

**Academic Promotion Notes for Applicants Teaching and Research (TR)  
Pathway**

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## Academic Promotion Notes for Applicants Teaching and Research Pathway

The mission of Fiji National University (FNU) is to educate highly employable graduates who are 'day one work ready' and to produce research that has a positive social impact in Fiji and the Pacific region. FNU is a vocational university and its programmes are aligned with the needs of employers and society. Toward achieving these goals, we need qualified academic staff who excel as teachers, researchers, scholars and practitioners. This can be achieved by providing academics with two pathways to excel and progress their careers at FNU: Teaching and Research (TR) and Teaching, Scholarship and/or Professional Practice (TSPP). The annual academic promotions exercise is evidence of FNU's commitment to building its human capital.

### Teaching and Research Pathway

Teaching generally covers curriculum development and delivery, including short courses (key aspects are face to face and online instruction, guidance for student self-directed learning, supervision of internships, designing curriculum, mentorship and employer engagement). When applying for promotion, staff will need to demonstrate teaching effectiveness with reference to KPIs and commitment to teaching enhancement. Research generally covers contribution to the advancement of the body of knowledge through research outputs and research funding, research impact and esteem, translation and commercialisation, research supervision, research training and mentoring, and research leadership. When applying for promotion, staff will need to show commitment to research and a track record of research achievements. The promotion criteria that follow gives further guidance.

### The Promotions Criteria & Assessment Process

Expected levels of attainment will vary and/or increase, dependent on the level of promotion sought. Promotion to a higher academic rank is made based on the candidate's demonstrated productivity in teaching and research, as it contributes to the mission of the University, as well as his/her wider contribution to the University and the profession. There are two core promotion criteria – **Teaching** and **Research** and two/three supporting promotion criteria depending on the academic rank applied for - **University Service** (administration), **Community Service** (contributions to the wider profession) and (for Associate Professor and Professor) **Academic Leadership**.

Applicants must provide clear evidence of their productivity in both core and supporting criteria. Only applications submitted by the online application form, which must be validated by the applicant's Dean/Director of NTPC/CEO FMA, will be accepted. Assessments of

whether the applicant has met the required threshold will be made by a two-stage process – a College Promotions Committee and a University Promotions Committee. All applications for Professor will go directly to the University Promotions Committee and will be sent out to two international assessors for review. Listed below are the examples of evidence that should be provided in relation to each of the criterion categories required for academic promotion. This list is not exhaustive, nor specific. Further, it is not expected that any individual applicant will be able to supply information relevant to each example in each category (i.e., teaching and research), nor is it required for successful promotion.

### Teaching

Teaching and assessment activities take place at undergraduate and postgraduate level (taught and research). All staff are expected to keep up to date with developments in their teaching. Typical activities will include but will vary depending on requirements in any one year:

- Preparation and delivery of teaching sessions.
- General support of students academically.
- Personal tutoring.
- Teaching leadership roles.
- Identifying new programme opportunities.
- Designing curricula and assessment strategies.
- Contribution to, or leadership of, a continuous cycle of quality assurance and review of teaching and assessment.
- Collecting and analysing feedback from students.
- Management of the teaching environment.
- Student engagement activities, contribution to “school life”.
- Designing and implementing assessments including marking and quality assurance processes.
- Implementing innovation in teaching and assessment and sharing ideas/outcomes across the university and beyond.
- Use of technology to effectively support teaching and assessment.
- Peer review of teaching (both as reviewer and reviewee) and contribution to university processes.
- Mentoring of others.
- External examining or reviews of academic nature.
- Student recruitment processes e.g., advising applicants, open or applicant days, school visits.
- Student study group facilitator.
- Workplace teaching support.

- Employer engagement.

### Research

Research activities may include the following:

- Making original, significant and rigorous contributions to knowledge.
- Contribution to the development of ethical practices in research.
- Publishing research outputs of internationally significant quality.
- Producing other research outputs for publication and dissemination.
- Generation and analysis of data through research and discovery.
- Writing, submitting, securing and delivering research grants.
- Supervision of research students. Generating research impact and developing impact case studies.
- Knowledge transfer activity e.g., contributing to national/international policy.
- Networking with collaborators and potential collaborators.
- Engaging with industry and other external stakeholders.
- Mentoring other researchers.
- Oversight/management of the research environment.
- Leading and/or contributing to research capacity building. Peer review of others' research outputs/ grant applications.
- Leading/contributing to research groups including management of research assistants and fellows.
- Consultancy/KTPs (knowledge transfer partnerships) and advisory roles.
- Keynotes/presentations at conferences.
- Honorary or editorial roles.
- Roles in professional/learned societies.
- Promotion of outputs and area of research.
- Leading and/or contributing to the promotion and protection of the rights, dignity and welfare of those involved in research.

Note: The Research Office will be required to sight and validate all published research outputs.

### Community Service

Applicable for both profiles. All academics are expected to contribute to the development of the University and its civic mission. Activities in this category but include (but are not limited to) examples such as:

- Volunteering in the community.
- Involvement with cultural activities.
- Work with community groups.
- Outreach work with students.

### University Service

Successful applicants will be able to provide evidence of commitment, and impact contribution, to the wider wellbeing of their Department and/or School, and/or College, and/or the University. Such evidence may include:

- Effective activity in administrative roles;
- Significant outcomes of work in those roles;
- Willingness to take on routine departmental tasks;
- Effective service in University-wide positions;
- Leadership within Department or University – e.g., leading a curriculum review, commitment to continual improvement.

### Academic Leadership

Successful applicants to Associate Professor and Professor will be expected to demonstrate leadership within the University and/or their discipline and/or related professional activities. This may include:

- A formal leadership role in the University (Head of Department, Head of School, etc.);
- Research leadership developing the research talents of other academics;
- Leadership of staff members involved in developing undergraduate or postgraduate teaching;
- Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.

### Overview of Academic Ranks

An overview of the profile of academic ranks is set out below by way of lists of different activities that could be undertaken. Level and impact of activity will also vary but would be expected to align with seniority of role – for example, a Professor (for TR) or Principal Instructor (for TSPP) would be expected to carry out activities which impact at national and international context for some areas, and a Professor should be involved in international leadership and a strong international profile.

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### Overview of Academic Ranks

Rank	MAQ	Specialised MAQ	Expertise					
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP	
Tutor	FQF Level 6 Diploma / Advanced Diploma	Trade Certificate with at least 2 years of industry experience OR Craft Apprenticeship.  <i>Note: This is a basic entry point rank for TVET and therefore is <b>not relevant for promotion purposes</b></i>	<ul style="list-style-type: none"> <li>Is supporting teaching staff with tutorials, seminars, workshops and laboratory tasks.</li> <li>Works under the supervision of qualified teaching staff.</li> </ul>					
Assistant Instructor	FQF Level 7 Bachelors	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 2 years of industry experience (For areas which does not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> <li>Qualified to teach units up to Level 6 Diploma. Has good teaching track record.</li> </ul>	<ul style="list-style-type: none"> <li>Is undertaking research and may begin to publish research papers.</li> </ul>	<ul style="list-style-type: none"> <li>Takes on administrative roles that assist the department to function.</li> </ul>	<ul style="list-style-type: none"> <li>Some level of community service</li> </ul>		
Instructor	FQF Level 8 Bachelors plus PG Diploma/ Certificate or Bachelors (Hons)	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 5 years of industry experience <ul style="list-style-type: none"> <li>Administrative duties</li> <li>Industry engagement</li> </ul> (For areas which do not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> <li>Can teach proficiently at levels 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>Is research active and is beginning to publish in lower quartile journals.</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to take on routine departmental tasks;</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of community service</li> </ul>		
Senior Instructor	FQF Level 9 Masters	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 8 years of industry experience <ul style="list-style-type: none"> <li>Administrative duties</li> <li>Industry engagement</li> <li>Academic leadership</li> </ul> (For areas which do not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> <li>Can teach proficiently at levels 5 and 6.</li> <li>Collaborating with colleagues in curriculum development and the advancement of the discipline within the University and disseminate best practice in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Will publish in peer reviewed journals or other appropriate bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Effective activity in administrative roles with significant outcomes of work in those roles.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to demonstrate academic leadership at least at Department/School level.</li> <li>Supervise junior staff.</li> </ul>	
Principal Instructor	FQF Level 9 Masters	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with more than 10 years of industry experience <ul style="list-style-type: none"> <li>Administrative duties</li> <li>Industry engagement</li> <li>Academic leadership</li> <li>Provide leadership in teaching, industry engagement and administration</li> </ul>	<ul style="list-style-type: none"> <li>The most senior TVET academic.</li> <li>Provide leadership in teaching, industry engagement and administration.</li> <li>Lead curriculum development.</li> <li>Proficient in the use of instructional technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Will have a research record in their field.</li> <li>Will link their research to their teaching and develop new papers and courses.</li> </ul>	<ul style="list-style-type: none"> <li>A principal instructor is a leader of the University.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of staff members involved in developing teaching.</li> <li>A formal leadership role in the University (Head of Department, Head of School, etc.).</li> </ul>	

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
		<ul style="list-style-type: none"> <li>Lead curriculum development or supervision of junior staff (For areas which does not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)</li> </ul>					
Assistant Lecturer	FQF Level 8 Postgraduate Certificate/Diploma or Bachelors (Hons)	<i>Note: This is a basic entry point rank for HE and therefore is <b>not relevant for promotion purposes</b></i>	<ul style="list-style-type: none"> <li>Teach as a member of a teaching team within an established programme of study.</li> <li>Teach in a variety of settings from small group tutorials to large lectures, ensuring content, methods of delivery and learning materials meet the defined learning objectives for individual teaching sessions.</li> <li>Develop own teaching materials, methods and approaches taking into account established or agreed practices where necessary.</li> <li>Supervise the work of students, provide advice on study skills and help them with learning problems.</li> <li>Set and mark assignments and set examination questions as well as assessing the work and progress of students by reference to defined criteria and provide constructive feedback to students.</li> <li>Seek ways of improving performance by reflecting on teaching, design, delivery and analysing feedback.</li> <li>Supervise student projects under guidance and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>May publish research papers and present their work at conferences, but their primary research activity will be directed to completing their master's requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Should be starting to take on limited administrative duties.</li> </ul>		

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Lecturer	FQF Level 9 Master's degree		<ul style="list-style-type: none"> <li>To engage in teaching on undergraduate and/or postgraduate level programmes and carry out the associated examining and administrative processes.</li> <li>Contribute to the design, content and delivery of specific areas of teaching and learning and to the quality of teaching delivered.</li> <li>Collaborate with colleagues in the continuous review and development of the department's programmes.</li> <li>Contribute to the wider student experience through personal tutoring, excellent classroom teaching and providing support in and outside the classroom.</li> <li>Supervise student projects and placements as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Is research active and is beginning to publish their work in peer-reviewed journals, mainly in lower quartile journals.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute, as required to the wider mission and reputation of the University with active involvement in activities contributing to general university life e.g., open days, student activities, alumni events and delivery of outreach activities e.g., school visits.</li> <li>Where appropriate, active participation in committees/groups e.g., health and safety.</li> <li>Engage in appropriate training programmes in the University.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in external activities such as volunteering, cultural activities, community activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work as a member of a team, collaborating on curriculum development and contributing to departmental meetings.</li> <li>Begin to coordinate the work of others when appropriate through taking up responsibility position at department or college level.</li> </ul>



Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Assistant Professor	FQF Level 10 Doctorate	<i>FQF Level 9 Masters plus professional qualifications for selected professional areas (dentistry, veterinary, law)</i>	<ul style="list-style-type: none"> <li>• Making an effective contribution to teaching and learning in their discipline.</li> <li>• Contributing to curriculum, resource, program and subject design, development, management and review as required.</li> <li>• Continuously improving their own teaching and learning, including developing a comprehensive teaching portfolio, and contributing to the continuous development and improvement of learning and teaching across the university.</li> <li>• Participating in scholarly activities that influence and enhance learning and teaching in the University.</li> <li>• Conducting lectures, tutorials, workshops, practical classes, demonstrations, field excursions, clinical sessions and other appropriate learning activities as required.</li> <li>• Obtaining feedback from students, peers and employers on individual teaching, the subjects and programs for which they are responsible, and the implementation and pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Has developed his/her own research and teaching interests.</li> <li>• Will publish regularly in peer-reviewed international journals or other appropriate outlets.</li> <li>• Are likely to have edited collections of work or meeting proceedings.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular educational activities that impact on employers and/or the wider community.</li> <li>• Management and administration of a significant area (e.g., teaching and learning, student support, postgraduate programs, quality assurance) across the college and/or University.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to relevant professional societies and to the community.</li> <li>• Developing and participating in short courses, seminars and conferences programs as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to department and/or college meetings, and serving on committees as required.</li> <li>• Take up responsibility positions at department or college level.</li> </ul>

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Associate Professor	FQF Level 10 Doctorate	<i>FQF Level 9 Masters plus professional qualifications</i>	<ul style="list-style-type: none"> <li>• Undertaking teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving good sustained levels of student progression and feedback.</li> <li>• Facilitate, develop, lead, and support innovations in, the development of the curriculum and delivery of teaching activities in the College and wider University.</li> <li>• Support the design and development of new or existing programmes, advising on ways to enhance the quality of engagement and influence of discipline specific professionals and enrich the student experience with a focus on employability through practitioner or employer led engagement.</li> <li>• Work with others to develop College policy that influences and promotes effective professional practice in all aspects of the student learning experience.</li> <li>• Develop, implement and manage a community of practice to support staff new to teaching within the school to engage in professional practice, if appropriate, lead a subject area or range of programmes and resolve problems affecting the quality of course delivery and student progress within own areas of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be well known in their field.</li> <li>• Will have a national profile.</li> <li>• Likely collaborate internationally.</li> <li>• Will have a significant research record, some of which will be in high profile international journals, or other appropriate outlets, in their field.</li> <li>• Will link their research to their teaching and develop new papers and courses inspired by their research expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Work within an extended network or community suitable to their professional practice, which can impact positively on the work of the University.</li> <li>• Take a lead role in the application of these networks to enacting the University mission and strategy.</li> <li>• Promote the reputation of the University within the wider higher education community through publications, contributions to conferences.</li> <li>• Liaise with and develop internal networks, for example by chairing and participating in institutional committees.</li> <li>• Lead, develop and contribute to relevant external networks, professional, national or international bodies such as Higher Education Committees and high-level advisory groups.</li> <li>• Monitor external funding opportunities and assist the College and the University in securing external funding. Interact and collaborate with other internal Schools and Colleges and external institutions and bodies on the establishment of joint projects to enhance the quality of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to relevant professional societies and to the community.</li> <li>• Developing and participating in short courses, seminars and conferences programs as appropriate for continuing education for the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Professors are expected to lead by example in teaching, scholarship and/or professional practice and to support the activities of individuals/research groups in the area in which they are appointed.</li> <li>• They have to evidence their leadership skills relevant to scholarship and professional practice. This record should cover such aspects as scholarship or professional practice outputs (including such items as publications, keynotes and consultancy work), grants and supervision.</li> <li>• Contributing to department and/or college meetings, and serving on committees as Required.</li> <li>• Take up responsibility positions at department or college level.</li> </ul>

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Professor	FQF Level 10 Doctorate		<ul style="list-style-type: none"> <li>Professors are expected to contribute towards teaching delivery, curriculum design and the creation of an engaging and innovative teaching environment that supports effective student learning, student engagement and a high quality student experience.</li> <li>Undertaking teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving sustained levels of student progression and feedback</li> <li>Leading on scholarship and/or professional practice engaged teaching in subjects and areas related to the post-holder's discipline and developing initiatives based on feedback which evidences impact</li> <li>Leading on improved approaches to teaching and learning, informed by pedagogy and engagement with practice, within their own subject area(s), across the Department/School and ideally beyond the University</li> <li>Collaborating with colleagues in curriculum development and the advancement of the discipline within the University and disseminate best practice in teaching and learning</li> <li>Conducting academic administration, including contribution to programme and/or unit</li> </ul>	<ul style="list-style-type: none"> <li>Lead on and mentor colleagues on knowledge exchange activities and projects to enhance the skills of the University community</li> <li>Support and enable the development academic and related (e.g. policy) partnerships and linkages that further the academic development of the School and the University's strategic plan</li> <li>Active involvement with academic and/or professional bodies, e.g. leadership of a significant professional accreditation, industry committees, policy development and/or quality assurance in another institution or professional body.</li> <li>They will publish in high quality, peer-reviewed international journals, are likely to have edited texts or written books in their subject of study.</li> <li>Will show significant academic leadership by running a research programme which would possibly involve a group of researchers.</li> <li>Will be good teachers with their research informing their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to and support the University's strategy and strategic plan with leadership of activities contributing to general university life e.g. open days, student activities, alumni events, mentoring schemes, assisting professional services, engagement with student support and delivery of outreach activities e.g. school visits, local community activities.</li> <li>Contribute to the efficient administration, organisation and development of professional practice and or scholarship within the School or College.</li> <li>Participate in and, where appropriate, convene relevant related groups/committees in the School or College, as well as leadership/membership of committees/groups contributing to university life e.g. health and safety.</li> <li>Contribution to the future development of the University and support the University's wider social, cultural and economic development of our region, our 'civic' mission with engagement with/leadership of external partnerships contributing to the civic mission of the University.</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to relevant professional societies and to the community.</li> <li>Developing and participating in short courses, seminars and conferences programs as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to department and/or college meetings, and serving on committees as required.</li> <li>Take up responsibility positions at department or college level.</li> </ul>

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	RESEARCH	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
			<p>management duties, as appropriate</p> <ul style="list-style-type: none"> <li>• Contributing to the development and implementation of learning and teaching strategies within the School and across the College / University</li> <li>• Supporting students undertaking doctoral research in their subject and supervising them to completion.</li> <li>• Contribute to and where required lead on the development of teaching policy and practice and influence educational strategy at School, College and University level</li> <li>• Effectively leading on aspects of the development of teaching and learning within the School/ College/ University, such as: <ul style="list-style-type: none"> <li>• Leading on the development of innovative approaches to learning, teaching, and student support.</li> <li>• Chairing relevant College or School committees and representation of the School and /or College on University committees and working groups</li> <li>• Work consistently with colleagues within the University, nationally and internationally to enhance teaching quality and improve student experience</li> <li>• Mentoring key teaching staff such as Programme Leaders, to drive improvements in quality and student satisfaction.</li> </ul> </li> </ul>				

### The Assessment Process

There will be a two-stage assessment process. The first stage will be assessment at the College level for all promotions up to and including Associate Professor. The College/NTPC/FMA Promotions Committee membership will be:

- Dean / Director/CEO (Chair)
- Two Associate Deans (Learning and Teaching, and Research)
- One Professor from the College (elected by the academic staff of the College)
- One Dean from another College (appointed by the Vice-Chancellor)
- Director Human Resources or nominee (non-voting)

The College Promotions Committee will assess all applications against the criteria and recommend those that should go forward to the University Promotions Committee. If the College Promotions Committee decides that an application does not meet the threshold, it is declined and the applicant will be advised in writing by the Dean, who will set out the reasons for the Committee's decision. Feedback is an important part of the process and each unsuccessful applicant needs to know what s/he must do to meet the minimum threshold next time an application is made.

For applicants for promotion to Professor, their applications will be sent to two international independent reviewers for an assessment of the quality of their research and scholarship. The reviewers will be selected by the Vice Chancellor in consultation with the College Dean and Associate Dean (Research) and must not be closely associated with the applicant.

Applications that are supported by the College Promotions Committee, as well as *all* applications for Professor, will be considered by the University Promotions Committee. The University Promotions Committee membership will be:

- Vice Chancellor (Chair)
- Two Pro-Vice Chancellors (Learning and Teaching, and Research)
- Five Deans
- Director, National Training and Productivity Centre
- Chief Executive Officer, Fiji Maritime Academy
- Independent Assessor from another university (appointed by the Vice-Chancellor)
- Director Human Resources (non-voting)

If the University Promotions Committee decides that an application does not meet the threshold, it is declined and the applicant will be advised in writing by the Vice Chancellor, who will set out the reasons for the Committee's decision. Feedback is an important part of the process and each unsuccessful applicant needs to know what s/he must do to meet the minimum threshold next time an application is made.

## Promotion Effective Date and Salary Step

In the event that an applicant is successful in his/her promotion to a higher academic rank, the promotion will be to the base (Step 0) of the new rank, effective from 1 November 2022. In exceptional cases where the staff member's salary is already above Step 0, the promotion will be to the next highest step on the new rank.

## Eligibility to Apply for Promotion

Academic staff may not apply for promotion until they have completed at least 12 month's full-time service to the University (at the time of application).

Staff that are unsuccessful in their application may not normally reapply for promotion for two years. In exceptional circumstances where there is a strong probability that the requirements can be met in a shorter time period, the College/University Promotions Committee may grant unsuccessful candidates the special right to reapply for promotion the following year.

## Appeals

Decisions by the College Promotions Committee and the University Promotions Committee are final and appeals may be made to the Chair (Chancellor) of the University Council only on the basis of an alleged failure to follow the procedures fairly. By applying for promotion, applicants are bound by these terms and conditions.