

EVIDENCE OF PERFORMANCE FOR PROMOTION - GUIDELINES

1. Purpose and Scope

The University's [Academic Promotions Policy](#) sets out the principles that underpin the process of academic promotion for eligible academic staff at Flinders University.

The University's Academic Profiles and the Minimum Standards for Academic Levels (as in the prevailing Enterprise Agreement) provide a formal but general guide to the minimum qualifications and experience, duties and level of contribution expected at each academic level.

Position Descriptions also provide information regarding the performance expectations of academic staff in their current positions and are particularly important in the case of staff in specialised roles. The expectations of staff in Teaching Specialist and Education-Focused roles are further defined in the [Flexibility in Academic Work Policy](#).

The University's strategic plans (including the specific teaching and research plans, as well as College-based plans) all provide an important context for the work of all academic staff. The purpose of these Guidelines is to draw together these elements describing the nature of the activities expected of academic staff, the level of performance expected of staff aspiring to promotion and the types of evidence that may be provided in support of an application for promotion.

2. Recognising Academic Excellence

The academic promotion process is designed to recognise academic excellence and performance in the University's areas of academic activity: Teaching; Research and/or Creative Activity; and University, Professional and Community Service.

Academic staff in Teaching and Research roles applying for promotion will need to address all areas. Academic staff in Teaching Specialist, Education-Focused, and Research-Only roles would be expected to tailor any application for promotion by giving appropriate emphasis to their primary area(s) of endeavour as defined by their Position Descriptions.

Sustained excellence is to be demonstrated during the defined relevant period and supported by evidence of the quality of the contributions and their significance as measured by their impact. Excellence may, and in the case of promotion to Levels C and above will, be further characterised by evidence of leadership that has inspired others to lift their performance and to realise their stated goals.

Applicants must be able to provide evidence of the capacity to continue to meet the minimum performance expectations at the level to which they are seeking promotion and to demonstrate an upward trajectory in performance sufficient to warrant promotion to that level.

The University's Academic Profiles, in describing the level of contribution that might be expected in the various areas of academic activity, occasionally use qualitative terminology such as "significant", "outstanding", "distinguished" to draw a distinction between one level and the next, particularly in relation to research. For the purposes of promotion applications, these terms may be defined as follows:

- Significant – *important, of consequence, with impact*
- Outstanding – *as for "significant" plus marked by superiority or excellence*
- Exceptional/Distinguished – *as for "outstanding" plus marked by pre-eminence or esteem*

In general, there is a demonstrable increase in the expectations of academic staff between one level and the next in terms of:

- the quality and impact of teaching and the contribution of the staff member to all aspects of teaching and the scholarship of learning;
- the quality and impact of research outcomes and the external validation of research potential/achievement through the award of research grants and/or fellowships, citations, research partnerships with external collaborators and other outputs;

- the degree of interaction between teaching, research and professional/community engagement;
- the scale and influence of the staff member's contribution to the College/Portfolio, University, the profession (where relevant) and the wider community; and
- the local, national and international standing enjoyed by the staff member which is corroborated/validated by external (national/international) recognition.

3. Teaching

Consistent with the tenets of *Making a Difference – The 2025 Agenda*, quality teaching:

- is student-centred with an evident focus on student success;
- is richly interactive and engaging;
- is informed by research-derived knowledge of the subject being taught
- demonstrates contemporary teaching methodologies and innovative use of learning technologies;
- demonstrates scholarship through regular evaluation in terms of design, content and delivery, leading to reflection and redevelopment;
- is designed to produce graduates who have acquired the relevant course learning outcomes and are equipped with the skills required for success.

Activities in teaching may include but are not limited to:

- the design and management of engaging learning experiences for face-to-face and on-line learners;
- student consultation and feedback;
- development of curricula, and course and topic materials that reflect research-based knowledge and practice;
- design of innovative on-line learning experiences and the embedding of technologies in teaching practices and curriculum delivery;
- international teaching and globalisation of curricula;
- development and implementation of educational policy;
- education quality assurance, such as moderation, course reviews, accreditation and
- management and support of work integrated learning.

Table 1: Key areas that may be considered in the assessment of a staff member's claim for promotion and the types of evidence that might be submitted to demonstrate teaching quality, effectiveness and impact are as follows:

Key Area	Supporting evidence
The impact on students of the staff member's teaching	<ul style="list-style-type: none"> • Staff member's responses to SETs – student evaluations of topics and teaching • Evidence of improved student outcomes (eg attainment of learning outcomes, progression, retention) • Evidence of effectiveness in Honours and postgraduate supervision • Student Experience Survey (SES) data (for course co-ordinators) • Graduate Outcomes Survey (GOS) data (for course co-ordinators)
Development of personal teaching skills and knowledge	<ul style="list-style-type: none"> • Flinders Foundation of University Teaching (FFOUT) completed or exemption granted • Graduate Certificate in Education or other teaching-related courses • Participation in professional development opportunities relevant to teaching
Contribution to curriculum development	<ul style="list-style-type: none"> • Development of innovative on-line learning experiences that have been evaluated by students or peers • Participation in curriculum review, planning and/or development • Reflective application of student evaluation results to re-design topics/programs of study • Development of innovative courses or majors which meet student and industry needs • Involvement of students as partners in the co-design of the learning experience
Peer evaluation and recognition	<ul style="list-style-type: none"> • Peer evaluation reports • Teaching awards - internal (e.g. College/Vice-Chancellor's awards) • Teaching awards - external (e.g. OLTC citations/awards) • Other evidence of peer recognition such as Fellowship of Advance HE/ Higher Education Academy
Enhancement of the scholarship of teaching and learning	<ul style="list-style-type: none"> • Evidence that systematic reflection and analysis of teaching have been used to improve student outcomes • Publications, presentations or workshops on teaching • Teaching-related grants, internal/external • Effective involvement in and leadership of educational research

Promotion of the nexus between learning, teaching and research	<ul style="list-style-type: none"> • Development of topic materials drawing on current research in the field • Design of curriculum to engage students in research-based activities • Sharing insights of one's own research to stimulate student inquiry and imagination • Success in developing students' engagement with research e.g. students progressing to Honours or research higher degrees
Leadership in teaching and learning within discipline and/or profession and wider community	<ul style="list-style-type: none"> • Coordinating and leading programs of study • Leadership of mentoring or peer review activities • Active involvement in educational quality assurance processes at topic or course level. • Participation in and influential contributions to College teaching and learning initiatives and/or committees • External impact, e.g. external course reviews/accreditation; contribution to or leadership of national policy development related to teaching

4. Research and/or Creative Activity

Research and creative endeavour has been core to the University's identity since its inception and is particularly relevant to the University's commitments in *Making a Difference – The 2025 Agenda* regarding "active engagement with business, industry, government and community to improve lives and address the needs of society". In addition, distinction in research, focusing on research that is relevant, high quality, targeted and collaborative and with real impact, is a core value of the University.

Activities in research and/or creative activity may include, but are not limited to:

- individual contribution to the conduct of research and/or creative activity in the discipline as evidenced by publications or other creative outputs;
- exploring and actively pursuing all avenues of external funding opportunities for research/creative activity;
- supervision of honours or Higher Degree by Research scholars;
- undertaking an active leadership role including, where appropriate, leadership of a research team/group;
- fostering/mentoring the research development of other staff;
- developing and maintaining collaborative links with other disciplines;
- developing funded research partnerships with industry, government and other external partners;
- international collaboration.

Table 2: Key areas that may be considered in the assessment of a staff member's claim for promotion and the types of evidence that might be submitted to demonstrate research quality, effectiveness and impact are as follows:

Key Area	Supporting evidence
Quantity and quality of research	<ul style="list-style-type: none"> • Publications data, particularly refereed conference papers and journal articles, book(s) and book chapters, translations, film/play reviews. <i>*Applicants should note that RePortal may record a publication as unverified. In this case applicants should include the letter of acceptance, or invitation to present at conference, in section 13 of the application (Summary of Additional Information).</i> • Citations of research and creative outputs • Number of research grants and Level of external research income • Reports/submissions to industry, government and other external organisations
Research Engagement	<ul style="list-style-type: none"> • Contract research activity and/or collaborative research with business, industry, government or community organisations
Impact of the staff member's research	<ul style="list-style-type: none"> • Citation or adoption by professional, government or other agencies in external publications/reports or similar public expressions of positions, policies or courses of action • Translation of the research into professional practice or public policy • Commercialisation of research through granting of patents, licensing and/or the generation of new enterprises external to the University • Demonstrated benefit to external research partners
Peer/professional recognition	<ul style="list-style-type: none"> • Awards, fellowships and other forms of peer recognition

	<p>Conference presentations, particularly invitations to be a keynote speaker</p> <ul style="list-style-type: none"> • Membership of government/industry committees/boards of inquiry • Refereeing of articles in scholarly journals and/or grant applications • Service on editorial boards • Examination of higher degree by research theses • Membership of a research grants panel or board • Recognition as a national/international authority in the discipline • Responsibility for the organisation of research, scholarly or creative activities, nationally or internationally (e.g. program chair of conferences etc.)
Research leadership	<ul style="list-style-type: none"> • Leadership of a research team • Fostering research and/or creative activity within the College • Fostering collaborative links across the University, and with industry, government and other external organisations • Mentoring activities
Research Supervision	<ul style="list-style-type: none"> • Honours and postgraduate students under supervision • Research higher degrees - completions

5. University, Professional and Community Service

Although not intended to be a primary focus of activity for academic staff relative to teaching and/or research, academic staff are expected to be active and productive with regard to: service to the University; forging and maintaining mutually advantageous links with the professions; and engagement with the community at a professional level – as is consistent with the nature of their appointment.

Contributions to administrative activities within the University, as well as engagement in professional activities within the profession or community that enhance the reputation, strategic engagement and/or income of the University, underpin the University, Professional and Community Service area of academic activity.

The extent and impact of the contribution expected will also be influenced by the staff member's level of appointment, the expectations in other areas of academic activity as outlined in their Position Description and the available opportunities.

Contributions to administrative activities in the University may include but are not limited to:

- exercising effective academic leadership;
- supervision of other staff, including mentoring and professional development;
- active participation in, and contribution, to College and University meetings;
- administrative responsibility for topics and/or courses of study as topic coordinator and/or course coordinator;
- functional responsibilities such as student counselling, placement coordination, enrolment counselling, peer review of teaching;
- acceptance of sustained responsibility of administrative roles such as Director of Studies, or Chair/Convener of a committee or working party, or in functional management roles at sub-College level;
- participation in or leadership of external quality assurance, regulatory or accreditation processes
- liaison with industry and community agencies to establish work-based, professional and/or clinical placements;
- resource management at College level; and
- participation in policy development.

Engagement in activities within the profession or community that enhances the reputation, strategic engagement and/or income of the University may include but are not limited to:

- active membership of appropriate professional association(s);
- contributions toward the development and maintenance of relationships with industry, community and government entities
- involvement with relevant community groups, public and private sector bodies or equivalent;
- active conference and/or workshop participation;
- representing the College/University at secondary school and community based promotional events;

- professional consultancy or advisory work for industry, government and for other educational and/or research institutions;
- development and provision of continuing education programs;
- accepting positions of responsibility in professional bodies and/or on community organisations relevant to University teaching and research activities;
- contributing to SACE Board of SA or to State level secondary school curriculum and assessment committees;
- membership of government boards/committees, industry boards, non-government advisory committees;
- acting as an expert witness in matters before the court, and provision of expert advice to the media on matters of topical interest;
- editorial and/or management responsibilities relating to academic and professional journals.

Table 3: Key areas that may be considered in the assessment of a staff member's claim for promotion and the types of evidence that might be submitted, to demonstrate the quality, effectiveness and impact of involvement in University, Professional and Community Service activities, are as follows:

Key Area	Supporting evidence
Internal university contributions to administration	<ul style="list-style-type: none"> • Administrative service of significance to the management or governance of the College or the University at large • Service on and contributions to College/University policy committees • Representing the College on <i>ad hoc</i> working parties • Providing invited advice and support to peers or more junior colleagues with respect to teaching and/or research • Development and maintenance of effective relationships with industry to provide work-based, professional and/or clinical placements for students • Formal leadership positions
External engagement with the professions and/or community that enhance the University's reputation, strategic directions and/or income	<ul style="list-style-type: none"> • Office-bearer of, or other actively involved contributor to a professional society • Editor, associate editor, advisory board member or referee of a scholarly journal • Service on ARC, NHMRC, CAUT and similar review or funding panels • Organiser of national and/or international conferences • Membership of a professional accreditation panel • Liaison service on committees of related professional groups • Invited consultancy or advisory work for industry, government etc. • Invitations/subpoenas to act as an expert witness in matters before the courts • Public media engagements (radio, TV and print) as an authority in the discipline • Active participation in College/University Open Days, Education Fairs and the like as organiser or course adviser • Service on, or on behalf of, Commissions of Inquiry or similar bodies on matters of reform (social, political, economic etc.) • Honorary professional work in the community • Liaison with the secondary school sector, and SACE curriculum panels on behalf of the discipline and the University

6. Discipline/College-based performance expectations

Intending applicants for promotion are advised to refer also to any local performance expectation guidelines that have been implemented in the relevant discipline/College.