

CAPHIA

Early Career Academics (ECAPS)

Professional Development Seminar Series

4-part series

Seminar 4: The Promotion Pitch

By Us, For Us

- 5 x presentations
- Panel Q&A

Dec 6th 2022 12pm - 1:30pm AEDT

1

Deciding when to go for promotion

2

How to put together a successful application

3

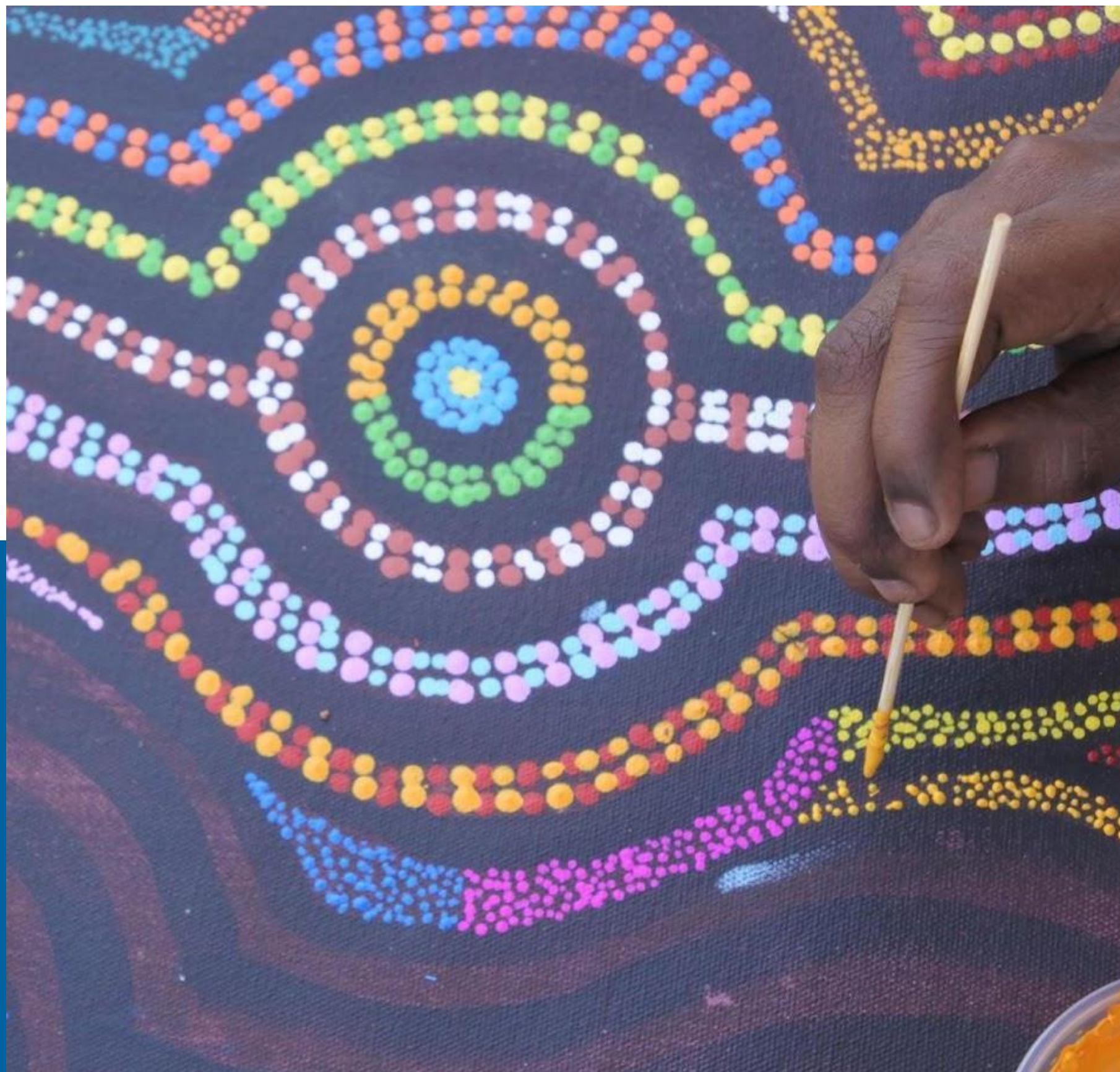
Unsuccessful? Lessons from failure

4

Tips from a promotion panel member

5

Entering academia as a HDR student



ACKNOWLEDGEMENT OF COUNTRY

ADVANCING PUBLIC HEALTH

EDUCATION, RESEARCH & WORKFORCE DEVELOPMENT

CAPHIA:
Council of Academic Public Health Institutions Australasia

CAPHIA is the peak organisation that represents public health in universities that offer undergraduate and postgraduate programs, research and workforce development in public health throughout Australasia.

ECAPS:
Early Career Academics And Postgraduate Student Subcommittee

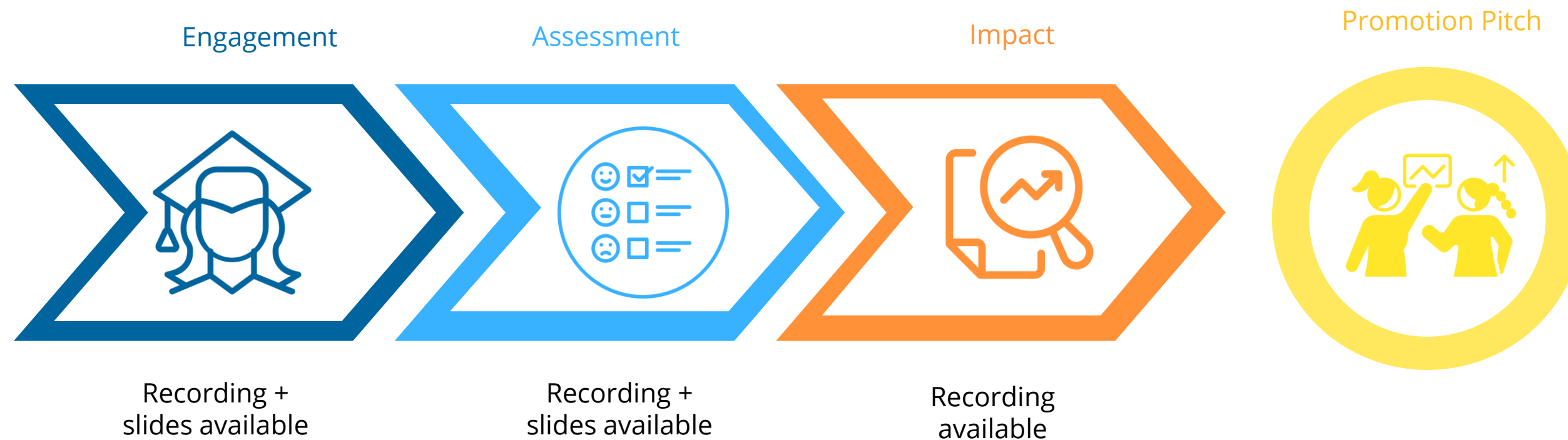
ECAPS supports the connection and growth of public health early career academics & higher degree research students through targeted programs, events and services. "By Us, For Us"



PROFESSIONAL DEVELOPMENT SERIES

OVERVIEW

EARLY CAREER ACADEMICS & POSTGRADUATE STUDENTS:
BY US, FOR US



Participants who attend or watch + complete the surveys for all four seminars will receive a CAPHIA certificate of attendance



Purpose

The final in the four-part Profession Development series builds on the previous webinars: 1) *optimising student engagement*, 2) *Improving assessment and feedback*; and 3) *Collecting the evidence & impact of your teaching*; to help ECAs go for promotion and for HDR students to enter academia.



Structure

Five short presentations by both experienced academics and early career academics followed by a panel question and answer. Participants are encouraged to review their Institution's promotion application guide, their evidence and prepare questions for the panel.

SPEAKER INTRODUCTION

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Deciding when to go for promotion

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How to put together a successful application

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Unsuccessful? Lessons from failure

4

Tips from a promotion panel member

5

HDR to academic: how to enter

PRESENTERS:



DR ANKUR SINGH

University of Melbourne



DR SOPHIA LIN

University of New South Wales



A. PROF. AZIZ RAHMAN

Federation University



A. PROF. REBECCA FANANY

Central Queensland University



A. PROF. SUE DEVINE

James Cook University

Dr Ankur Singh



Ankur Singh is a Senior Lecturer in Epidemiology and a Senior Research Fellow in Oral Epidemiology at the University of Melbourne (Australia). He holds a joint position between Melbourne School of Population and Global Health and Melbourne Dental School. Ankur has recently been awarded the 2023 Australian Research Council DECRA fellowship. He holds leadership positions in Global Oral Health Inequalities Research Network (International Association of Dental Research), International Union for Health Promotion and Education and is an Adjunct Faculty at the Public Health Foundation of India.





THE UNIVERSITY OF
MELBOURNE

When to go for promotion?

Dr. Ankur Singh

Senior Lecturer (Epidemiology)
Centre for Epidemiology and Biostatistics, Melbourne School
of Population and Global Health

Senior Research Fellow (Population Oral Health)
Melbourne Dental School





About me

- Bachelor of Dental Surgery from HNB Garhwal University India (2010)
- M.Sc. Dental Public Health from University College London (2011-2012)



- Ph.D. from Adelaide Dental School, University of Adelaide (2014- 2018)

Employment (since August 2017 at University of Melbourne)

- Research Fellow in Social Epidemiology (August 2017 – December 2020)
- Lecturer in Epidemiology (July 2019 – September 2022)
- Senior Research Fellow in Population Oral Health (September 2022 -)
- Senior Lecturer in Epidemiology (September 2022-)
- ARC DECRA Senior Research Fellow (2023-2025)



Level A to Level B

Level B to Level C



Promotion is a formal recognition of YOUR contribution(s) within the academic system

Make the story interesting. Tell your audience

- *Who you are and what do you do? How do you excel at it (evidence)*
- *How have you arrived where you are? How did you navigate your academic career and goals?*
- *What do you want to achieve in the future and how does it align with your department's, school's, faculty's or university's strategic goals?*



Individual over population – Are you ready or not???

➤ Think about your journey

- Promotion benchmarks apply to all academic staff similarly regardless of microculture
- Applications are read by a diverse panel from members across the faculty, sometimes university
- It's your story!!!!





Know your target



- **Promotion criteria and benchmarks**
 - Learning and Teaching
 - Research and Research Training
 - Leadership and Service
- **Map according to benchmarks**
 - Activity, engagement, quality and impact
- **Personal circumstances and relative to opportunity**

	Teaching and Learning	Research Training	Leadership & Service
Activity The range and volume of academic activities, <u>inputs</u> and outputs	Official roles <ol style="list-style-type: none"> 1. Coordination of M.Sc. Epidemiology course (2021, 2022) 2. Coordination of M.Sc. Epidemiology research project subjects (2019, 2020, 2022) 3. Coordination of Epidemiology 1 (2021, 2022) 4. Tutor (Epidemiology 1) (2018) 5. Senior Tutor (Epidemiology 1) (2019) 6. Specialisation Leader (Epidemiology and Biostatistics) (2019, 2020, 2021, 2022) 7. Population Oral Health Lectures (2017) (University of Adelaide) 8. Social context of dentistry (2015, 2016, 2017) – Tutor (University of Adelaide) 9. Evidence based dentistry (2015, 2016, 2017) – Tutor (University of Adelaide) <hr/> Subject Development <ol style="list-style-type: none"> 10. Designing Analytics Investigation (MSPACE - 2019) 11. Epidemiology 1 (2020 - 2021, 2022) (Learning Environments – 4C/ID) <hr/> Course Development	Publications <ol style="list-style-type: none"> 1. >45 peer reviewed publications 2. Number of citations: >700 3. 17 First-authored, 11 second-authored 4. 28 since Oct 2017 Grant Income: <ol style="list-style-type: none"> 1. \$10.7 Million Dollars 2. NHMRC Disability and Oral Health CIB 3. ARC DECRA 4. NIHR GOHG Invited talks Conferences and symposium <ol style="list-style-type: none"> 1. Plenary chair IUHPE 2018 (Chair) 2. Singapore 3. Joint ICOHIRP and IADR talk 4. Webinar (Sustainable cities) 5. Joint symposium on tongue cancer 	<ol style="list-style-type: none"> 1. MSPGH T&L Committee (2021, 2022) 2. MDS Representative to Graduate Research Committee (2021-22) 3. MDHS ECR Network Co-Chair (2018-19) 4. MDHS ECR Network Representative on FREC (2018-19) 5. Executive Member of <u>DentAlliance</u> (2021-) 6. GOHIRN Regional Councillor for Asia Pacific and Program Chair, IADR (2021-) 7. Chair of the Global Working Group on Social Determinants of Health, IUHPE (2019-) 8. Conference organising committee <ol style="list-style-type: none"> a. IUHPE 2018



Planning

- **Time** (Note that it is a multipurpose document 😊)
 - Collecting evidence
 - Preparing application (Seek applications and advice from colleagues)
 - Getting it reviewed
 - Redraft
- **Support team:** Supervisor(s), Mentor(s), Colleagues, Referee, People and Culture team and HR workshops





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Senior Research Fellow (Population Oral Health)
Melbourne Dental School



DR Sophia Lin



Dr Sophia Lin is an early career academic and senior lecturer in the UNSW School of Population Health and is the current Chair of the CAPHIA Early Career and Postgraduate Students committee. She has taught into a range of areas in the Bachelor of International Public Health program since 2017 including epidemiology, chronic disease prevention and control, program evaluation, public health nutrition and physical activity, and advocacy.



UNSW
SYDNEY

Demonstrating your capabilities for promotion: tips from a recent successful applicant

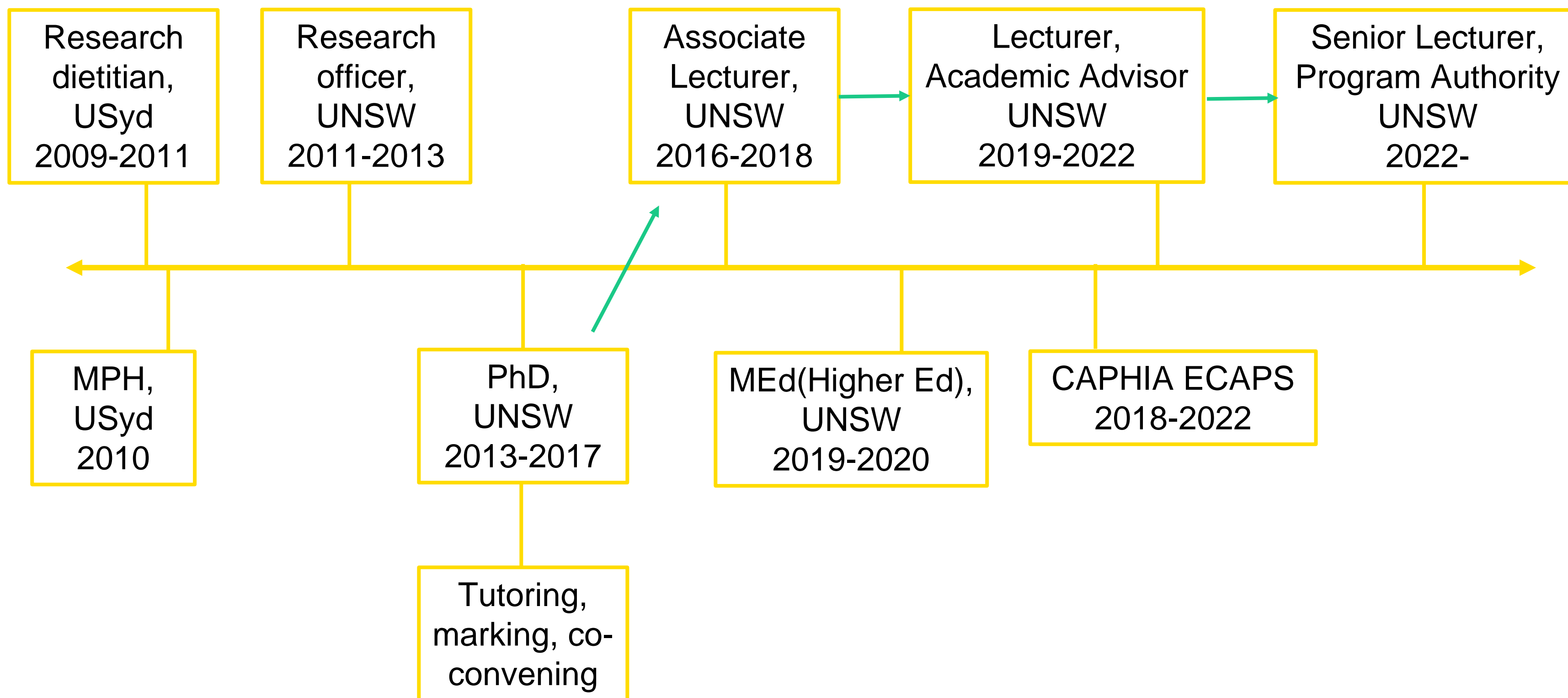
CAPHIA ECAPS Professional Development Series | Seminar 4 | Tue 6 Dec

Dr. Sophia Lin | sophia.lin@unsw.edu.au



UNSW
SYDNEY

My journey in academia



Disclaimer!

This is what worked for me, in my context

- Doesn't take into account uni-specific issues (e.g. finances, quotas)

Combined education and research role (40:40:20)

- Promotion process:
 - 10-page written application
 - Interview panel of 5-6 peers from the same Faculty
 - Must have approval from Head of School (low failure rate, already screened)
- Equal weighting on teaching, research, and service & leadership
- Each domain is scored out of 3 – must get at least 6/9 for promotion

This presentation focuses on the teaching component of the application

Tip 1: Use a wide range of evidence types

Research impact is easy: # publications, citations, etc.

No widely agreed metrics for teaching – which is a good thing!

Evidence of good public health teaching can come from anywhere – be creative

Type of evidence	Don't	Do this instead
Student evaluation scores	Only give your score	<ul style="list-style-type: none"> ➤ Show improvement or score maintenance after difficult challenges (e.g. COVID) ➤ Benchmark against School/Faculty/University average ➤ If you have an 'All Bran' course, show how scores have improved after tweaks (and explain context)
Peer review of teaching	Only give your score	<ul style="list-style-type: none"> ➤ Judiciously select great quotes from reviewers – ask reviewers to provide feedback on specific items ➤ Demonstrate willingness to constantly improve teaching by engaging in peer review
Teaching awards	<ul style="list-style-type: none"> ➤ Think it's too much effort (often copy/paste across multiple awards) ➤ Think you shouldn't apply because you won't win 	<ul style="list-style-type: none"> ➤ Apply for everything – you might not win but get a 'gold star' ➤ Try new things in your courses (see Seminars 1 and 2) – then tell everyone what you have done
Data analytics	Think it's too hard	<ul style="list-style-type: none"> ➤ Ask your education support team to help ➤ Build in process evaluation into your courses (see Seminar 3 – collecting evidence)
Student testimonials	Simply rely on end-of-term course evaluations	Collect nice emails and anecdotal evidence from students
Formal and informal invitations	Only include them in applications if you accept	Include them all – people asking you to be involved is a compliment (you don't have to say yes to all of them!)
Other	Limit yourself to 'traditional' sources of evidence	Think outside the box – what have your students done with what they have learned?

OPINION

Clumsy decisions have left Fairfield feeling abandoned and misunderstood

July 14, 2021 – 5.40pm

 Save

 Share

NSW Premier Gladys Berejiklian and her advisers knew what this Delta variant could do long before the virus travelled from the city's east to the west. Yet their handling of COVID-19 hotspots early in this outbreak was relaxed - until the virus hit a community they had difficulty understanding.

The decision to [send police into the streets of Fairfield](#) to ensure lockdown compliance, and a further order subjecting Fairfield residents [to mandatory tests every three days](#) if they work outside the area, were badly handled and have left an already vulnerable community feeling alienated and misunderstood.

Tip 2: Focus on impact

Easy to get into the trap of listing all the activities you have completed

Much more difficult to show impact: pair each activity with discussion of its impact

Teaching impact could be from anywhere:

- Evaluation scores
- Better assessment scores reflecting deeper learning – demonstrates your progress as a teacher
- Improved engagement (click throughs, time spent on task, higher attendance, etc.) – data analytics
- What students do with what they have learned – jobs they have received, further studies

Tip 3: Shed your modesty

- If you don't feel sick after reading your application, you're not doing it right! This is not the time to be humble and modest
- Don't over-egg it, but be confident
- Avoid saying, "*I haven't done this, but....*" or "*Although I didn't....*" – don't highlight what you haven't achieved! The panel might not even notice it
- Avoid the trap of saying "*the team did X*" or "*we did X*"
 - Be specific about your role – what did you do exactly and what is the impact?

Tip 4: Clearly explain your context

Public health is not always understood by other academics (even within your own Faculty):

- Never assume your panel understands your context
- Describe what is the expected norm for you
 - Public health is very different to clinical and 'wet lab' teaching and research

If your teaching is unusual, then explain it

Tip 5: Show teaching leadership

- Especially important to go from Level B to C
- Develop or adopt new teaching methods and show others what you have done:
 - Help them implement it into their course
 - Showcase through conferences, etc.
- Help others to develop and achieve their own teaching goals, e.g. Bhatti, et al. [Prevalence and characteristics of advocacy curricula in Australian public health degrees](#). Health Promot J Austral 2022;33(S1):50-56.
- Join leadership or governance groups (e.g. CAPHIA ECAPS)

Summary

1. Use a wide variety of evidence sources
2. Focus on impact
3. Shed your modesty
4. Clearly explain your context
5. Show teaching leadership

A/Prof Aziz Rahman



Associate Professor Dr Aziz Rahman is a Public Health Physician and an experienced academic. Dr Rahman started his public health career journey in Australia as an international PhD student. At present, he is working as the Research Adviser and Discipline Leader of Public Health at Federation University Australia. He is a Board Member of PHAA and has also joined CAPHIA as a Board Member this year.



Professional Development Seminar Series

SEMINAR 4:

The Promotion Pitch

caphia.com.au



12PM - 1:30PM
6 DEC 2022 AEDT



Online Event



Free for CAPHIA member staff & current students

SERIES OVERVIEW

Engagement

Assessment

Impact

Promotion Pitch



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DR SOPHIA LIN

University of New South Wales



A. PROF. AZIZ RAHMAN

Federation University



A. PROF. REBECCA FANARY

Central Queensland University



PROF. SUE DEVINE

James Cook University

The Promotion Pitch **Unsuccessful?** **Lessons from failure**

Associate Professor Dr Muhammad Aziz Rahman

MBBS, MPH, CertGTC, GCHECTL, PhD

Research Advisor and Discipline Leader of Public Health

Institute of Health and Wellbeing

Early Career Academics (ECAPS) Professional Development Seminar Series
Council of Academic Public Health Institutions Australasia (CAPHIA)

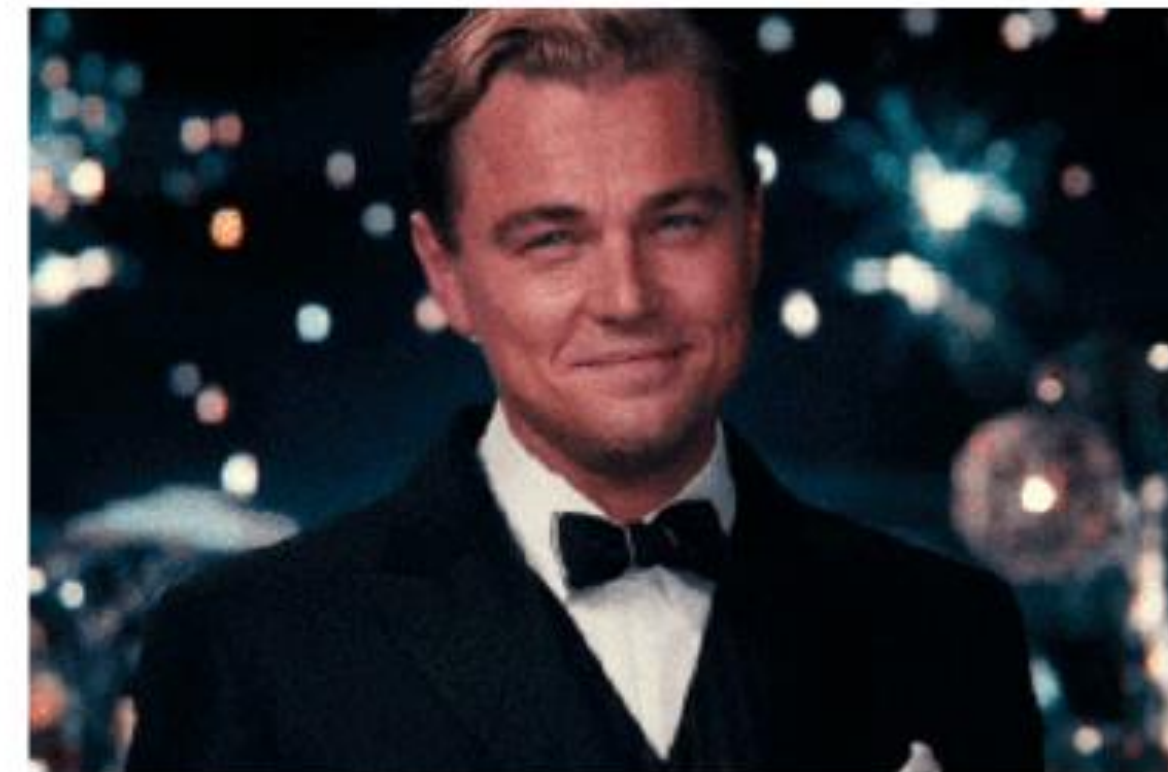
06-Dec-2022

Acknowledgement to the country

I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today. I would also like to pay my respects to Elders past and present.

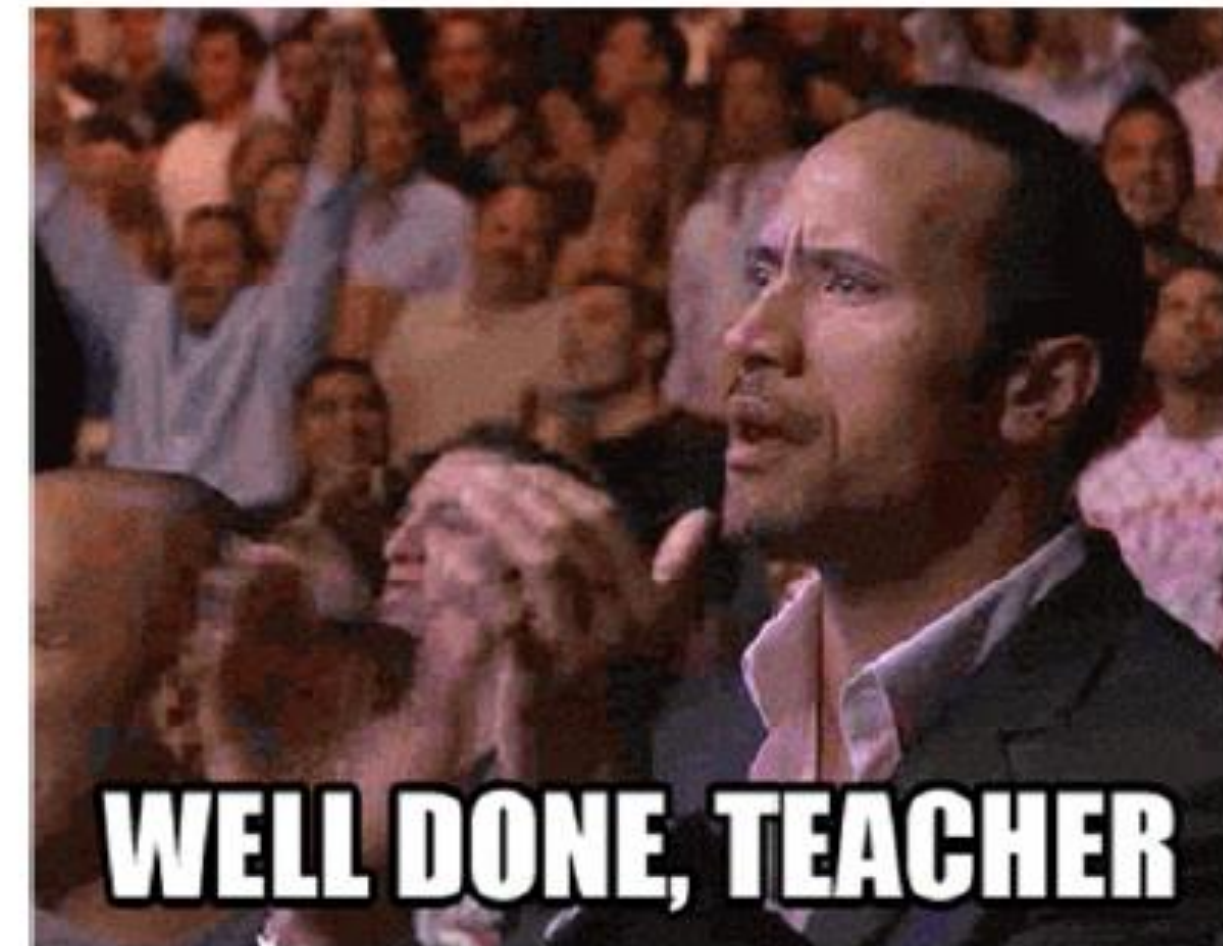
Leadership in Research & Creativity

- **Research project (2020-21)**
 - Led global project with 17 countries (5 publications)
- **Research publications (2021)**
 - Total: 30
 - 1st author: 04, Last/Lead author: 09
 - Premium publications: 09 (Lancet, JAMA, Nature Medicine)
- **Research citations (2021)**
 - World's Top 1% Scientist
 - Highest cited researcher at the university
- **Successful grants (2021)**
 - AUD 1,004,969 (\$9M: career)



Leadership in Learning & Teaching

- **Program development and lead (2021-22)**
 - Master of Public Health (MPH)
 - Master of Public Health and Business Administration (MPHBA)
- **PhD students (2021)**
 - Completed: 01, Submitted: 01, Offered: 04
- **Teaching leadership**
 - Undergraduate & Postgraduate
 - Excellent student evaluations
 - Innovations & Scholarships evident



Leadership, Engagement & Academic Citizenship

- **Academic leadership (2021)**
 - Associate Dean of Research
- **Professional leadership (2021)**
 - Board Member, Public Health Association of Australia (PHAA)
- **Academic awards (2021)**
 - Library Open Access Award
 - VC Certificate of Commendation (Research Partnership & Impact)
- **Community awards (2021)**
 - “You made us proud” by Victorian Bangladeshi Community Foundation



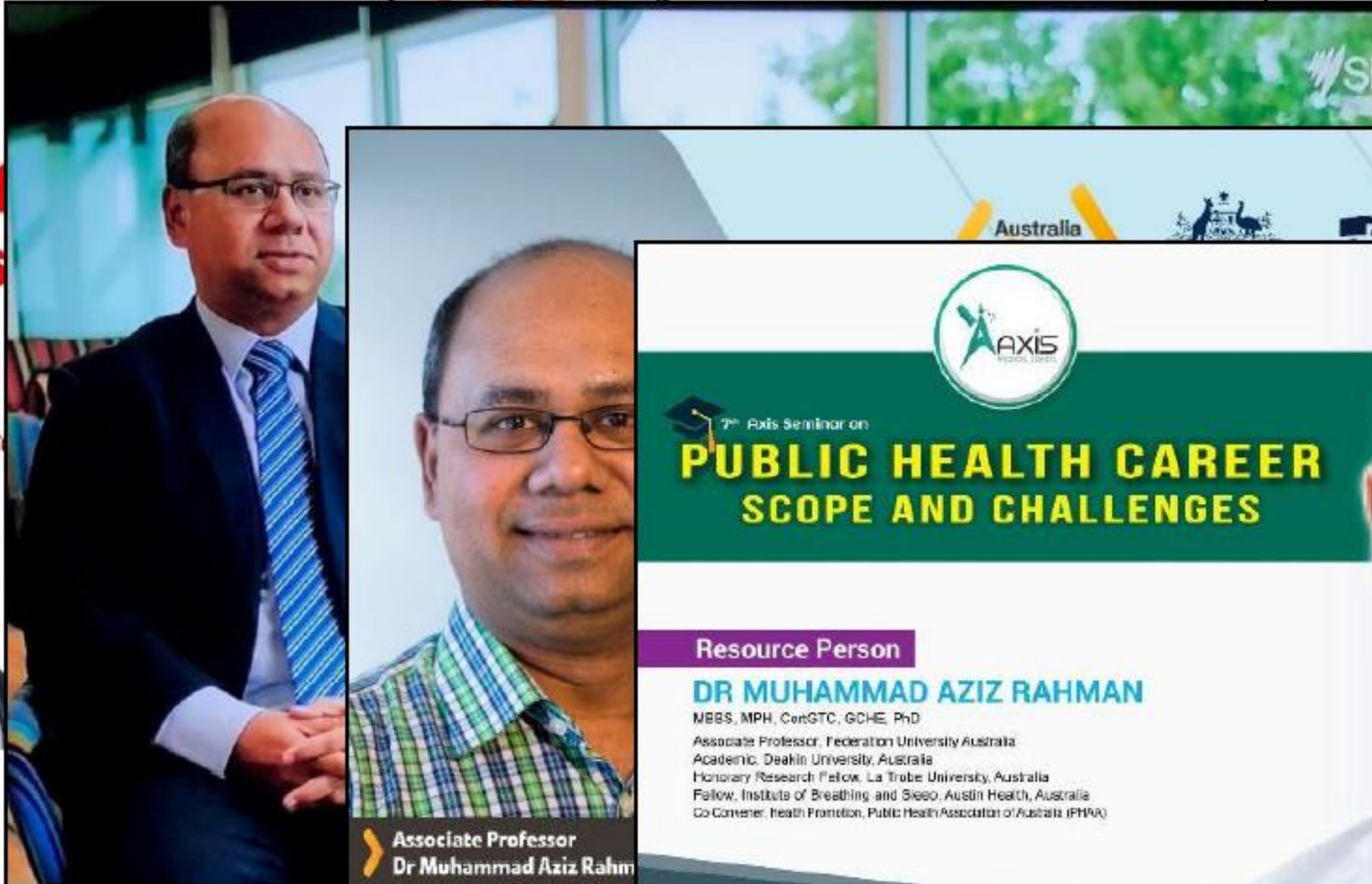
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Associate Professor
Dr Muhammad Aziz Rahman

Public Health
Association
Federation University Australia

7th Axis Seminar on PUBLIC HEALTH CAREER SCOPE AND CHALLENGES

Resource Person

DR MUHAMMAD AZIZ RAHMAN

MBBS, MPH, CertGTC, GCHE, PhD
Associate Professor, Federation University Australia
Academic, Deakin University, Australia
Honorary Research Fellow, La Trobe University, Australia
Fellow, Institute of Breathing and Sleep, Austin Health, Australia
Co-Chairman, Health Promotion, Public Health Association of Australia (HPAA)

- 15th January-2020 (Wednesday)
- 3.00 PM to 7.00 PM
- Dr. M. A. Aziz Hall, Hatirpool, Dhaka

- facebook.com/AxisMedicalSchool
- youtube.com/AxisMedicalSchool

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Context



PROFESSOR

Research & Creativity

①

Learning & Teaching

②

**Leadership, Engagement &
Academic Citizenship**

③

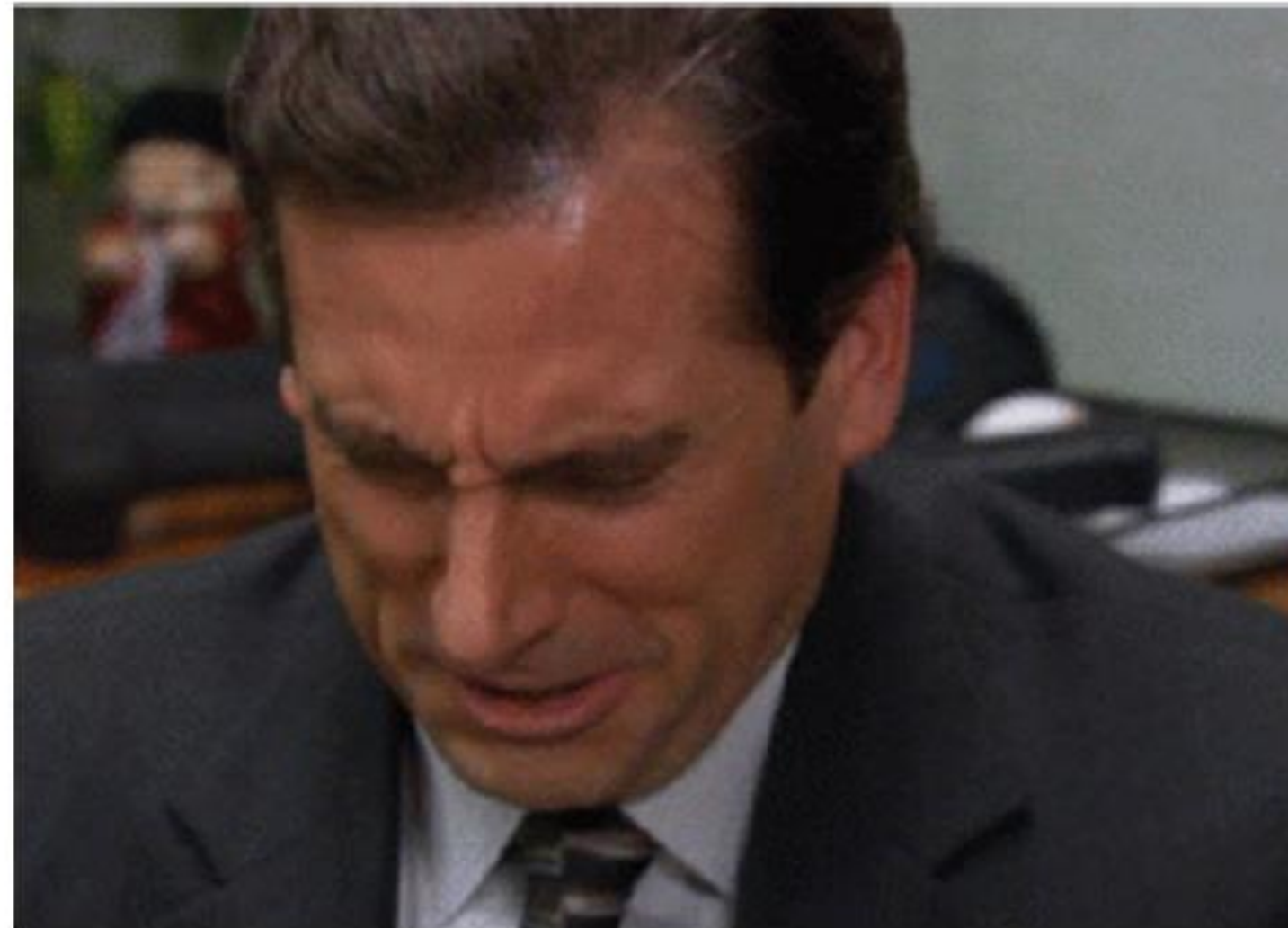
My recent unsuccessful outcome

Experience of 15 years

Preparation of 6 months

Application of 55 pages

Commendation from 3 referees



Reactions & Actions



Appeal & Submitted Rebuttal



Not Successful

Feedback received

Research & Creativity

More lead-authored publications

‘Premature application’ as many papers were at ‘submission stage’

More success in large grants

Learning & Teaching

Impact of new program yet to be determined

Leadership, Engagement & Academic Citizenship

Impact of school leadership yet to be determined

More leadership internally & externally

Key lessons learnt

Leadership

Continued productivity

Communication

More emphasis on the evidence since last promotion/appointment

Evidence

Avoid showing 'submitted/accepted' publications

Impact

Careful consideration and gathering evidence

Actions after unsuccessful event

Be resilient

Keep motivation

Talk with Supervisor

Talk with Mentor

Be more productive

Prepare for the next round



Final message



Thank You

Associate Professor Dr Muhammad Aziz Rahman

Email: ma.rahman@federation.edu.au

Facebook page: [drazizmelbourne](#)

LinkedIn: [drazizrahman](#)

Twitter: [drazizrahman](#)

A/Prof Rebecca Fanany



Rebecca Fanany is Head of Course for Postgraduate Public Health at CQ University. Her areas of interest include the impacts of language and culture on health, cultural consonance, and resilience. She has worked extensively in Indonesia and the Malay world and has consulted for WHO-SEARO and UN-ESCAP. She is the author of two textbooks and numerous articles and book chapters on various aspects of Public Health.



Tips from a Promotion Panel Member— CAPHIA Professional Development Series

A/P Rebecca Fanany
Head of Course, Postgraduate Public Health
CQ University Melbourne



BE WHAT YOU WANT TO BE
cqu.edu.au

The Context



- Academic rank in Australia is tied to salary;
- For most academics, Level C is the capstone of their career;
- The promotion context at Levels A to B and B to C are different than from C to D and D to E.

The Obvious



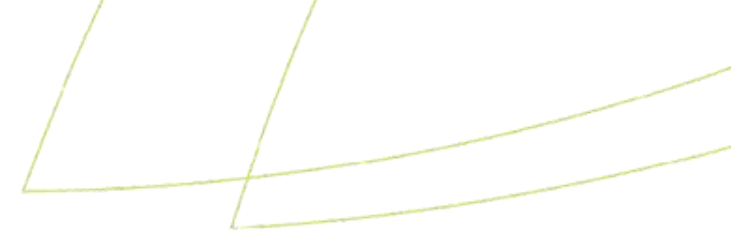
- Promotion committees look for sustained performance **ABOVE** the level of appointment;
- Every university has performance expectations for each level – you need to look at these carefully;
- You need to be very honest with yourself about what you have done;
- You need to write the application exactly as expected with the required documentation.

The Not So Obvious



- To go to Level B and C, exceeding the expectations for your current level is enough but the duration and extent must be very significant – it is not enough to just do your job well and many universities require you to identify your area of strength and prove it;
- To go to Level D or E, you usually need a lot more – you have to show your value to the university **BEYOND** the expectations for level – there are various ways this can be done.

The Not So Obvious (Cont)



- Failure increases with Level sought – it is not always you; financial capacity is important, too;
- You need to develop a clear area of expertise that shows in research, teaching and service;
- At higher levels, you need a really comprehensive plan of what you will do for the university that builds on your past performance;
- Support from your Head of School, Dean etc is very important but it is up to you to show you deserve promotion.

A/Prof Sue Devine



Sue Devine is an Associate Professor and Academic Head of Public Health and Tropical Medicine at James Cook University. Sue has worked in the Higher Education area for over 20 years and her work in leading curriculum development at James Cook University has been instrumental in embedding public health within seven allied health disciplines. She has a Doctor of Public Health, Master of Public Health and Tropical Medicine, a Post Graduate Diploma in Health Promotion, and a Graduate Certificate in Tertiary Teaching. Sue teaches across a broad range of public health related areas, but her main area of focus is on health promotion both at an undergraduate and postgraduate level. She also has a strong interest in workforce capacity building in public health and health promotion, evaluation research and the socio-environmental determinants of health.



Early Career Academics Professional Development Seminar Series:

Seminar 4 – HDR to Academic – tips for getting an academic position

- Know the area you want to work in and develop the skills and expertise that match – a PhD may not be enough, have a combination of skills
- Publish early, apply for grants, present at conferences
- Network – don't be shy, be proactive, introduce yourself, join committees and professional bodies and working groups
- Seek teaching opportunities, get a teaching mentor
- Pre application and interview - do your homework – research the department/organization (what is its purpose/mission/values), who is the contact person, get in touch, ask questions
- Application – address the selection criteria!
- Application and interview – think beyond your PhD, what other skills and attributes have you gained – e.g. communication, working in teams, leadership
- Interview - how to present yourself



GOOD LUCK!!!

Panel Q & A

1. How can I get a postdoctoral or research-based position from offshore?
2. When seeking references, who should make the top three?
3. How do you pitch the soft skills?
4. How can one check the strength of an article when citing it, apart from checking the impact factor of the journal?
5. Can non-profit organisations also conduct research and present at conferences?





Wrap Up



Lessons Learned

What have been your key takeaways from today?

What strategies you going to try in your practice?

Please write 3 action points in the chat.





Feedback Survey

www.surveymonkey.com/r/ECAPS4