

## **SCHEDULE C: PRINCIPLES FOR ASSESSING ACHIEVEMENT RELATIVE TO OPPORTUNITY**

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*These principles should be used by staff and supervisors when making assessments of research career progression or achievement. This includes but is not limited to recruitment, promotions and performance review processes.*

### **PRINCIPLES**

Deakin University seeks to promote a culture that values diversity, enables access and promotes inclusion.

Deakin recognises that its academic workforce is increasingly diverse with a variety of backgrounds, experiences and responsibilities. In many cases, academic careers can be put on hold whether it be to take on caring duties, gain experience in other industries or for medical reasons. This can be in the form of career breaks and/or part-time work arrangements.

The University requires that candidates involved in competitive selection processes are treated fairly and not penalised for having periods of time away from work or reduced opportunities due to personal circumstances.

Achievement relevant to opportunity places more emphasis on quality as opposed to quantity of research outputs. It provides a method for making merit based assessments while taking into account how circumstances can affect the productivity and the opportunities available.

Achievement relevant to opportunity should be considered when undertaking the following operations:

1. Recruitment
2. Academic Promotions
3. Performance Reviews

Things to consider when assessing achievement relative to opportunity:

- Long breaks in careers either due to caring responsibilities, illness or other reasons have effects that are multifaceted and of longer duration than the actual leave time. These breaks typically reduce opportunities for collaboration, student supervision and delay publication and grant success beyond the return to work date.
- Ongoing caring responsibilities of children or other dependents can impact research into the future restricting conference presentation, collegial and collaboration interactions, field work opportunities and time available to undertake research and supervise students and staff. This is particularly the case when the return to work arrangements include part-time appointments.
- The assessor is to use their expertise to focus on quality and impact of the work undertaken and completed and the skills of the applicant to enable a more equitable assessment than consideration of quantity alone.
- In regards to recruitment, selecting the best person for the team, taking into consideration all their attributes and not just the number of research outputs will contribute to employing well-rounded people who have the required skills for the job.

## Examples

- A staff member who has had various periods of part-time appointments calculates their total number years pro rata in her promotion application and demonstrates how the research output is appropriate in comparison to researchers who have had the same effective years of service.
- An applicant for a Research Only position highlights a gap in their publication history due to time spent working with a start-up company as part of an innovation grant. The selection committee takes this into account and recognises the value of their experience in industry when comparing with candidates with a greater number of publications.
- A staff member with primary caring responsibilities for their child has a low number of international conference papers but has a high citation rate for a few papers in prestigious journals. The promotions committee will take this into consideration as an appropriate trade off in one performance indicator for another.
- A parent has had three career breaks for parental leave and on all three occasions returned part-time with a full teaching load. Opportunity for research was delayed for 12 months until increasing their work arrangements to full-time. The selection panel takes into account not only the loss of time, but also momentum loss when considering the track record of the candidate.