



Flinders
UNIVERSITY



Academic Promotion Information Session

Levels B and C

2022 Round

Flinders' Approach to Academic Promotion

- A peer-evaluation process carried out in accordance with the Flinders University Academic Promotions Policy and Academic Promotions Procedures.
- Annual promotion rounds with consideration in the second half of the year and successful applications for promotion taking effect on 1 January the following year.
- Your line manager acts as a mentor in the preparation of a promotion application.
- Each case for promotion is assessed on its merits, based on evidence and materials submitted in the year in which the application is lodged.
- Assessment is made of performance relative to opportunity, meaning that special circumstances are taken into account.
- Assessment criteria: Ability to consider *all* past performance (not limited to the 'relevant' period since appointment or promotion to current level) with *particular emphasis on the past three years*.
- Scope to seek promotion to higher than next level with Vice-Chancellor's approval.
- College-based process for determining levels B and C promotion.

The Level B and C Promotions Committee

- Vice-President and Executive Dean as the Chair
- Dean (Education), Dean (Research) and 4 academic staff from within the College, selected to reflect the diversity of College discipline spread and teaching, research and engagement activities
- 2 academic staff members *external to the College to assist with consistency across the University*
- President of the Flinders Branch of the NTEU or nominee (non-voting, optional)
- 1 specific discipline/Portfolio member co-opted by the Chair, if the Chair considers it required in the context of applications.
- All members are at level C or above
- Committee must have appropriate gender balance
- Factors that inform performance relative to opportunity are brought to the attention of committee through the Chair

Eligibility

- **Continuing, continuing contingent-funded and convertible academic staff** (full-time or fractional).
- **Fixed-term academic staff** (full-time or fractional), including grant-funded staff with a cumulative term of appointment of at least three (3) years.
- **Sessional Fixed-Term, casual staff and Academic Status holders** are not eligible to apply for promotion.
- **Scholarly Fellow** may apply for promotion in accordance with the relevant promotion policy following successful completion of their probationary period
- A staff member may apply for promotion during their probation period subject to the eligibility criteria above.

Assessment

- The merit of each case for promotion is assessed on materials/documentation submitted in the **current** application

- Promotion is based on evidence of:

Contributions made to, and sustained high performance across applicant's current classification level; **and**

Ability to perform at the classification level to which promotion is sought.

- Current and proposed classification level performance expectations described in the **Academic Profiles**.
- Poor performance in teaching or research may provide grounds for not approving promotion, notwithstanding the strength of the case in the other areas of academic activity

Assessment (continued)

- **Three areas of academic activity:**
 - Teaching and Related Duties
 - Research and/or Creative Activity
 - University, Professional and Community Service
- Develop a case *backed by evidence* that you have, over recent years, performed at a sustained* high level relative to the **Academic Profile** for the current classification and that this performance demonstrates that you have the ability to perform at the classification level to which promotion is sought.
 - *one good year is unlikely to be enough
- In addition to Academic Profiles, **Position Descriptions** are used in the assessment of performance for staff in research academic, teaching specialist or specialised academic roles e.g. education-focused

Reference Material

- **Academic Profiles**
 - Single set of generic University-wide Profiles
 - Identify minimum qualifications and expected activities at different levels
- **Evidence of Performance for Promotion – Guidelines**
 - To be read in conjunction with relevant Academic Profile(s)
 - Identify key areas/types of evidence to support case
- Available at www.flinders.edu.au/hr/academic-promotion.cfm

The Application

Application Form and Guide

- Use the application form specific for Levels B and C applicants
- Use the Guide to Academic Promotion, which covers applications for promotion to all levels (B – E),

Refer to and use 2022 documentation when preparing your promotion application

Section 1: Applicant Profile and Checklist: Qualifications

- Required qualifications / skill base for levels B and C in the Academic Profiles are:
 - a doctorate – standard requirement; or,
 - where acceptable under the relevant academic profile; evidence of qualification equivalence
 - evidence includes independent peer-reviewed research / professional standing / reputation and qualifications - of an equivalent standard to a doctorate
 - where a higher degree thesis has been submitted prior to closing date for promotion, the application considered by committee on its merits pending confirmation of the thesis

Section 1: Applicant Profile and Checklist: Weightings

- Weightings for the teaching, research and service components are allocated by applicant up to total of 10
- Separate weighting ranges apply to each academic category (whole numbers only)
- Note that the committee can adjust your weightings within the following ranges if it improves your score

Area of academic activity	Weight			
	Teaching and Research	Teaching Specialist	Research-only	Education-focused ¹
Teaching	Minimum 3 Maximum 5	8	Minimum 0 Maximum 2	Minimum 6 Maximum 7
Research and/or Creative Activity	Minimum 3 Maximum 5	0	Minimum 7 Maximum 9	Minimum 1
University, Professional and Community Service	Minimum 2	2	Minimum 1 Maximum 2	Minimum 2
TOTAL	10	10	10	10

Section 2: Case for Promotion: limited to 4 x A4 pages

- Provide concise commentary on academic activities/achievements
- Make case for promotion guided by:
 - Academic Promotions Policy
 - Academic Promotions Procedures
 - Guide to Academic Promotion
 - Relevant Academic Profile(s)
 - Position Description (research academic, teaching specialist, specialised roles)
 - Evidence of Performance for Promotion – Guidelines
- *Provide supporting evidence of claims using Academic Profile and Evidence of Performance for Promotion - Guidelines (and Position Description for specialised roles)*
- **Teaching and Research ('balanced') staff** – describe activities/ achievements in all three of the “Teaching and Related Duties”, “Research and/or Creative Activity” and “University, Professional and Community Service” areas.
- **Research Academic, Teaching Specialist, specialised roles** – place focus on Research or Teaching respectively as well as the second area of Service.
- *Do not make a case for performance in an area in which the weighting is 0 (i.e. teaching activities for a Research Academic or research activities for a Teaching Specialist).*

Making the case for performance in Teaching and Related Duties: Section 2

- Provide your personal approach/general philosophy regarding teaching and assessment
- outline new topics/courses developed, curriculum reviews undertaken, topic co-ordination responsibilities
- outline objectives set and how well achieved
- outline teaching innovations you have introduced and evidence of any impact from them (SETs, student retention, student success)
- discuss your approach to honours/postgraduate supervision (noting that Higher Degree Research student supervision can be included in the teaching section or the research section, but not both)
- discuss Student Evaluation of Teaching (SETs) and peer evaluation of teaching in relation to your teaching approach and comment on strengths and weaknesses and actions taken in response
- discuss evidence of the impact those actions have had (as above).
- provide evidence that teaching is informed by current research practice
- Identify leadership roles with respect to your teaching area, including leadership of other staff

Making the case for performance in Teaching and Related Duties: Sections 7-9

- Provide requested details of your undergraduate and postgraduate teaching – topics, year levels, student numbers, summary of SET data, peer and supervisor evaluation of teaching.
- For peer and/or supervisor evaluation(s), refer: <https://staff.flinders.edu.au/content/dam/staff/learning-teaching/evaluation/peer-review-guide.pdf>

Making the case for performance in Research and/or Creative Activity: Section 2

- Describe research themes or projects and reflect on your approach and your contribution to these themes
- What collaborations and/or engagement with research partners/end-users/stakeholders have featured in your research? What role did you play
 - in leadership of the project(s)?
 - in involving in industry, government or other research partners or end-users
- What evidence do you have of the quality and impact of your research, e.g.:
 - high quality research outputs as evidenced by quality of journal or publisher, and/or citations
 - impact of creative literary or artistic work through performances or exhibitions, reviews etc.
 - external research funding
 - use in government policy developments or practice
 - IP generation and commercialisation
 - translation to industry or professional practice etc.

Note that a recently completed or submitted PhD is recognised as research activity for promotion to Level B but not to Level C

Making the case for performance in Research and/or Creative Activity: Sections 10 and 11

- Download “Research Publications” and “Externally Funded Grants/Research Contracts” data from Flinders Intelligence Portal (FLIP) <https://flinders.sharepoint.com/sites/pas/Pages/Your-research-home.aspx> and include in the application as Sections 10 and 11 respectively.
- Complete “Summary of Internal/Non-Traditional Grants” template (Section 12) indicating demonstrable activity in obtaining grants during the relevant period, including from non-traditional sources.

Making the case for performance: Specific issues

- **Teaching Specialist or education focused applicants** - must provide evidence of external validation of outstanding performance in teaching – refer Academic Profiles
- **Research Academic applicants** who have allocated a weighting of zero to teaching should include supervision of research students under “Research and/or Creative Activity”
- **Work carried out on a commercial-in-confidence basis**
 - All information provided in an application for promotion is confidential
 - Evidence can usually be presented in a way which does not violate a confidentiality agreement
 - If available, letters from research partners/end-users attesting to the value of your research can be provided in “Additional Information” without any reference to the nature of the research.

Making the case for performance in University, Professional and Community Service: Section 2

University Service

- Organise activities into three separate categories (which are emphasised differently at each academic level):
 - Academic area; College/Portfolio; University-wide
- Provide information about:
 - the nature of the participation and the quality and impact of your contribution
 - committee activities – what did you contribute? Simply listing committee memberships and meeting attendances unlikely to be sufficient
- Give examples and evidence of administrative capacity and effective performance in administrative, management and leadership roles appropriate to the level of the position
- College of Medicine and Public Health staff with duties and functional positions at affiliated medical centres (e.g. FMC, RGH) may use their administrative roles and activities in these settings as evidence of service to the University

Making the case for performance in University, Professional and Community Service: Section 2 (continued)

Professional Service

- **Contributions to the profession**
 - List all memberships of relevant professional bodies
 - Describe higher level involvement e.g. as office-holder, including any impact you have had in this role
- **Consultancies and Commissioned Work**
 - Focus is on advancement of knowledge in the profession
 - Highlight any benefits received by area/College/University
- **Work carried out on a commercial-in-confidence basis**
 - All information provided in an application for promotion is confidential
 - Evidence can usually be presented in a way which does not violate the confidentiality agreement
- **In all cases**
 - Letters of appreciation etc can be submitted as “Additional Information”
 - Provide evidence of innovation and contribution to the “profession”
 - Provide evidence that you are actively sought as a consultant or for commissioned works
 - Detail any refereed publications that corroborate the quality of the work carried out

Making the case for performance in University, Professional and Community Service: Section 2 (continued)

Community Service

- Service must relate to professional capacity/competence and be undertaken in association with Flinders University identity e.g.
 - service on government and professional bodies
 - advice to government and/or industry on a voluntary basis where professional expertise is exercised
 - involvement in relevant secondary school activities (e.g. SACE Board of SA)
 - convening conferences
 - editorial responsibilities for professional journals
 - providing expert advice to the media
- Give details not only of the service that you have provided, but also of how it relates to your academic expertise

Section 3: Special Circumstances

- Provision for applicants to include, for special consideration, any matters which may have affected the progress of their career, e.g. significant career interruptions, family obligations, illness, changes to primary duties/responsibilities that has impacted on one or more of the assessment categories etc.
- Applicants should indicate *in what way and to what extent* the circumstances cited are claimed to have restricted your opportunity to perform against the relevant Academic Profile (and Position Description for specialised positions)
- Where a temporary change to an applicant's primary duties/responsibilities has occurred, information/evidence should be provided on nature of change(s)
- **Maximum 1 x A4 page**
- **Further Information**
 - Promotion committees may seek additional information and/or may contact third parties to provide further information
 - If so, the applicant will be advised accordingly

Section 4: Role of Designated Supervisor

- Provide guidance to applicant in preparing a case that:
 - most effectively represents performance
 - demonstrates evidence of suitability for promotion ; and
 - describes any circumstances impacting on performance during relevant period
- Provide applicant with advice re allocation of weightings
- For applicants in research academic, teaching specialist or specialist roles, ensure applicant's Position Description is up to date and attached to application
- Ensures application is framed such that terminology specific to a particular discipline can be readily understood by the relevant Promotion Committee
- Checks application for completeness

Section 4: Role of Designated Supervisor (continued)

- Provides a report that:
 - confirms that the applicant meets qualifications criteria in relevant Academic Profile or
 - comments on applicant's case for eligibility for promotion where applicant does not hold required qualification(s)
 - provides clear statement re norms and expectations for teaching and research output within relevant academic area
 - where appropriate, provides additional contextual information about area in which applicant is currently employed
 - Provides overall assessment of applicant's contribution in each area of activity against relevant Academic Profile (and Position Description for research Academic, Teaching Specialist and specialised roles)
 - Comments on applicant's areas of strength
 - Rates applicant's case for promotion for each area of academic activity (1 to 5 – whole numbers only)

Application Process

Application Form

- Only fully completed applications submitted on 2022 version will be accepted

Strict page limits

- **Case for Promotion (Section 2):**
 - 4 x A4 pages
 - use resume for publications, list of organisational memberships
- **Special Circumstances (Section 3):**
 - 1 x A4 page
- **Final comments by applicant:**
 - maximum 1 page

Application Checklist (requirements before submission)

Read the application form carefully and ensure all sections are completed using the specified format and within the space limitations specified.

- Complete Section 3 only if you have ticked the box indicating that you have special circumstances.
- Ensure that the application form has been signed by the appropriate people at each stage and comments made where appropriate, e.g.:
 - Designated Supervisor
 - Dean (People & Resources) (Lev B/C)
 - Vice-President & Executive Dean/Portfolio Head (Lev D/E)
- Where relevant (for example for Research Academic, Teaching Specialist or specialised roles), include your Position Description in your application under additional documents.

Only completed and compliant applications will be accepted.

Submitting Your Application

- Email your completed application to acadprom@flinders.edu.au on, or before, the application due date.
 - Refer to Page 5 of Guide (2.2.1) re application process and completion of Sections 7-13
 - Complete and attach required supporting documents for Sections 1-13
 - Position Description (research academic, teaching specialist or specialised roles)
 - Curriculum Vitae
 - Your email to acadprom@flinders.edu.au must include your completed and signed application form, with all required attachments clearly identifiable by the document name E.g. *Section 9 – Peer Evaluation of Teaching*

Additional Information

- Applicants are not required to provide material additional to that specifically requested in the Application Form
- However, additional information substantiating claims made in application **may** be attached e.g.
 - information substantiating research claims made within the text
 - information relating to receipt of award/prize in any of the areas of academic activity
 - confirmation of status of publications in preparation for printing or “in press” (e.g. copy of acceptance letter/copy of front page of accepted publication/information about stage of publication)
- Additional documentation should **only** relate to material covered in application
- Where applicable, **Summary of Additional Information template (Section 13) should be completed**
- Attachments will not form part of application but will be made available for reference of Committee members at meeting
- The application form will detail a limit that can be included as additional information, you must adhere to this limit as anything attached outside of this will not be considered.

Relevant Documentation

- **All applicants should access the following in preparing applications:**
 - Academic Promotions Policy
 - Academic Promotions Procedures
 - Academic Profiles Policy
 - Academic Profiles
 - Application Form for Promotion to Levels B and C - 2022 Round
 - Guide to Academic Promotion (all levels) - 2022 Round
 - Evidence of Performance for Promotion – Guidelines
- **Staff in specialised academic roles – also refer to the Academic Profiles Policy available at:**
<https://www.flinders.edu.au/content/dam/documents/staff/policies/people-culture/academic-profiles.pdf>

- **Central point of reference for all promotion documentation at:**
www.flinders.edu.au/hr/academic-promotion.cfm
- **Promotion enquiries – contact your People and Culture Business Partner in the first instance, or email acadprom@flinders.edu.au**

Closing dates for applications

Level B and C

- To designated Supervisor (if not Dean P&R)
 - Level B and C **Friday, 12th August 2022**
- To Dean (People and Resources) of College
 - Level B and C **Friday, 19th August 2022**
- To P&C Client Services (acadprom@flinders.edu.au)
 - Level B and C **Friday, 2nd September 2022**

Applications will be acknowledged within 2 working days

AMBITIOUS

Thank you

Questions/Discussion



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