely to increase with the Federal Government's push to increase performance-linked funding in both the research and teaching arenas.

For promotion to Levels C, D and E, only in exceptional circumstances will applications from staff members without a doctoral degree be considered. These circumstances might include:

- Where substantial and demonstrable progress has already been made towards completion of a doctorate, with an expectation of submission within 12 months of the application deadline. In these circumstances the academic promotion would only take effect when the examination of the thesis has been successfully completed, and this must occur within a 2 year period from the date of application, otherwise the pending promotion would lapse and the individual would remain at their existing level.
- Where the applicant has an international reputation in their field that would clearly enhance the reputation of the University, such as having been the successful CEO of a major company, and wishes to pursue an Academic career.
- Where the applicant's portfolio submission, upon which the application for promotion is based, is assessed as exceptional.

8. Your Application for Promotion

An application for Academic Promotion comprises: a covering letter, a detailed Curriculum Vitae (CV) and relevant portfolios. The covering letter should state the basis on which you are applying for promotion, highlighting one or more areas of 'Learning and Teaching', 'Research and Scholarship' and 'Leadership and Engagement' in which you are claiming excellence or an outstanding performance, that must be supported by relevant portfolios. Only those portfolios relevant to such claims need be submitted. A claim of satisfactory performance in one of these areas should be evident from the CV. It is worth noting that all academic staff with teaching responsibilities must be able to demonstrate at least a satisfactory level of performance for Learning and Teaching.

8.1 Curriculum Vitae

All academic staff must regularly update their CV. It will be required for your annual performance review, nomination for teaching or research awards, for job applications and applying for promotion. It is very hard to create a CV retrospectively after several years, to remember all the details and outcomes of one's professional life. While it is not desirable to be too prescriptive about the content of a CV, as academic careers are quite diverse, generally speaking a CV should include the following:

Personal details, such as name and contact details.

Education and qualifications

Employment history

Career / professional highlights

Teaching and Learning Experience

- List of undergraduate/postgraduate units taught
- Details of research students supervised
- Details of student evaluations of your teaching

Leadership and Engagement Experience

- University committees
- Professional societies/committees
- Public lectures and courses
- Academic leadership and management

Research and Scholarship Experience

- Brief summary of major research activities over career

- Research grants/contracts (awarding agencies, value of awards)
- Consulting activities
- Examination of theses (at Swinburne and/or other Universities)
- Publications, including:
 - Books, Theses, Book Chapters
 - Refereed Journals
 - Refereed Conference Proceedings

Please note that you must only include those publications that:

- are included on Swinburne's Research Master database, or
- were published prior to appointment at Swinburne, or
- have been accepted for publication and must be accompanied by a letter from the publisher confirming this. Submitted publications without this acceptance must not be included.

Other evidence of scholarly standing

- Research Reports
- Patents, Licence Agreements
- Media Statements/Interviews
- Presentations, Seminars
- Invited plenary addresses at conference
- Conference Posters/Abstracts

Contact details of three referees. It is often helpful to indicate the reason for including a particular referee.

8.2. Portfolios

Swinburne recognises that academic work falls into the three broad categories of 'Learning and Teaching', 'Research and Scholarship' and 'Leadership and Engagement'. A portfolio submitted for promotion purposes must not include everything you have ever done in relation to the relevant area, as this should be in your CV. Portfolios are really intended as a 'showcase'; for you to demonstrate your very best successes in the area, particularly over the past five years. It is this past five years that will dominantly influence the thinking of the Promotion Committee.

Individuals often ask "what form should my portfolio take?" The answer is whatever form best suits the purpose and situation. The portfolio needs to reflect the individuality of the person whom it represents. In the past, portfolios have tended to be restricted to paper based folders or dossiers with supporting

documentation that is housed in filing cabinets, boxes in offices either at home or at work, in dog-eared manila folders, under the bed, in the garage: either all of these or some of these. There is now an opportunity to create a portable record of all these documents with the development of digital portfolios

Here are some simple statements that indicate the required substance of a portfolio:

- it is a succinct record of information that documents aspects of a professional life
- it is a compilation of documents that provides evidence to support claims of achievement/experience.
- it is an ongoing and evolving record that should reflect change in practice and situation
- it is a professional compendium that provides for reflective practice and self assessment.
- It is a reflective discursive document that demonstrates approaches to teaching, learning and teaching activities and the desired and achieved outcomes.

8.3. Your Learning and Teaching Portfolio

As well as providing evidence for Promotions purposes, an academic's Learning and Teaching Portfolio performs several important functions:

- it records past and current practice and evidence of achievement
- it provides opportunities for reflecting upon practice to effect quality assurance and improvement
- it acts as a change agent by enabling long-term on-going evaluation of teaching performance and associated learning outcomes
- it stimulates opportunities for teaching scholarship and educational research activities based on practice, reflection and evaluation.

For promotions purposes at Swinburne, the L&T Portfolio should be a maximum of 5 pages in length, plus attachments. While the inclusion of attachments provides the opportunity to include detailed evidence to support claims of achievement, it is unlikely that they will be read in great detail by the Panel. It is therefore important that the main body of the L&T Portfolio accurately yet succinctly reflects and supports all key aspects of teaching and curriculum development undertaken by the applicant. In particular, it is essential that a range of evidence from the items listed in sections 3.1 to 3.5 earlier be addressed.

Although Learning and Teaching Portfolios need to be tailored to the particular range of activities undertaken by the staff member concerned, generally the following areas would be included in most forms of a Portfolio.

8.3.1. Introducing the Portfolio

The introductory section indicates the purpose of the L&T Portfolio and an explanation of how it is organized. It introduces the individual and their personal learning and teaching philosophy to the reader. This requires reflection by the applicant on both past and present practice, and should provide the reader with a clear summary of your approaches to both learning and teaching. It should also demonstrate your understanding of the institutional context in which you teach and the backgrounds, priorities and learning styles of your students.

8.3.2. Outlining Performance and Providing Evidence

The emphasis should be on providing clear and succinct explanatory comments together with evidence for each area of performance being presented within the Portfolio. Contextual and operational details concerning classes taught, course material developed, etc, should be kept as brief as possible, and use of weblinks to provide further details is acceptable. Where possible, outcomes based evidence should be provided as it is likely to carry most weight.

While the learning and teaching examples listed in Sections 3.1 to 3.6 earlier do not represent an exhaustive list, they can provide a useful structure for this section of the L&T Portfolio. However the body of the Portfolio should not be a 'shopping list' of examples. Given the wide range of activities carried out by teaching staff within their roles as academics, the rationale for selection of particular activities to support the case for promotion must be clear and succinct. The L&T Portfolio should provide the reader with an understanding of how the particular activities and supporting evidence

- were selected for inclusion,
- were used/developed in teaching or curriculum development,
- brought about changes and improvement in learning and teaching, and
- were evaluated.

Below we provide some examples of the types of evidence that could be quoted or included in attachments to support claims of attainment in learning and teaching:

- Extracts from program accreditation and approval documentation, Unit Outlines and teaching materials
- Extracts from Minutes of
 - Faculty Unit and Program Panels, Course Advisory Committees and Academic Committees
 - Divisional and University Committee meetings
 - Academic Board, Executive Group
- Links to appropriate, innovative and sustainable use of educational technology in teaching
- Extracts from support material, attendance records and survey evaluations from presentations and workshop sessions at Professional Development sessions, conferences, other institutions etc.

- Analysis of Student Feedback on Unit and Student Feedback on Teaching survey average results and student comments, record of actions taken
- Record of peer evaluation of teaching sessions, actions taken
- Evidence of improvements successfully undertaken as a result of feedback received through performance development and review
- Record of activities designed to increase student engagement, analysis of trends in student retention and progression,
- Take up of cooperative education opportunities (incl. IBL, IP) and results of student and employer surveys,
- Graduate outcomes incl. Course Experience Questionnaire (CEQ) & Graduate Destination Survey (GDS) results,
- Performance of Honours students supervised,
- Documented collaboration and innovation through involvement in Sarawak QA,
- Student recruitment trends for teaching programs
- Documented mentoring of junior staff and sessional staff support
- Testimonials of other teaching staff Involved and students taught
- References from members of Faculty management
- Internal and external teaching & program commendations, awards and citations.

Where evidence is included in attachments, it is important to include clear, easy to follow links from the corresponding statements within the body of the Portfolio.

Note that some of the examples of types of evidence as provided above may overlap with the range of evidence that could be provided within the Scholarship section of a Research & Scholarship Portfolio (see Section 8.4.3 below). Cross-referencing between the Portfolios can be used if necessary.

8.3.4 Providing a Reflective Summary Statement

Brief summary statements add a cohesive and reflective component to the L&T Portfolio. They provide an opportunity for the academic to outline what they have learned about learning (by both students and self) and teaching, and how their personal approach to learning and teaching has changed as a consequence of undertaking the activities evidenced for promotion.

A few final issues to keep in mind:

- As teaching activities are usually collaborative in nature, ensure that the extent of your personal contribution to team-teaching endeavors and the development of program and teaching materials is clear,
- Where at all possible, ensure that you include summaries of Student Feedback on Units and Student Feedback on Teaching survey results for your teaching. Quotes from students are also useful, but can be selective and therefore can't replace comprehensive survey results. Where SFU and SFT summary results are not available, other surveys or forms of student feedback should be sought, preferably undertaken by or in collaboration with SPQ and/or SPL, and remember that active surveying is likely to require prior ethics permission.
- When including evidence of teaching activities, ensure that student confidentiality is maintained (eg remove names and IDs) unless full permission has been granted. Even where permission has been granted to attribute comments, do not display student names & IDs together.

8.4. Your Research and Scholarship Portfolio

The Federal Government plans in relation to its forthcoming Excellence in Research for Australia (ERA) assessment process will strongly influence the research agenda in all Australian universities, including Swinburne.

While we don't yet know the details of those requirements, a Consultation paper has been produced by the Australian Research Council, to which the University has responded. The next section provides a brief overview of what is known at this point in time. The Research and Scholarships Portfolio specifications have been designed to align with our current understanding of ERA.

In response to ERA (and the scheme put in place by the previous Government), Swinburne has developed a general definition of a 'Research Active Academic'. Whilst work is still being undertaken to refine this into discipline specific definitions, it does provide a broad point of comparison for all academics. Because of this, the Research and Scholarship Portfolio will also require academics to benchmark themselves against the definition of Research Active. This definition can be found here:

<http://www.research.swinburne.edu.au/our-research/documents/definition.pdf>

8.4.1 Background: Excellence in Research for Australia

ERA is being developed to provide a basis for the regular assessment of the quality of research output from Universities. The first national assessment will take place in discrete phases during 2009. Its intent is to provide quantitative metrics of research across individual disciplines at all Australian Universities.

ERA replaces the RQF exercise proposed by the previous Federal Government, and aims to be less intrusive on University activity, by relying on metrics rather than detailed submission.

ERA will classify research quality by considering discipline performance across three categories of measure:

- Activity/Intensity;
- Quality;

- Application of Research.

In each of these categories the Consultation Paper highlights the importance of research income as one measure. Whilst the list of measures is still to be developed, others measures cited in the Consultation Paper include RHD Enrolments and Completions (Activity/Intensity), and Publications Quality (Quality). The Application of Research category lacks detail in the ERA Consultation paper.

ERA will automatically consider all research reported for a University, categorised into Clusters (broad areas such as 'Physical, Chemical and Earth Sciences') and the more detailed Fields of Research (for example Astronomical and Space Sciences, and Optical Physics).

Research outputs are to be categorised according to the output and not the academic producing them. Thus, each Journal will be allocated a field of research, which is also specified for each grant etc. Thus some individual researchers will have their work split into multiple Fields of Research and even Clusters.

Rather than reporting a quality measure for each discipline, ERA will instead indicate a statistical distribution indicating the proportion of research at 'International', 'National', 'Emerging' and 'Non-Competitive' standards.

The frequency of reporting is still being finalised, with the Consultation Paper indicating anywhere from 2-6 years. Swinburne is advocating shorter time frames to best reflect our rapid improvements relative to the rest of the sector

The first round of ERA is expected in 2009, with the disciplines in the Faculty of Life and Social Sciences being in the first group, followed by the others later in the year.

In the first instance, ERA will be used to assess quality rather than for allocating any block grant (contrasting it with the RQF). However, the ARC indicate that this may change in the future.

The URL relating to the CP is: <http://www.arc.gov.au/era/consultation.htm>

An important component of ERA is the national classification of journal quality which is also currently under consultation with the Sector. The Journal Ranking Exercise is the most extensive attempted anywhere in the world. Over 19000 Journals (not conferences) have been provisionally ranked into 4 categories:

- A* (top 5%)
- A (next 15%)
- B (next 20%)
- C (the rest).

The provisional rankings are based on input from the various Learned Academies. Any journal not listed is deemed lower than a C (and hence not worthy of noting).

The URL relating to the Journal rankings exercise is:

<http://www.arc.gov.au/era/indicators.htm>

The intention of ERA is to provide a robust assessment of Australian research against international standards. It will drive universities, to focus directly on research quality, unlike the current process which encourages them to assess performance in terms of research volume.

The real significance of the ERA ratings will be in the effect on reputation of institutions, and in particular sub-disciplines within them. It is not intended to produce an “official” table comparing universities, any more than similar approaches elsewhere are (e.g. the Research Assessment Exercise, RAE, in the United Kingdom), but the national press and other bodies will take care of that. Reputation as determined by the ERA will have a major influence on the success of a university in

- recruiting top quality staff;
- recruiting top quality students, at all levels;
- success in obtaining major research funding;
- establishing key collaborations with business, industry and the community.

The development and subsequent impact of the ERA will be the major factor shaping Australian universities over the next several decades, just as the RAE has been in the UK.

8.4.2 The Research Section of the Portfolio

The advice in this Section is derived from our understanding of ERA, coupled with a requirement for applicants to benchmark themselves against the broad definition of research active mentioned above. It should be stressed that assessment of applicants against the research active definition by the relevant committees will take due account of the nature of different disciplines in interpreting the benchmarks.

a) Context Statement

A succinct context statement should include the following.

- The research philosophy and long term aims of the individual
- The leadership and aims of the research grouping of which the individual is a member
- A self-assessment of the quality of the individual's research and a brief account of the factors considered in forming this judgement.

Data which should be supplied in the Portfolio should comprise metrics deemed and categorised by the applicant as indicators against the three ERA measure types, and also a statement of comparison against the definition of research active:

- Activity/Intensity (such as volume measures of publications, students enrolled, completed, research income);
- Quality (such as citations, h-factors, proportions of publications in highly ranked journals, success in nationally competitive grants, average time to completion of supervised RHD students, indicators of esteem – such as Fellowships);
- Application of Research (such as industry or community funding, ARC Linkage grant success, articles in the national press, activity in CRC projects or Centres of Excellence, international collaboration, membership of industry advisory bodies, exhibitions, etc.).

It is assumed here that the individual's CV will contain a complete list of publications.

8.4.3 The Scholarship Section of the Portfolio

Many academics make substantial reflective, evidence-based contributions to their profession in a variety of ways that broadly fall under the heading of scholarship but may not be covered in the preceding Section on research.

Evidencing Scholarship of Teaching

Section 4.5 lists a range of typical of Scholarship of Teaching activities. Examples of evidence that could be included within the Scholarship Section of the Portfolio are listed below:

- Internal Reports and Proposals for
 - Enhancements to Academic Policies and Procedures
 - Improvements to Quality Assurance practices
 - Innovative curriculum and teaching approaches
 - Evidence-based improvements to current teaching practice
- Submissions developed for
 - Internal teaching awards
 - LTPF and strategic initiative funded curriculum development projects
 - ALTC (Australian Learning & Teaching Council, formerly Carrick Institute of Learning & Teaching) projects, teaching & program awards, citations and fellowships
- Reports on teaching and curriculum development projects describing
 - Design
 - Implementation
 - Approved progress reports
 - Evaluation
 - Dissemination and take-up
- Professional Development materials for teaching staff
 - Development and delivery reports
 - Attendance and evaluation records
 - Documentation of ongoing improvements
- Records of contributions to credentialed programs (Prof Cert, Grad Cert)
 - Program delivery
 - Mentoring of participants
 - Conducting teaching observations

- Presentations and publications
 - Internal workshops, showcases
 - ALTC Symposia
 - Educational sessions at discipline conferences
 - Educational conferences
 - Educational Journal publications
 - Textbooks, book chapters
 - Editing conference proceedings
 - Reviewing educational papers
 - Editorial Board contributions
 - Teachers' conferences, school visits
 - Newspaper articles, press interviews, media commentary

8.5. Your Leadership and Engagement Portfolio

A portfolio in this area could vary widely according to the type of activities undertaken. The applicant should be able to provide evidence of having made sustained personal efforts, whether having acted individually or as a member of a team or committee. As a result of these efforts it should be possible to point to constructive achievements in useful, and possibly innovative, directions. The applicant should be able to show continuity of involvement in the service role and the achievements should be the result of sustained efforts over some considerable time. For the activities to be considered significant at more senior levels, the applicant should have carried major responsibility for the outcome of some of the events claimed as achievements.

Examples of activities which come under these areas are shown in Chapter 5. The types of evidence which could be provided to demonstrate effective leadership and engagement depend very much on the particular context, but examples include

- Supporting statements by Chairs of Committees, Boards etc
- Summaries of submissions developed, approved and implemented
- Extracts from Minutes of Meetings showing effective contribution and innovation
- New or enhanced Policies and Procedures developed, approved and implemented
- Summaries of benchmarking activities and review recommendations and resulting actions and improvements

9. In Conclusion - *The Rules of the Game*

'Achieving a Successful Academic Career at Swinburne'.

1. A typical successful academic career is dependent on delivering well in either teaching or research and excellent performance in the other.
2. You need to understand and embrace the strategic priorities and direction of the University, and align your own personal goals and ambitions accordingly. Understand that the University does not exist just to support you. In today's world, there is no 'tenure'. You are employed to advance the interests of the University.
3. 'Publish, publish, publish'. But only in respectable (and preferably high-impact) journals – no other publications really matter. Conferences are good for networking but must not be the primary vehicle for publication.
4. Understand that the University is in a very competitive environment and needs to constantly challenge and improve itself, which means you will be constantly challenged. Embrace and drive regular change. Be innovative.
5. Understand the backgrounds, priorities and learning styles of your students. Your classroom teaching, subject evaluations and research supervision will benefit as a result.
6. Use the Student Feedback on Units and Student Feedback on Teaching surveys regularly as a tool to evaluate and improve your teaching. Seek advice from your colleagues, EDC or ADA on how to improve your teaching. Study for the Professional Certificate or Graduate Certificate in University Teaching.
7. Be efficient with your time and put in the time!
8. Always keep your CV and Portfolios up to date. Include evidence of your activities and successes. You never know when you will need this.
9. Be focussed in your research. Align your research with Swinburne's identified research strengths by joining a Tier 1 or Tier 2 research group. You'll get

better support for your research and will benefit from co-authoring research papers and grants.

10. Get involved in the running of your Academic Unit and the University through committee service and academic leadership. This will provide invaluable experience and create a network for you within the University.
11. Always have a senior experienced colleague check your application for promotion first. Choose referees carefully – generally speaking, they should be senior and respected!
12. Manage your professional image. Having a good image but no substance is detrimental to your chances of achieving promotion, but having a substantial record but no profile or a bad image in your university will not help either.
13. Always maintain a positive outlook and interact with your fellow Academic and Administrative staff respectfully and professionally.

***** END *****