

Academic Titles for Health Professionals: Level E Promotion Process

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Associate Dean, Strategic Development President, UQ Academic Board

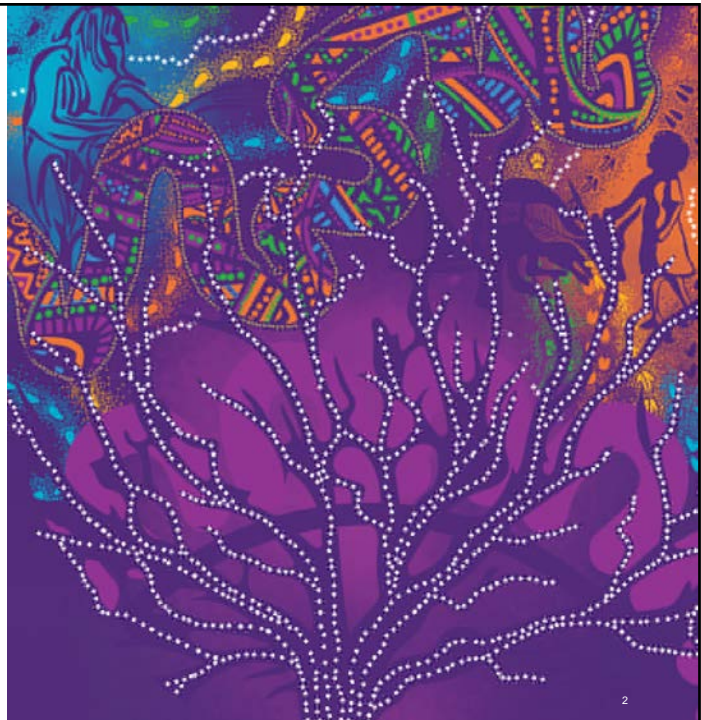


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Acknowledgement of Country

- The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.
- We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.
- We recognise their valuable contributions to Australian and global society.

Image: Digital reproduction of *A guidance through time* by Casey Coolwell and Kyra Mancktelow



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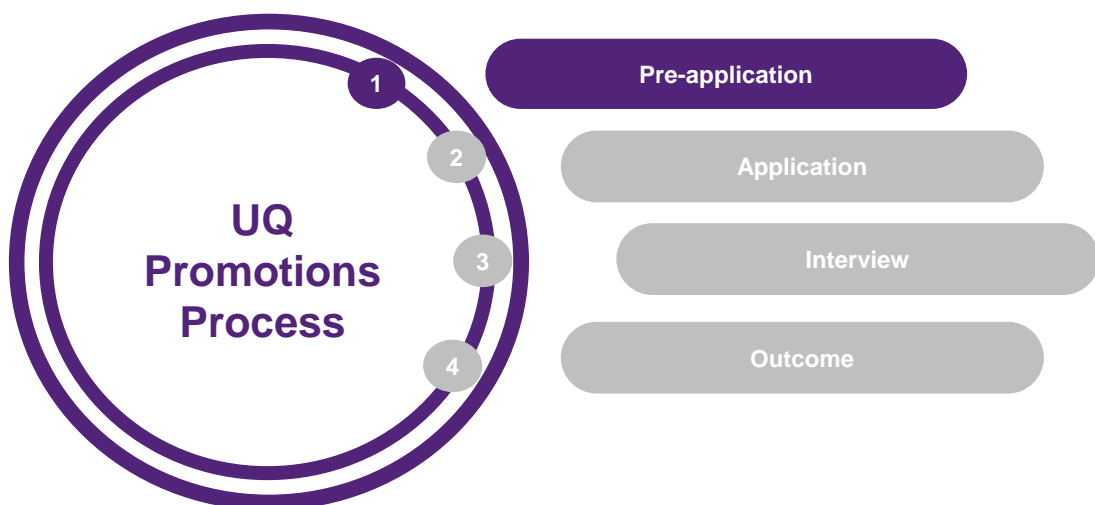
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Key Policy Changes

- Linear progression through all academic levels to Level E for ATHs
- Low fractional (≤ 0.3) clinical academic appointments eligible
- Recognises clinical standing and peer recognition, educational contributions to other organisations such as the Colleges and AMC, as well as supervision of specialty trainees as evidence of achievement
- Criteria aligns with the recently updated UQ domains of:
 1. Teaching
 2. Research
 3. Supervision and Researcher Development
 4. Citizenship and Service
- Expect some contribution in all domains, acknowledging that higher achievement in some may compensate for lesser achievement in others

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Before you apply

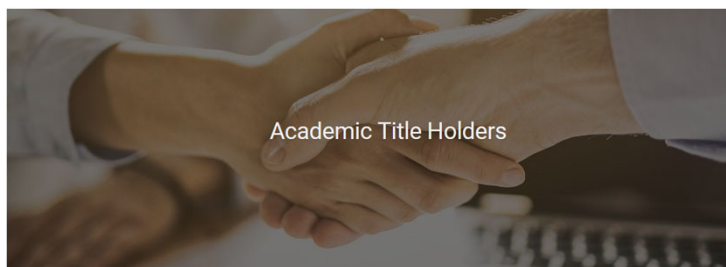
- Familiarise yourself with the ATH Promotion Policy & Procedure & criteria for academic performance
- Consider your readiness and application well in advance
- Review the promotions policy, procedure and website
- Seek advice from your Head mentor - get feedback on your promotion strategy
- REMEMBER it is a UQ promotion process
- NB. Applicants need to wait a minimum of 2 years between applications, whether successful or unsuccessful

Think carefully about the timing



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ATH Promotion – Level E - Advice & Instructions



🏠 / Alumni and community

Eligibility Guide for Academic Title Holders

Academic Titles are awarded to health professionals who make significant contributions to The University of Queensland. To be eligible for consideration for the conferral of an academic title, a health professional will be a regular and significant contributor to the University's teaching, research and engagement program. Academic titles for health professionals are awarded at a level consistent with that used for UQ appointed staff and governed by the [Academic Titles for Health Professionals policy](#). The ATH Promotion pathway is also available for UQ clinical academic health professional appointees, including conjoint or seconded staff, who hold a fractional appointment up to 0.3 FTE.

Academic Promotion at UQ

The University of Queensland is committed to the development and retention of high-performing staff and academic title holders (ATH) through academic promotion. The principles of academic promotion at the University are underpinned by UQ's policy and procedures as outlined in the [Criteria for Academic Performance Policy](#). The process of academic promotion differs between UQ Appointed Academic staff and Academic Title Holders. To recognise the contribution made to UQ and to support the professional development of health professionals, the University encourages Academic Title Holders (ATH) to apply

Academic Title Holders

Alumni	
Indigenous engagement	>
Marks-Hirschfeld Museum of Medical History	
Philanthropy	>
Reunions	
The Mayne Events Space	>
UQ Medical Society	
UQMedicine Magazine	>

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UQ Policy and Procedure for ATH Promotion

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Academic Titles for Health Professionals Procedure

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Section 1 - Purpose and Scope

Section 2 - Process and Key Controls

Section 3 - Key Requirements

Section 4 - Roles, Responsibilities and Accountabilities

Academic Title Holder (ATH) Conferral and Promotions Committee

Provost

This is the current version of the approved document. You can provide feedback on this document to the Enquiries Contact - refer to the Status and Details tab from the menu bar above.

Section 1 - Purpose and Scope

- (1) This Procedure supports The University of Queensland's (UQ or the University) [Academic Titles for Health Professionals Policy](#) and applies to all persons involved in the conferral and renewal process of academic titles for Health Professionals, including progression between academic levels.
- (2) UQ academic, conjoint or seconded staff appointed under the Clinical Academic (CA) academic category, who hold a fractional appointment up to 0.3 FTE with the University, may seek promotion in accordance with this Procedure as an alternative to the [Promotion of Academic Staff Procedure](#).

Section 2 - Process and Key Controls

- (3) Application for conferral of an academic title, as well as applications for academic progression within the Academic Levels by Academic Title Holders is assessed in accordance with the criteria outlined in section 3 of this Procedure.
- (4) Academic Title Holders can apply for conferral of the title of Associate Lecturer (Level A), Lecturer (Level B), Senior Lecturer (Level C) as outlined in clause 6 of this Procedure. They can apply for the conferral of an Associate Professor title (Level D) in accordance with clause 7-10 and conferral to the title of Professor (Level E) in accordance with clause 11-15 of this Procedure.
- (5) Clinical Academics appointed to UQ on a fractional appointment up to 0.3 FTE are eligible to apply for conferral of the titles Associate Lecturer (Level A), Lecturer (Level B), Senior Lecturer (Level C), Associate Professor (Level D) and Professor (Level E) as outlined through clauses 6-15 and assessed in accordance with section 3 of this Procedure. Alternatively, staff in this category can apply for academic promotion via the ordinary promotion process for academic staff outlined in the [Promotion of Academic Staff Procedure](#).

Conferral of Title 'Associate Lecturer', 'Lecturer' and 'Senior Lecturer'

- (6) An applicant for the title of Associate Lecturer, Lecturer and Senior Lecturer must complete the online application through [Workday](#). The application will

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UQ Policy and Procedure for ATH Promotion – Level E

Level E – Professor

(48) The Professor will have a significant reputation for outstanding achievement in their professional area. They will make a commensurate contribution to the overall and strategic advancement of the University and its students. In addition to the requirements at Level D, they are expected to demonstrate outstanding leadership in their professional area, recognising that there may be higher contributions in some domains that compensate for lesser achievements in other areas.

(49) In the domain of teaching, they will have demonstrated exceptional and sustained performance in evidence-based clinical practice and clinical teaching. They will be recognised as outstanding clinicians and clinical teachers. They will have led the advancement and transformation of clinical education in their discipline, institution, relevant specialist college or the health industry.

(50) In the domain of research, they will demonstrate their impact in/on research through fostering collaborations with local and international partners, and institutes / universities and organisations in health. As a recognised leading authority in their profession, they will use their influence to create, enable and support high impact research that produces evidence-based change in health outcomes and systems.

(51) In the domain of supervision and researcher development, they will have an outstanding track record of supervising trainees to completion of speciality training, attracting fellows into advanced speciality training or supervising research fellows or research students. They will demonstrate their development of their supervisee's skills and competencies, and future career opportunities.

(52) In the domain of citizenship and service to their discipline, the University and the community, they will be recognised nationally or internationally. Consistently demonstrating the UQ Values and fostering these values in others, they will be recognised as a thought leader, setting policy or professional practice standards for their discipline. They will demonstrate their clinical expertise and leadership through their outstanding contribution to high impact influential government, professional or industry advisory committees or the community equivalent.

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Criteria for Academic Performance

- The four domains apply to all Academic Categories.
- Demonstrating behaviour consistent with [UQ Values](#) is a requirement of the Citizenship and Service domain at all levels.
- The Guidelines on Evidencing Academic Achievement provides examples of activities within each domain
- While there are some common elements to performance expectations, the nature and emphasis of each academic activity within domains can vary across academic disciplines.

TEACHING DOMAIN				
RESEARCH DOMAIN				
SUPERVISION AND RESEARCHER DEVELOPMENT DOMAIN				
CITIZENSHIP AND SERVICE DOMAIN				
ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL				
Level E Professor	Level D Associate Professor	Level C Senior Lecturer	Level B Lecturer	Level A Associate Lecturer
CITIZENSHIP AND SERVICE DOMAIN PERFORMANCE CRITERIA				
a) Citizenship: demonstrates leadership of self and senior leadership of others in relation to UQ values b) Internal service: demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit c) External service: demonstrates senior leadership in relation to external service d) Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities e) Leadership: shows high level of leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to and improving the governance of the institution	a) Citizenship: demonstrates and leads others in relation to UQ values b) Internal service: sustains a track record of impact, achievement and initiative in internal service role/s c) External service: shows leadership in relation to external service d) Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities e) Leadership: shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution	a) Citizenship: demonstrates UQ values consistently b) Internal service: has an established record of achievement and initiative in internal service role/s c) External service: shows evidence of an established record in relation to external service d) Engagement: actively pursues successful engagement activities and media opportunities e) Leadership: shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing	a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s effectively c) External service: actively pursues agreed goals in external service d) Engagement: actively pursues agreed goals in engagement activities and partnerships e) Leadership: shows leadership of self and others through mentoring and collaboration	a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s c) External service: collaborates in external service activities d) Engagement: collaborates in engagement activities and partnerships e) Leadership: shows leadership of self through collaboration and active participation in priority activities for the unit
discipline service, including service on prestigious editorial boards, or other discipline leadership positions, or national and international committees	builds teams, and participates in discipline service, including service on leading editorial boards, or other discipline leadership positions	builds teams and participates in discipline service, including service on editorial boards	or external collaborations resulting in quality outputs	or other discipline service



UQ Values

What we strive for

Creativity

We apply our creativity as a way of seeking progress. We value new ideas, seek fresh perspectives and pursue game-changing innovations and opportunities.

Excellence

We strive for excellence in everything we do. We apply the highest standards to our work to achieve the greatest impact for the benefit of communities everywhere.

Central to what we do

Truth

Truth is central to all that we do as a university. We seek truth through our focus on the advancement and dissemination of knowledge, and our deep commitment to academic freedom and freedom of expression.

How we work together

Integrity

We always act with integrity. As stewards of the University's resources and reputation, we are honest, ethical and principled.

Courage

We are courageous in our decision making. We are ambitious, bold and agile. We demonstrate moral courage, so that we are always guided by a sense of what is right.

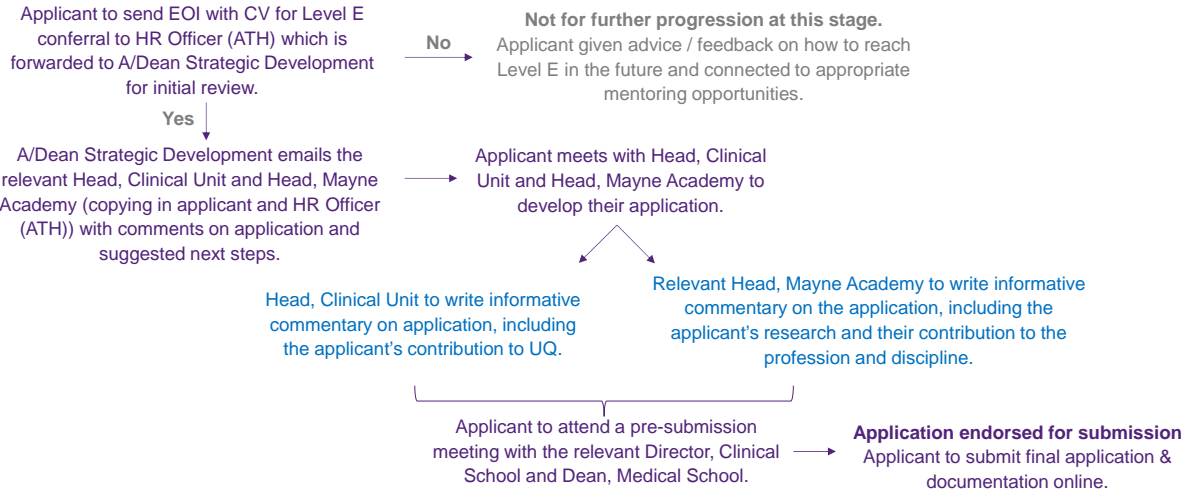
Respect and Inclusivity

We provide a caring, inclusive and empowering environment for all. We engage respectfully with one another and promote the value that our diversity brings to our whole community.

Note that the Values are not weighted

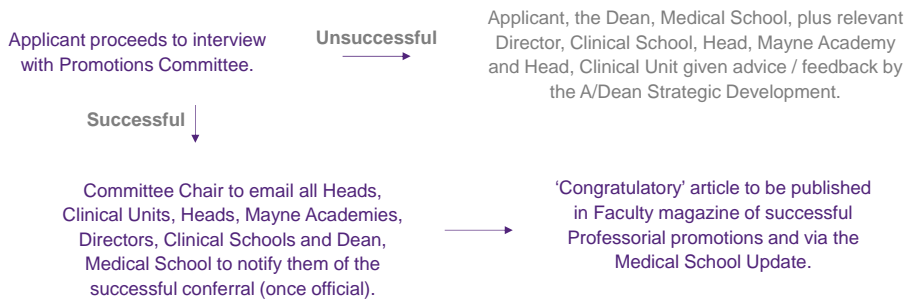
An ignorance of one value (e.g. Respect) cannot be in service of another (e.g. Excellence)

Application Submission Workflow Example (Medical School ATH Application for Promotion to Level E)



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Promotions Committee Workflow Example (Medical School ATH Application for Promotion to Level E)



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Case for Conferral Advice for Applicants (2-3 page cover letter)

- Applicants should consider their contributions in light of UQ's Strategic Plan and the UQ Values.
- The Committee will be looking for a clear, well thought out and well written application (make it easy for the Committee to find the evidence to show they have met each of the relevant domains of the performance criteria).
- Cases for conferral need to demonstrate impact and a clear trajectory and goals (beyond the applicant's potential promotion).
- The Committee will consider application relative to opportunity factors and impact:
 - Discipline norms
 - Employment status (fractional appointment)
 - Periods of extended leave, e.g., carer's leave
 - Personal circumstances (if known).
- Remember that the onus is on the applicant to make their case.

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CV/Academic Portfolio Advice for Applicants

- CVs should be updated and follow the content guidance provided (including how to best display publications given their particular discipline and contributions to it – noting the Case for Conferral may highlight some of these).
- Under developed CVs send the message that the applicants do not understand the application process requirements.

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Applying for an Academic Title Guidance



HR Officer
(ATH)

Ms Joanne
Cignoli

Online applications include:

- Requested Title Level (see eligibility level criteria)
- Qualifications
- Employment details
- Current contributions to Research and Teaching at UQ
- Other UQ engagement
- CV (via preferred template)
- ORCID Account

Further Information:

<https://medicine.uq.edu.au/academic-title-holders>

Contact: Joanne Cignoli

med.academititles@uq.edu.au

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Interview Advice for Applicants

- Should expect that each domain will be explored (e.g. Teaching, Research, Supervision & Researcher Development, and Citizenship & Service).
- The need to articulate their International reputation.
- Know the benefits to the applicant and University of a successful promotion.
- Have an understanding of, and alignment with, the UQ values (e.g. Creativity, Excellence, Truth, Integrity, Courage, and Respect & Inclusivity) as these guide our behaviour and are the foundation for UQ's culture.

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What happens at the interview?

Applicants are required to:

- Often state their case for promotion through a 5 minute précis (no slides) – Level D & E
- Explain their achievements and impact in easily understood terms
- Highlight key areas and themes that underpin their work; how/where they sit in the big picture
- Provide clarification on any performance relative to opportunity factors and their effect
- Respond to questions seeking clarification or additional information regarding their application.

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General Observation and Advice for Applicants

- Each application is reviewed and discussed in detail.
- Each application is assessed on its merit (no formula and no quota applied).
- There is no need for applicants to be paranoid or defensive about the process - the committee is not trying to find ways not to promote applicants.
- All domains are important.
- The importance of the citizenship & service domain should not be underestimated.
- Remember it is a UQ promotion – therefore applicants should know what is happening in UQ.
- Applicants should consider their contributions in light of UQ's Strategic Plan and the UQ Values.

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I want to know more...

- Applying for **Academic Title Holder** status ([ATH information](#))
- Boosting your **online profile** ([UQ Researchers](#))
- Finding research **funding** opportunities ([UQ Pivot-RP](#))
- Advertising **student research** projects ([Student Research Portal](#))
- Recruiting and supervising **HDR students** ([Grad School](#))
- **Philanthropy** and donations ([Advancement](#))
- **Ethics**, compliance and integrity ([Ethics office](#))
- Publishing and demonstrating **impact** ([UQ Library](#))
- Managing research **data** ([UQ Library](#))
- UQ **facilities** ([Research Infrastructure](#))
- **Translational** pathways ([UniQuest](#))
- Early- and Mid-Career Research **networks** ([EMCRs](#))
- Research **management** support ([read more](#))
- **Statistical** analysis and project support ([RASSS/QCIF](#))





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Questions

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Professor Sara Dolnicar

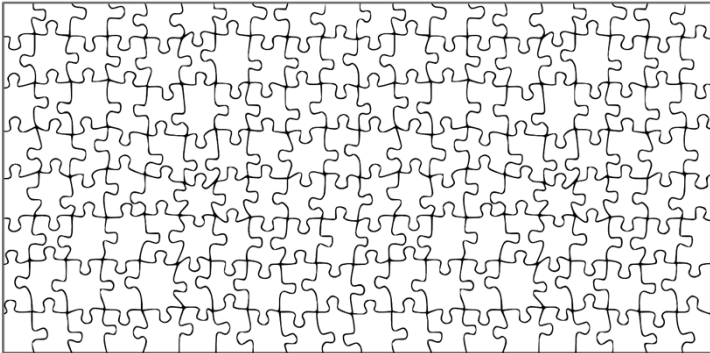



Advice



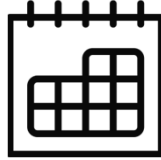
Plan ahead.
Be proactive in ensuring you cover all areas.

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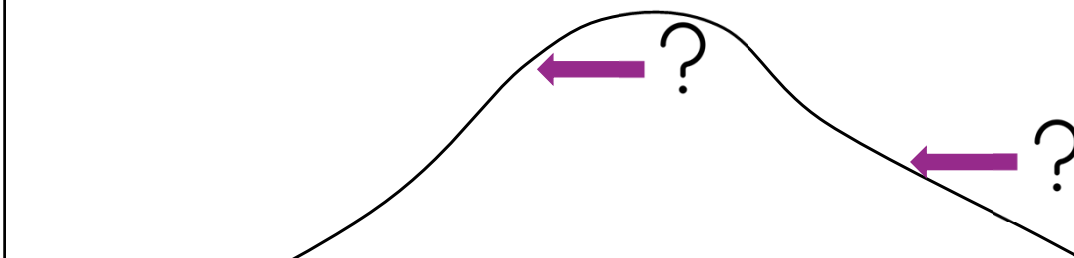
Assess the complete picture.
Any (important) pieces missing?

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Timing matters.
Sometimes wise to wait. Listen to advice.

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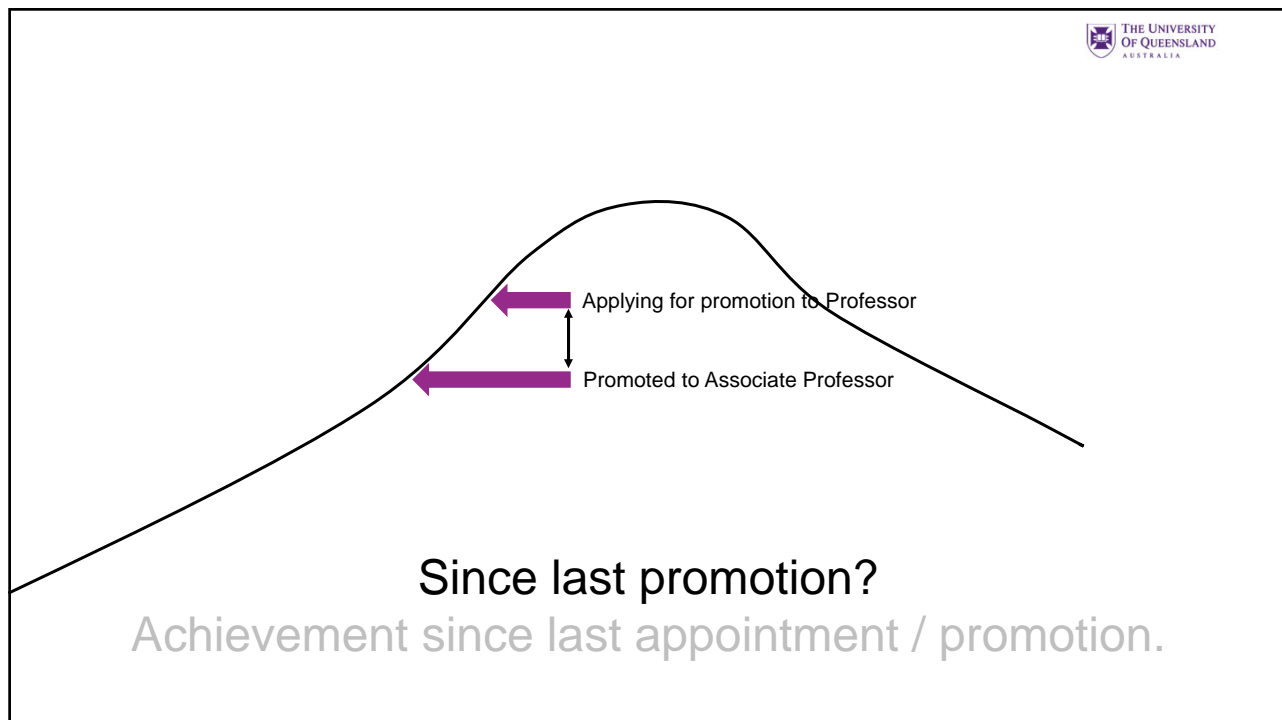


Upward trajectory?
Not a lifetime achievement award.

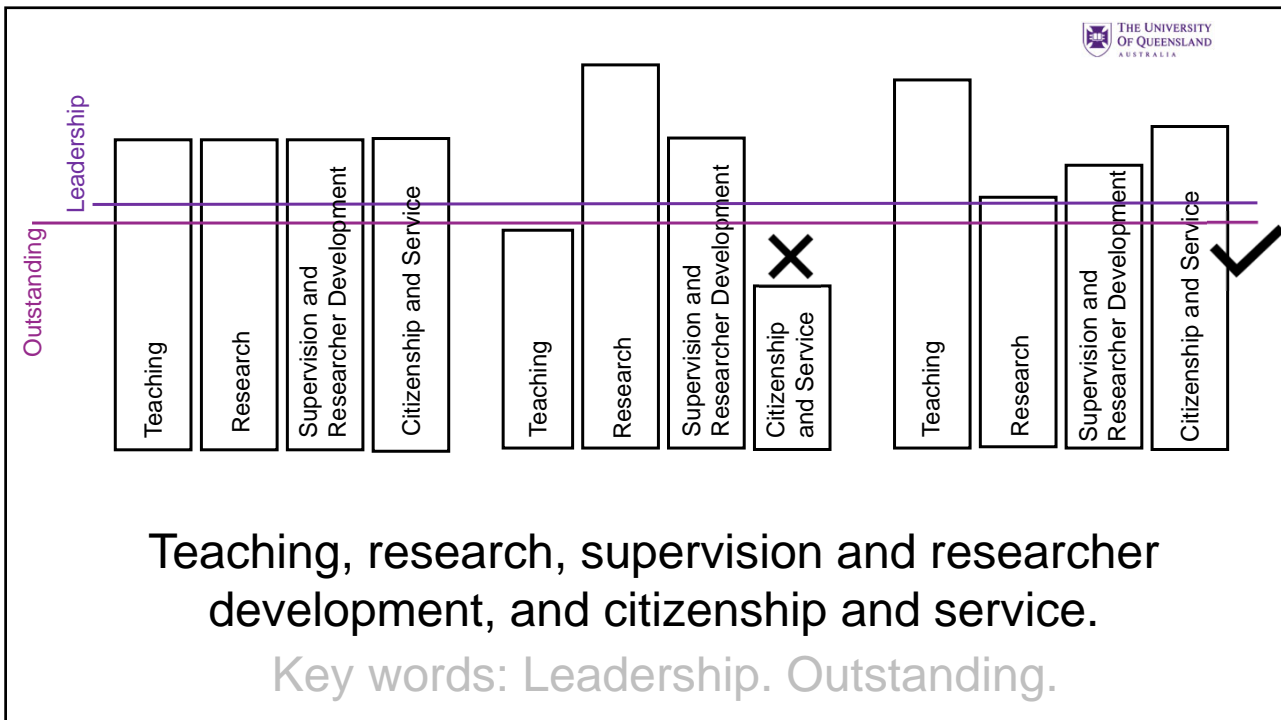
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The role of Professor at The University of Queensland (UQ) signifies an **international reputation for academic excellence and leadership** and a **promise for significant future leadership**.

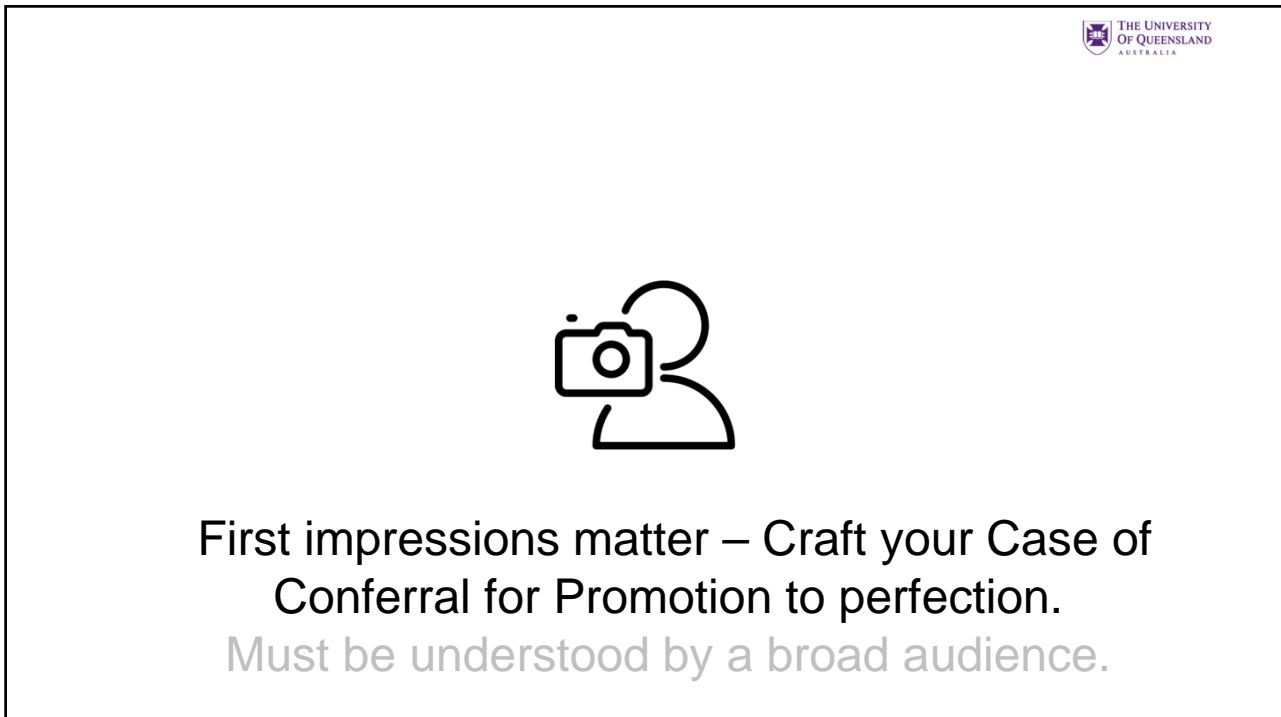
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	School	Faculty	University
Self-serving			
Selfless	✓	✓	✓

Service.
But what type?

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Relative to opportunity

Applications are considered relative to opportunity. For example,

- Discipline norms
- Employment status (full-time, part-time)
- Clinical responsibilities
- Periods of extended leave, e.g., carer's leave
- Personal circumstances (if disclosed)
- Workplace location (e.g., remote sites)
- Impact of weather events (e.g., floods)
- Impact of COVID-19

Focus on the impact/s the situation has had on your opportunities related to performance



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Advice

- Familiarise yourself with the criteria of academic performance.
- Write about the impact of your work, not just what you did.
- Get feedback on your promotion strategy and readiness.
- Seek advice from your HoS / ID / mentor.
- Think carefully about the timing.
- Consider your contributions considering UQ's Strategic Plan and the UQ Values.
- Make it easy for the Committee to find the evidence that you have met each of the relevant domains of the performance criteria
- Seek feedback on your application before submitting.
- Request a mock interview in your Unit.
- Make sure your CV is up-to-date

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Thank you

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Associate Dean, Strategic Development
Faculty of Medicine

Professor Craig Franklin
President, Academic Board
UQ Office of the President of the Board

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