

# Towards inclusive academic promotion

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## RATIONALE

- For many decades, academic promotion schemes at most universities have assessed performance against research, teaching & service, with research often given greater weight.
- These traditional pillars do not capture the full range of activities that modern academics perform and have been criticized for favouring some work over other.
- Traditional promotion schemes have also been shown to disadvantage women and minority groups (Rees, 2011).

## AIMS

- The new promotion model implemented by Macquarie University in 2017 is a strengths-based system that acknowledges and supports diverse and flexible career pathways.
- The model is based on Ernest Boyer's four areas of academic scholarship, Discovery, Integration, Teaching and Application (Boyer 1990), plus the additional pillar of Leadership & Citizenship.

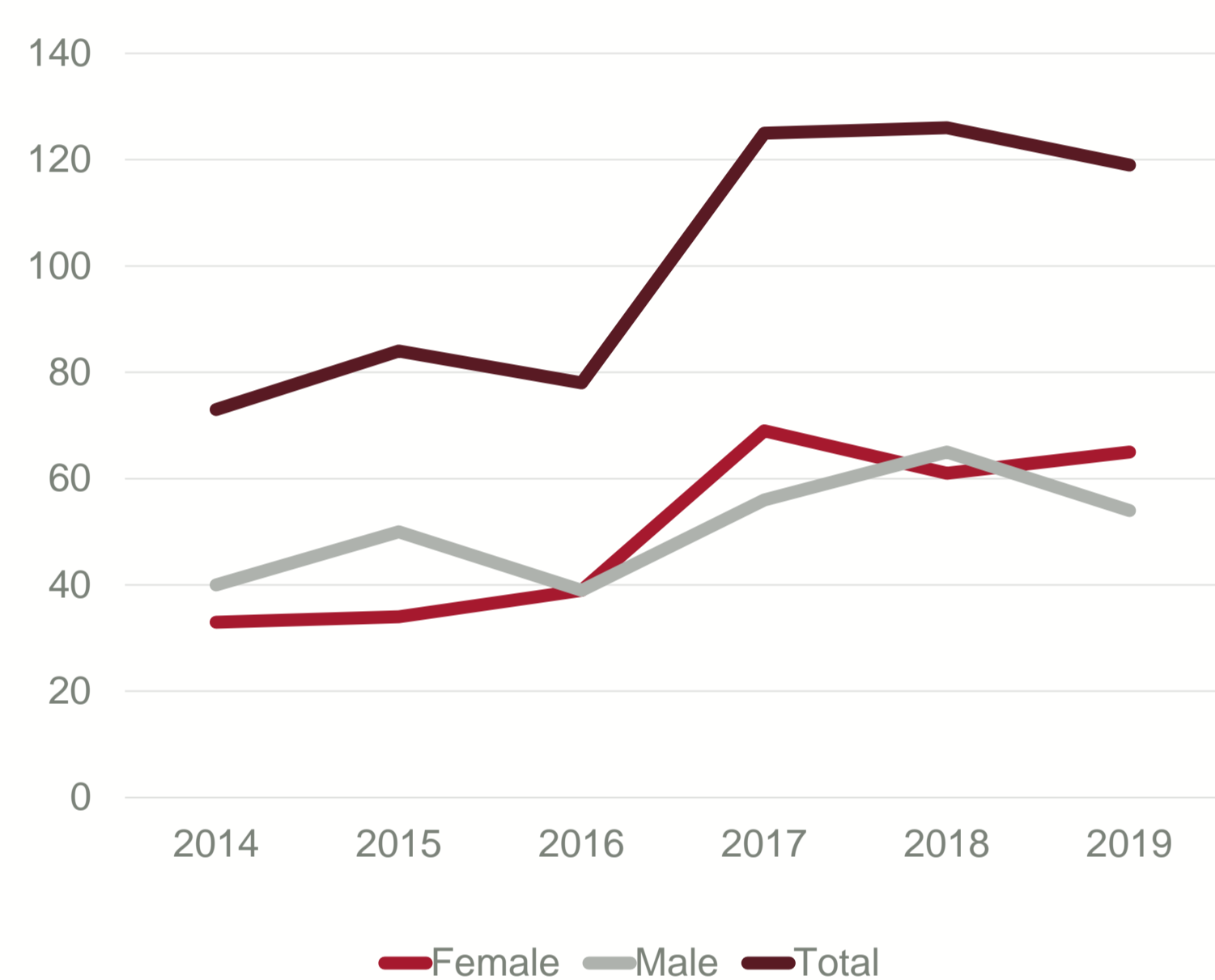
## PROMOTION CRITERIA



0 = No achievement or n/a, 1 = Achieved, 2 = Superior, 3 = Outstanding

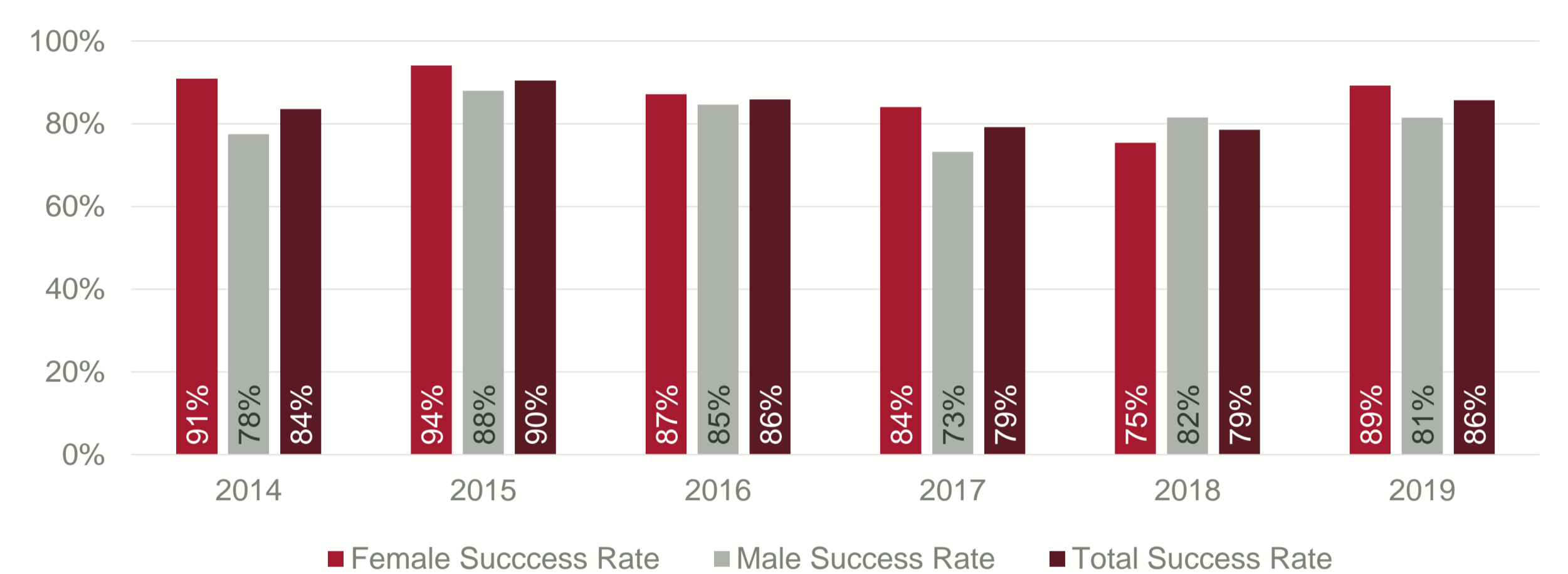
- Applicants self-assess against 5 criteria.
- Promotion to Lecturer/Senior Lecturer requires 8 points (min 1 point from Leadership/Citizenship).
- Promotion to Associate Professor/Professor requires 9 points (min 2 points from Leadership/Citizenship).
- Applicants must make case for Outstanding in at least one category.

## APPLICATION NUMBERS



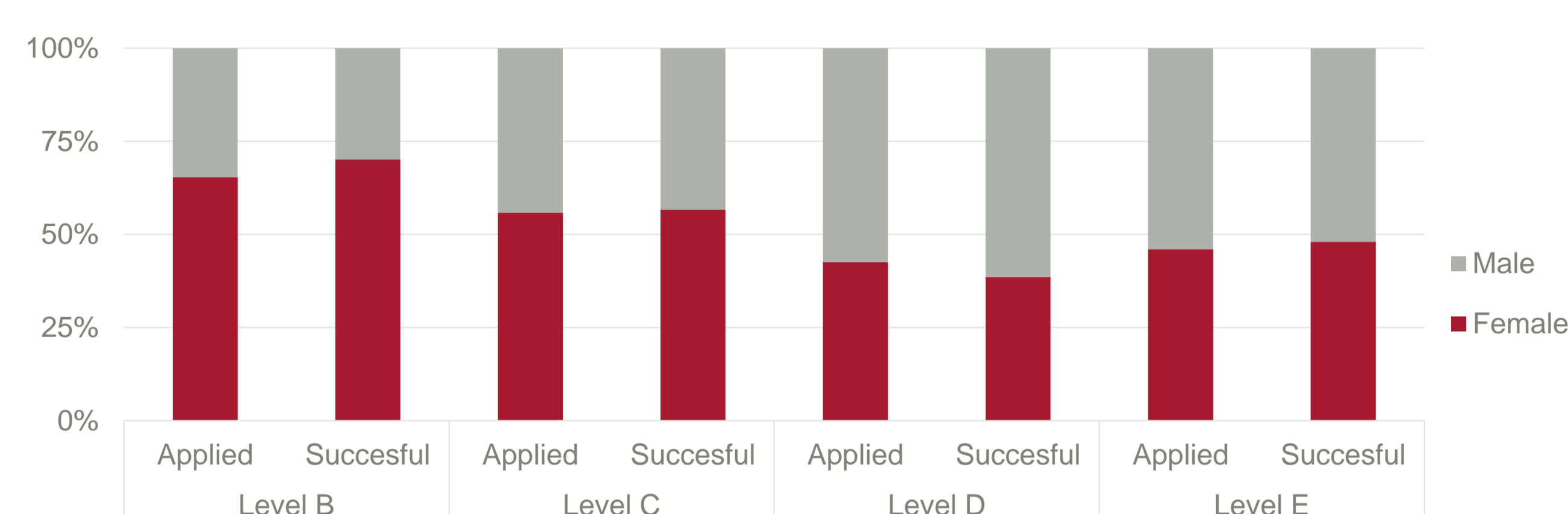
- Applications ~65% higher compared to previous 3-year average.
- Proportion of female applicants has increased under new scheme.

## SUCCESS RATES



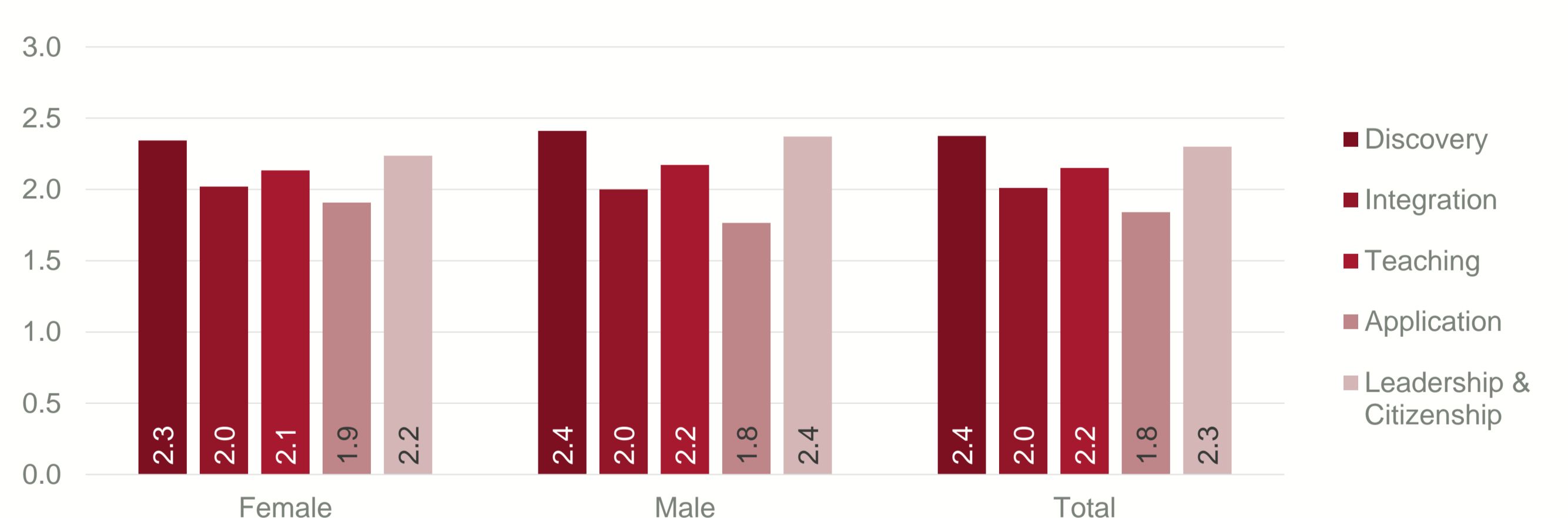
- Overall success rate lower under new scheme but closer to Australian sector average.
- Women's success rate generally higher than average.

## APPLICATION & SUCCESS BY LEVEL



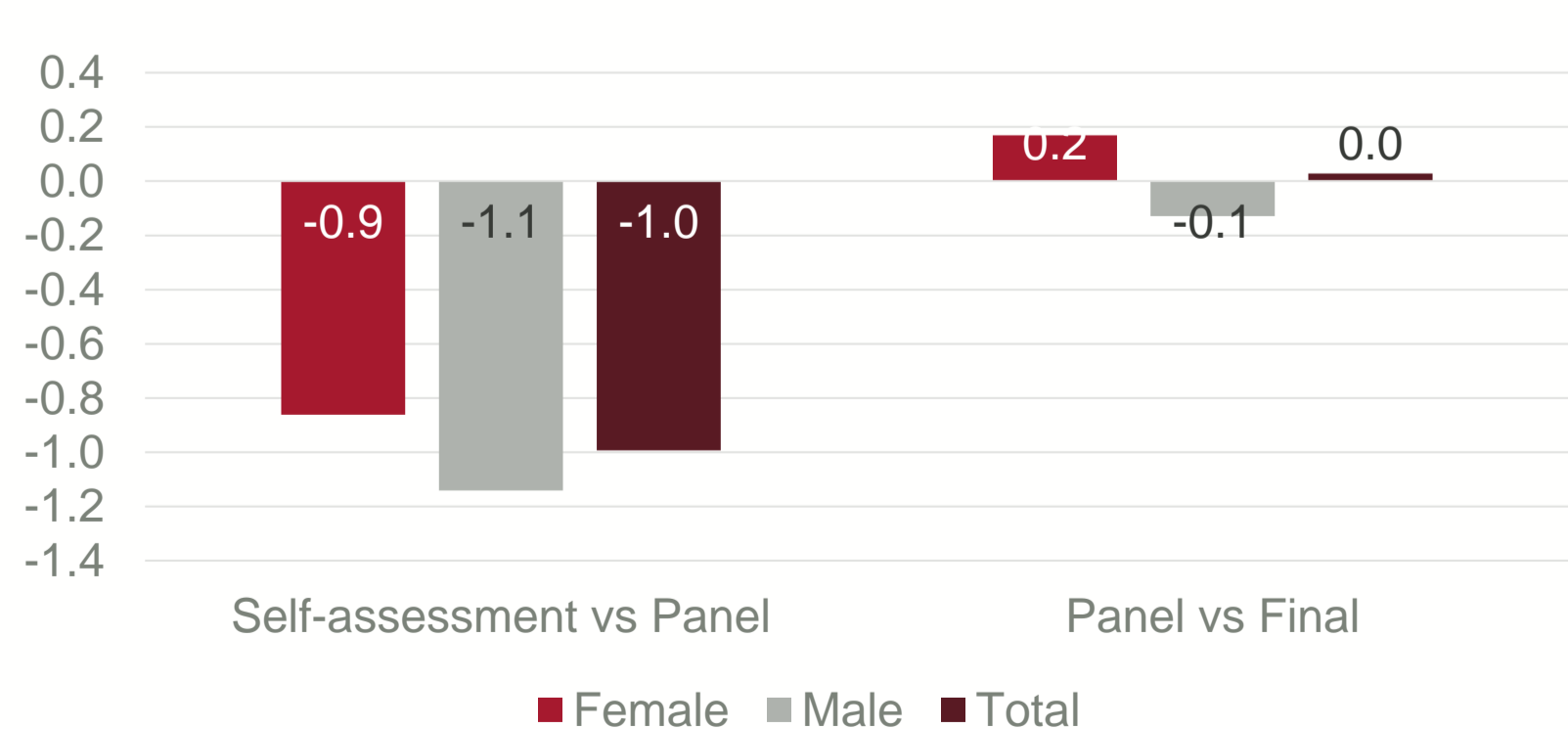
- Women have been more successful in promotion at every level except to Level D.
- Proportion of female applicants is in line with or higher than estimated potential pool at each level.

## SELF-ASSESSMENT SCORES



- Self-assessment scores higher for Discovery, Teaching and Leadership & Citizenship than for the new categories of Integration & Application.
- Little difference between men and women's self-assessment scores in any category.

## COMMITTEE AND FINAL SCORES



- All self-assessment scores lower than initial committee scores, but difference greater for male applicants.
- After interviews, committee scores increased slightly for women but declined slightly for men.

## REVIEW & CONCLUSIONS

- New scheme broadly embraced by university community with substantially higher application rates.
- Women proportionately more successful overall.
- Women's score proportionately better after interview.
- Positive feedback from applicants and panel members.
- Inclusion & gender equity supported by valuing and recognising diverse career trajectories & increased opportunities to communicate achievements.

## ACKNOWLEDGMENTS

Promotion model developed by Nicole Gower, Patrick McNeil, Mariella Herberstein, Sherman Young & Lesley Hughes.

## REFERENCES

- Boyer, E. L. (1990). Scholarship reconsidered: priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching.
- Rees, T. (2011). The Gendered Construction of Scientific Excellence. *Interdisciplinary Science Reviews*, 36,(2), p.133-145



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