Towards inclusive academic promotion: the Boyer-Macquarie model

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RATIONAL

• For many decades, academic promotion schemes at most universities assess 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, nor do they explicitly recognise the diversity of career pathways in today’s universities.

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.

APPLICATION NUMBERS

• Applications ~ 50% higher than 5 year average in both 2017 & 2018
• Applications from women spiked in 2017 but continue to rise for men

SUCCESS RATES

• Overall success rate lower in new scheme but closer to Australian sector average
• Women have consistently higher success rates

SELF-ASSESSMENT SCORES

• Self assessment scores higher for Discovery, Teaching and Leadership & Citizenship than for the new categories of Integration & Application
• Few differences between women & men

PRE- & POST-INTERVIEW SCORES

• After interviews, committee scores increased for women but declined for men

PRELIMINARY CONCLUSIONS

Year 1 of new model implementation indicates:
• New scheme broadly embraced by university Community with substantially higher application rates
• Women proportionately more successful overall
• Men more likely to over-inflate achievements in written applications but women do proportionately better at interviews
• Inclusion & gender equity supported by implicit recognition of diverse career trajectories & increased opportunities to communicate achievements

ACKNOWLEDGMENTS

Promotion model developed by Nicole Gower, Patrick McNeil, Mariella Herberstein, Sherman Young & Lesley Hughes. We thank the Macquarie University Gender Equity Self-Assessment Team for feedback

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