CONTENTS

PART 1: OVERVIEW ..................................................................................................................................... 3
1.1 Introduction .......................................................................................................................................... 3
1.2 Guide to Form C ................................................................................................................................... 3
1.3 Eligibility ............................................................................................................................................... 3
1.4 Criteria for Promotion ............................................................................................................................ 3
1.5 Assessment .......................................................................................................................................... 4
1.6 Weightings .......................................................................................................................................... 4
1.7 Designated Supervisor .......................................................................................................................... 4
1.8 Supervisor/Direct Report both seeking promotion ............................................................................... 4
1.9 Confidentiality ..................................................................................................................................... 4
1.10 Resource Materials ............................................................................................................................. 4

PART 2: HOW TO APPLY .......................................................................................................................... 5
2.1 Application for Promotion ..................................................................................................................... 5
  2.1.1 Application Form (Form C) ............................................................................................................. 5
  2.1.2 Page Limits ..................................................................................................................................... 5
  2.1.3 Relevant Period ............................................................................................................................... 5
  2.1.4 Frequency of Rounds ..................................................................................................................... 5
  2.1.5 Information Sessions ..................................................................................................................... 5
  2.2 Application Process ............................................................................................................................. 6
    2.2.1 Procedure .................................................................................................................................... 6
    2.2.2 Closing Date for Applications ....................................................................................................... 6
    2.2.3 Order of Submission of Application ............................................................................................ 6
    2.2.4 Additional Information ................................................................................................................ 6
    2.2.5 Confirmation of Receipt of Application ....................................................................................... 7
    2.2.6 Outcome ....................................................................................................................................... 7
    2.2.7 Feedback ...................................................................................................................................... 7
    2.2.8 Appeals ........................................................................................................................................ 7

PART 3: EXPLANATORY NOTES TO FORM C ...................................................................................... 8-17
PART 1: OVERVIEW

1.1 [Introduction] Promotion is intended to recognise and reward sustained excellence assessed on merit as demonstrated by service in the University, providing an opportunity for academic staff to achieve their career goals and aspirations. At Flinders, the promotion process is linked with the performance review process which all academic staff are required to undertake on an annual basis in accordance with the Academic Staff Performance Review Scheme. Within this review process, specific forms are used for different categories of staff (Forms A and B) and Form C has been developed as a separate but complementary form for the purposes of applying for promotion. Staff members intending to apply for promotion are therefore encouraged to use as much information as is relevant from Form A when preparing their application for promotion and to discuss their promotion applications with their supervisor at the annual performance review.

1.2 [Guide to Form C] has been developed to assist eligible staff at Levels A, B and C to complete their application for promotion to Levels B, C, or D respectively, and should be read prior to completion of the application form (Form C). Part 2 of this Guide outlines the application process, while detailed explanatory notes for applicants and their supervisor and Executive Dean/Portfolio Head are provided in Part 3.

1.3 [Eligibility]
   
   • [Continuing/Convertible/Continuing Contingent-funded Levels A, B and C staff] (full-time or fractional) may apply for promotion to Levels B, C and D respectively.
   
   • [Fixed-term Levels A, B and C staff] With the exception of staff appointed to Sessional Fixed-term roles, academic staff at Levels A, B and C (full-time or fractional), including those in grant-funded positions, may apply for promotion to Levels B, C and D respectively, provided that the cumulative term of their appointment is for at least three years.

   Although length of service is not in itself a criterion for determining eligibility for promotion, the University adheres to the principle that promotion is based on sustained merit as demonstrated by service in the University.

   Promotion to a higher level will not alter the original term of a staff member's fixed-term or convertible appointment (should the latter category of appointment not be converted).

1.4 [Criteria for Promotion]

1.4.1 [Academic Profiles/Position Descriptions] The criteria for promotion will be in terms of the following:

   • the contributions made by the applicant in the areas of academic activity outlined in the Academic Profiles, in accordance with their formal Position Description; and
   
   • the applicant's evidence of sustained excellence in these areas during their employment at the University at the academic level to which promotion is being sought.

   Applicants for promotion should refer to the Academic Profile for the level of promotion sought and, where appropriate, the Position Description pertaining to their position, and use these as a framework in developing their case for promotion in Section 2 of Form C.

1.4.2 Academic Profiles provide expectations about minimum qualification requirements, and indications about the nature of activities to be performed in each of the areas of academic activity. The Profiles should be read in conjunction with the Evidence of Performance for Promotion – Guidelines including Appendix A, which detail the range of statements about evidence that might be provided in support of the application.

1.4.3 Position Descriptions are particularly relevant for staff appointed to research-only, education-focused or teaching specialist roles, as is the Flexibility in Academic Work Policy.
1.4.4 **Poor performance in teaching or research** may provide grounds for not recommending promotion, notwithstanding the strength of the case in other areas, for staff in teaching-and-research, education-focused or teaching specialist roles.

1.5 **[Assessment]** All cases for promotion will be evaluated against the Academic Profiles coupled with the Evidence of Performance for Promotion – Guidelines and, where relevant, the specific expectations described in the Position Description for the position. There is no significance in the order of the dot points under each area of activity in the Profiles. Applicants should also refer to any specific School performance expectations in framing their case. The decision-making process of the Committee will only take account of materials/documentation submitted in respect of a current application, i.e. each application stands on its own merits in the year in which it is submitted.

**[Staff in specialised academic roles]** In addition to their Position Description and the relevant Academic Profile, the case for promotion for staff in research-only, education-focused and teaching specialist academic roles will also be assessed with reference to the Flexibility in Academic Work policy, Appendix A.

1.6 **[Weightings]** Separate weighting ranges apply to recognise the specific requirements of each academic category i.e. teaching-and-research, academic research-only, teaching specialist and education-focused (Guide - Note #7).

1.7 **[Designated Supervisor]** All staff members have a designated supervisor and are advised in writing of the name and position of that supervisor. For Deans of Schools, the supervisor will normally be the Executive Dean; for other staff the supervisor will normally be the Dean or Deputy/Associate Dean of the School in which the staff member is employed.

The designated supervisor is responsible for assessing and scoring the promotion application in Section 5 of Form C unless an alternative supervisory arrangement has been approved by the Deputy Vice-Chancellor (Academic) prior to the form being completed.

1.8 **[Where both the supervisor and their direct report seek to apply for promotion]** to the same classification level in the same round, the supervisor should first disclose this to the staff member concerned, who should then be offered the option of identifying an alternative supervisor (for promotion purposes only), provided that this option does not disadvantage the staff member.

1.9 **[Confidentiality]** The completed Form C, together with other documents submitted, will only be made available to members of the relevant Promotion Committee and to other authorised staff of the University.

1.10 **[Resource Materials]** Prior to completing Form C, applicants should familiarise themselves with the Promotion to Levels B, C and D Policy and the relevant websites noted below:

*Promotions Website:*  
www.flinders.edu.au/hr/academic-promotion.cfm  

*Academic Profiles Policy:*  
www.flinders.edu.au/ppmanual/classification/academic-profiles.cfm  

*Evidence of Performance for Promotion Guidelines:*  

*Academic Staff Performance Review Policy:*  
www.flinders.edu.au/ppmanual/staff/classification/flexibility-academic-work.cfm  

*Teaching Evaluation Gateway:*  
www.flinders.edu.au/teaching/quality/evaluation/  

*Student Evaluation of Teaching:*  
www.flinders.edu.au/ppmanual/teaching-course-management/eval-monitoring-review-academic-programs.cfm  

*Flexibility in Academic Work Policy:*  
www.flinders.edu.au/ppmanual/staff/classification/flexibility-academic-work.cfm  

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Guide to Form C - Levels B, C or D  
2017 Round  
4
PART 2: APPLICATION PROCESS

2.1 [Application for Promotion]

2.1.1 [Application Form] Promotion applications are made using Form C (Promotion to Levels B, C or D), available on the Academic Promotion website. This form is updated annually to align with any policy/procedural changes and it is important that the correct version is used.

Form C has been designed to enable applicants to complete and sign the form electronically so that this can be forwarded to the supervisor/Dean and Executive Dean/Portfolio Head via email.

To enable all applicants (irrespective of their browser) to complete the form electronically, Form C should be downloaded and “saved as” a document on the staff member’s computer, suitably named. Applicants will need Adobe Acrobat DC in order to download this form.

The completed form and any attachments should be emailed by the applicant to acadprom@flinders.edu.au by the closing date.

2.1.2 [Page Limits] apply to sections of Form C as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case for Promotion (Section 2)</td>
<td>Four single-sided A4 pages</td>
</tr>
<tr>
<td>Special Circumstances (Section 3) – optional</td>
<td>One single-sided A4 page</td>
</tr>
<tr>
<td>Applicant’s final comments (Section 6.2)</td>
<td>One single-sided A4 page</td>
</tr>
</tbody>
</table>

2.1.3 [ Relevant Period] Only evidence from the relevant period may be included in the application for promotion.

The relevant period for promotion to Levels B, C or D is normally the period since appointment or promotion to the current position. Where an applicant has held a contiguous appointment at Flinders University at the same academic level and with the same or similar range of duties, evidence may also be provided for this prior period. This does not include prior casual service.

Extended periods of leave without pay may affect an intending applicant’s ability to meet the criteria for promotion by reducing the effective “relevant period” of service within the University. Such matters should be discussed with the supervisor before submission of an application.

2.1.4 [Frequency of Rounds] Promotion rounds are normally held on an annual basis.

2.1.5 [Information Sessions] An Information Session for intending applicants for promotion is normally held soon after a call for applications is made. This provides an overview of the promotions process and gives intending applicants an opportunity to ask questions about the process and their proposed applications. Supervisors are encouraged to attend this session to gain an understanding of their role in the promotion process. The Information Session will be live-streamed for those applicants and supervisors unable to attend in person and a recording of the session (and handout) will be available on the Academic Promotion website at the appropriate time.
2.2 [Application Process]

2.2.1 [Procedure]

[Applicants] must complete Sections I and 2 and, where relevant, Sections 3 and 4 of Form C. Sections 7-13 also need to be completed as indicated:

- **Section 7**: Summary of Teaching and Related Duties template.
- **Section 8**: Summary of Student Evaluations of Teaching (SETs) Results template.
- **Section 9**: Peer and/or Supervisor Evaluation of Teaching - evidence to be provided by applicant.
- **Section 10**: Research Publications data* - to be completed and downloaded from the RSO RePortal system at [www.research.flinders.edu](http://www.research.flinders.edu). Follow the instructions to enter/modify this data and attach to Form C as Section 10.
- **Section 11**: Externally funded Research Grants/Research Contracts data* - to be completed and downloaded from the RSO RePortal system at [www.research.flinders.edu](http://www.research.flinders.edu). Follow the instructions to enter/modify/print and attach to Form C as Section 11.
- **Section 12**: Summary of Internal/Non-Traditional Grants template.
- **Section 13**: Summary of Additional Information template (optional).

* Any queries about entering/downloading Publications/External Grants data should be directed to [research.data@flinders.edu.au](mailto:research.data@flinders.edu.au)

[The applicant] should sign and date Section 4 of the application and email this to the designated supervisor for completion of Section 5. Note should be taken of internal closing dates to allow sufficient time for the Dean’s comments to be made prior to the deadline set for applications to reach the Executive Dean/Portfolio Head.

[The Designated Supervisor] should provide comment as specified in Section 5, including a score for each area of academic activity for which the applicant is providing evidence. The supervisor should then sign and date the form and email this to the Executive Dean/Portfolio Head for completion of Section 6.

[The Executive Dean/Portfolio Head] should complete Section 6 and return the completed form via email to the applicant for final comments and electronic signature (in Section 6.2). The applicant’s final comments must not contain any new information.

2.2.2 [Closing Date for Applications] Applicants must ensure that their completed application (including attachments) is received by HR Client Services (email: [acadprom@flinders.edu.au](mailto:acadprom@flinders.edu.au)) by the relevant closing date specified [here](#).

2.2.3 [Order of Submission of Application] Applicants should submit their application, including relevant attachments, in the following order:

- Sections 1 to 13
- Position Description *(applicants holding research-only or specialised positions)*
- Curriculum Vitae

2.2.4 [Additional Information] which substantiates the applicant’s claims during the relevant period may be attached to the application, to be itemised in Section 13 of Form C, e.g.

- Selected Student Evaluations of Teaching (SETs)
- Information which substantiates research claims made within the text
- Information relating to the receipt of an award or prize in any of the areas of academic activity
- Confirmation of the status of publications in preparation for printing or in press (e.g. copy of the letter of acceptance or copy of the front page of the accepted publication and information about the stage of publication)
Any documents submitted as “additional information” will not form part of the application but will be made available for the reference of Committee members at the relevant Committee meetings.

2.2.5 [Confirmation of Receipt of Application] Applications will be acknowledged by HR Client Services within 14 working days of the closing date for applications. If confirmation is not received within this timeframe, applicants should contact: acadprom@flinders.edu.au immediately.

2.2.6 [Outcome] The Director, People and Culture will notify each applicant of the outcome of their application for promotion. For unsuccessful applicants, this notification will include:

- an invitation to meet with the Chairperson of the relevant Promotion Committee, together with the applicant’s supervisor and an officer from HR Client Services, to receive feedback as to the relative strengths and weaknesses of their application; and
- information about the appeals process.

2.2.7 [Feedback] as noted above will be offered verbally on an informal and advisory basis, and cannot be binding on any future Promotion Committee which is required to consider the merits of each case in the year in which it is submitted. As such, the nature of any past feedback will not be made available to future Committees unless brought to the Committee’s attention by the applicant in their application.

2.2.8 [Appeals] Staff whose application for promotion is not successful may lodge an intention to appeal under the provisions of the Promotion to Levels B, C and D Policy.

Appeals are limited to alleging that the decision substantially miscarried as a result either of serious defect in the decision-making process or evidence that the applicant was discriminated against (being discrimination as defined under the University’s Equal Opportunity policy).
PART 3: EXPLANATORY NOTES
(These notes correspond with headings in Form C)

SECTION I – Applicant Profile and Checklist

Note #1: Date of appointment/promotion to current position
This will normally be the start date of the applicant’s “relevant period” (see 2.1.3 above).

Note #2: Dates of any contiguous period of appointment from which evidence is provided
Applicants should indicate in their application the dates of any contiguous period of employment at the University at the same classification from which evidence is provided (see 2.1.3 above). Contiguous employment does not include any prior casual service.

Note #3: Academic and professional qualification(s) held
Applicants should state the name of their qualification(s), the institution from which they were obtained and the year they were conferred.

Note #4: Applicants who have submitted a higher degree thesis for formal examination
Where the qualifications criteria in the relevant Academic Profile specify a higher degree (e.g. PhD), an applicant who has submitted their thesis prior to the closing date for applications may still have their application considered by the Committee on its merits. If the Committee determines that the application meets the criteria specified in the relevant Academic Profile in all other respects, the promotion will be effective from the date that the awarding institution officially confirms that the applicant has met the requirements for the award of the higher degree if this is after the common date on which promotion is effective for all other successful applicants.

Note #5: Case, including evidence, where formal qualification(s) required under Academic Profile are not held
In cases where an applicant does not hold the formal qualification(s) specified in the Academic Profile for the level to which application is being made (other than where the thesis has been submitted – refer Note #4), they must provide a case, including evidence, as to why they claim, nonetheless, to meet the qualification criteria. This could include evidence of equivalent level qualifications/work/research/professional experience, but only if specified as acceptable under the relevant Profile.

Note #6: Current higher degree enrolment or other postgraduate enrolment
Applicants should state the name of the course and the institution at which they are enrolled and the year that they expect to complete.

Note #7: Weightings
[Weighting Factors] Weighting ranges (see table below) apply to all areas of academic activity for each category of academic role i.e. teaching-and-research, research-only or specialised academic roles. Applicants should select the weighting factors within the appropriate ranges in accordance with the relevant Academic Profile and, where appropriate, the Position Description applicable to the appointment.

<table>
<thead>
<tr>
<th>Area</th>
<th>Teaching-and-Research</th>
<th>Education Focused</th>
<th>Teaching Specialist</th>
<th>Research-Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>No less than 3, no more than 5</td>
<td>No less than 6, no more than 7</td>
<td>8</td>
<td>No more than 2*</td>
</tr>
<tr>
<td>Research and/or Creative Activity</td>
<td>No less than 3, no more than 5</td>
<td>No less than 1</td>
<td>0</td>
<td>No less than 7, no more than 9</td>
</tr>
<tr>
<td>University, Professional and Community Service</td>
<td>No less than 2</td>
<td>No less than 2</td>
<td>2</td>
<td>No less than 1, no more than 2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

* In the case of academic research only staff, teaching may be weighted at zero
SECTION 2 – Case for Promotion

In this Section, applicants should provide a concise commentary on their academic activities and achievements across the required areas of academic activity during the relevant period (normally the period since appointment or promotion to their current position), and make the case for promotion with reference to:

- the Promotion to Levels B, C and D Policy
- the explanatory notes in this Guide to Form C
- the Academic Profile for the level of promotion being sought
- the Position Description (specialised and research-only roles)
- the Evidence of Performance for Promotion – Guidelines
- any Faculty/School/discipline-based expectations

Staff in specialised roles should also refer to the information contained in the Flexibility in Academic Work Policy, including Appendix A.

Where a contiguous appointment has been held at the University at the same level with the same or similar range of duties, evidence may also be provided for this period (the admissibility of which will be determined by the relevant Promotion Committee). Contiguous service excludes any prior casual service.

Teaching-and-research academic staff will be expected to place a primary focus on activities/achievements in their teaching and related duties, and research and/or creative activity. Applicants in research-only and specialised positions will be expected to focus their applications accordingly.

Note #8: Teaching and Related Duties - Activities during Relevant Period

Applicants in teaching-and-research, education-focused and teaching specialist roles will be expected to address most, if not all, of the activities in the Teaching section of the Academic Profile for the level of promotion being sought.

Applicants with no or limited teaching responsibilities should tailor their case (and weightings) for this area of academic activity accordingly.

[Teaching Philosophy] In making a case in regard to teaching, applicants are strongly encouraged to reflect on their teaching philosophy and provide an outline of this within the body of the application.

[Teaching and Related Duties Template] Where applicable, applicants should complete the Summary of Teaching and Related Duties template for the relevant period or the last five years, whichever is the lesser (Section 7 of Form C).

An example of the type of information to be provided in the summary is included below to assist applicants, who should cross-reference and reproduce highlights from this summary under this section of the application.

Example:

<table>
<thead>
<tr>
<th>Undergraduate Teaching</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For each topic taught in the semester, please specify:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Topic No/Year Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Topic Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No of students taught directly by applicant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor/Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Was a SET (Student Evaluation of Teaching) administered: Yes/No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is a SET attached: Yes/No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EEE 3101 English Studies</td>
<td>EEE3101 English Studies</td>
<td>Higher Degree Supervision only</td>
<td>EDE1201 Creative writing</td>
</tr>
<tr>
<td></td>
<td>45 students</td>
<td>45 students</td>
<td>102 students</td>
<td>120 students</td>
</tr>
<tr>
<td></td>
<td>Topic Convenor/ Lectures</td>
<td>Topic Convenor/ Lectures</td>
<td>Lectures</td>
<td>Lectures</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undergraduate Teaching</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For each topic taught in the semester, please specify:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic No/Year Level</td>
<td>OSP</td>
<td>GDP 2041</td>
<td>GDP 2041</td>
<td>CDE 2109</td>
</tr>
<tr>
<td>• Topic Name</td>
<td></td>
<td>Literature 2</td>
<td>Literature 2</td>
<td>English literature</td>
</tr>
<tr>
<td>• No of students taught directly by applicant</td>
<td>23 students</td>
<td>23 students</td>
<td>75 students</td>
<td></td>
</tr>
<tr>
<td>• Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor/ Course Coordinator</td>
<td>Tutorials</td>
<td>Tutorials</td>
<td>Topic Convenor/Lectures</td>
<td></td>
</tr>
<tr>
<td>• Was a SET administered: Yes/No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>• Is a SET attached: Yes/No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

[Independent Evidence of Teaching Effectiveness] Applicants with teaching responsibilities must submit independent evidence of teaching effectiveness. An application for promotion will not be considered in the absence of such evidence, which should include student evaluation of teaching as well as peer evaluation and/or supervisor evaluation.

- [Student Evaluation of Teaching] should be undertaken, in keeping with the University's Evaluation, Monitoring and Review of Academic Programs and Teaching policy. Student Evaluation of Teaching reports (SETs) covering the relevant period or the last five years, whichever is the lesser, and for a number of topics should also be submitted with the application.

- [Summary of SET Results] All applicants are required to provide a summary in Section 8 of Form C of the above SETs submitted with their application.

- [Other forms of Student Evaluation] SET reports are not the sole form of evidence that can be used to support claims made in applications. They may be supplemented by other forms of student evaluation of teaching, such as those used to evaluate problem-based learning and off-shore teaching or reviews of one-on-one teaching as used by staff in areas such as the Student Learning Centre. Student Evaluation of Topics and Supervision may also be used. Ideally data from evaluation instruments should be discussed within the application.

- [Peer and/or Supervisor Evaluation of Teaching] should also be provided as Section 9 of Form C. Peer and/or supervisor evaluation should comment on three inter-related aspects of designing and providing effective learning environments:
  - careful comprehensive planning;
  - effective program delivery and interaction with students; and
  - on-going evaluation, development and review.

[The Teaching Review Guide] addresses each of these aspects separately although it is recognised that they form part of an interactive process.

- [Analysis of Feedback] Applicants should include in their case on teaching their analysis of both student and peer/supervisor evaluation, their reflection on teaching performance and any proposed changes to their teaching in response to the evaluations.

[Teaching Contributions] across a range of levels should be identified although this does not imply a requirement to teach across all levels. Where it has not been possible to teach at particular levels, applicants are advised to comment on this.

[Applicants in Education-focused or Teaching Specialist roles] must include evidence of external validation of their outstanding performance in teaching, as indicated in Appendix A of the University's Flexibility in Academic Work policy. Such evidence includes success in gaining external and/or internal grants and awards, evidence of publications pertaining to the scholarship of teaching, and other indicators of impact, as outlined in the Appendix.
[Honours/Postgraduate Supervision] In addition to addressing the relevant Academic Profile and, where appropriate, Position Description, applicants might respond to the following:

- What objectives have been set as a supervisor of honours/postgraduate work?
- Are there any special circumstances affecting honours/postgraduate study in the discipline?
- What steps have been undertaken by the applicant to ascertain the level of honours/postgraduate student satisfaction with the style or quality of their supervision?

[Academic research-only applicants] who supervise research students and have allocated a weighting of zero to Teaching should include this activity under Research and/or Creative Activity.

[Additional evidence of achievements as teacher] Applicants should provide any additional information they think would be helpful to the Committee. This might include evidence of publication(s) relating to teaching innovation, success in obtaining teaching grants etc.

[The Evidence of Performance for Promotion – Guidelines] identify a number of key areas and types of evidence that may be helpful to a staff member seeking to demonstrate the quality, effectiveness and impact of their teaching.

Note #9: Research and/or Creative Activity

Applicants in teaching-and-research roles will be expected to address most, if not all, of the activities in the Research and/or Creative Activity section of the relevant Academic Profile for the level of promotion being sought. Staff in education-focused roles and research-only roles should tailor their applications (and weightings) with respect to research accordingly.

Applicants should use Sections 10-12 to summarise all research and/or creative activity undertaken during the relevant period. For applicants in education-focused roles, it is expected that their research-related activities will have a particular emphasis on the scholarship of teaching.

- [Publications Data] Applicants are required to download their Research Publications data from the Research Services Office (RSO) RePortal system and include this as Section 10 of Form C.

- [Externally Funded Research Grants/Research Contracts] Applicants are required to download data pertaining to externally funded research grants/research contracts for the relevant period from the RSO RePortal system and attach this to their application as Section 11 of Form C.

- [Internal Grants and Grants from Non-Traditional Sources] In Section 12, applicants should provide details of any internal grants that they have obtained during the relevant period plus grants from non-traditional sources i.e. funds from other than the standard University research funding sources and agencies, generally originating directly from the private sector. Applicants wishing to detail any unsuccessful grant applications – in order to demonstrate evidence of activity - could include these in Section 2 (the “case”).

[Quality, effectiveness and impact of research and creative activity] The notes below and the Evidence of Performance for Promotion – Guidelines provide a range of information that may be helpful to applicants seeking to demonstrate the quality, effectiveness and impact of their research and/or creative activity.

[Research and experimental development] comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge. The methods employed in carrying out research may vary, but would include formation and testing of hypotheses, investigation of phenomena, data analysis and development and testing of theories, devices and/or software. The nature of these activities will clearly vary according to the academic discipline and the relative emphasis given to particular types of activity will vary for individual staff members according to their level of appointment and their specific research interests at the time. An indication of the objectives of the research and the level of success in achieving those objectives should be included in the case.
[Non-traditional research] Increasingly, ‘non-traditional’ research is seen in the University to be as important as, and as valued as, traditional research. This is particularly so in the Faculty of Science and Engineering. Non-traditional research-related activities may have more constraints on focus and on the way in which outcomes are disseminated as the activity is often more under the control of the funding organisation. Examples of non-traditional research-related activities include:

- consultancies (although these may be reported under the “University, Professional and Community Service” category where the work is performed within the limits of already existing knowledge or where consultancy reports are confidential and outcomes therefore not able to be independently assessed);
- inventions/patents with detailed information on the kind of work involved in these activities.

[Evidence of contribution] In general, the Committee is seeking evidence of profound knowledge of a discipline and a real contribution to the advancement of knowledge through research. Evidence of creative literary or artistic work of merit comparable to outstanding research may be presented in addition to, or in place of, research.

[Academic research-only applicants who supervise research students] and have allocated a weighting of ‘zero’ to Teaching, should include this activity here.

[Creative Activity] Activities cited should be elaborated upon beyond just a listing, and applicants should make a case for, and explain the status and relevance of each activity by providing evidence (e.g. testimonials) of its standing.

[Most significant publications] Applicants should provide a brief statement on their most significant publications, indicating the ways in which singly, or as a body of work, the publications demonstrate an outstanding or noteworthy achievement in the advancement of knowledge.

Publications published prior to the relevant period can be mentioned in the application to explain the trajectory of the applicant’s research program, though in themselves they are not considered part of the case for promotion.

[Status of publications] Only books, parts of books or manuscripts, articles and papers which have been formally accepted will be considered as publications by the Committee. Other writing in progress or currently under journal/publisher review may be separately mentioned in the application as evidence of ongoing activity but cannot be claimed as publications.

[Jointly authored publications] Where publications are jointly authored, applicants should provide information on the nature of their own specific contribution to the publication relative to the named authors. Applicants should enter this detail in the RSO’s RePortal system, to be downloaded and included in the application as Section 10.

[Work “in press”] Where a work has been formally accepted but has yet to be published (e.g. “in press”), applicants should include, as Additional Information (Section 13), a copy of the letter of acceptance or a copy of the front page of the accepted publication and information about the stage of publication.

[Publication of own work] Where applicants have published their own work, the Committee should be provided with information on the review process to which the work was subjected before publication, the number of copies printed, and any special circumstances surrounding the decision to publish in this way.

[Standing in areas of research and/or creative activity]

[Outline of standing] Applicants should provide an outline of their standing in areas of research and/or creative activity as indicated by their contribution to activities specified in the relevant Profile.

[Evidence] Examples of various types of activities/evidence of leadership in research activities are provided in the relevant Profile together with the Evidence of Performance for Promotion - Guidelines. Other evidence might also include sourcing novel research funds, or initiation and leadership in joint publications, grant applications and patents.
Note #10: University, Professional and Community Service

Applicants are normally expected to address most, if not all, of the activities specified in the University, Professional and Community Service section of the Academic Profile for the level of promotion being sought.

[The Evidence of Performance for Promotion - Guidelines] identify a number of key areas and types of evidence that may be helpful to a staff member seeking to demonstrate the quality, effectiveness and impact of their University, Professional and Community Service.

[Contribution to administrative activities in the University] Administrative responsibilities in the School/Faculty/University should be listed together with an indication of how these roles have contributed to the University e.g. noting particular outcomes and achievements.

[Engagement with the professions and/or community] that enhance the University's reputation, strategic directions and/or income should be listed here. This includes consultancies and commissioned work, where a contribution to the advancement of knowledge in the profession can be demonstrated, as well as continuing involvement in or frequent service to the community, demonstrating how it relates to the applicant’s University activities.

[For promotion to Level D], evidence of leadership and achievements in administration also needs to be provided e.g. written statements by other staff members, included as Additional Information (Section 13).

SECTION 3 - Special Circumstances (Note #11)

Applicants may include for special consideration any matters which may have affected the progress of their career, e.g. significant career interruptions, family obligations, illness, temporary change to primary duties/responsibilities. It is important to indicate how the circumstances cited are claimed to have restricted opportunity to perform against the Academic Profiles. A maximum of one A4 page is allowed for this section.

SECTION 4 – Referees/Assessors/Further Information (Note #12)

[Referee nominated by applicants for promotion to Level D only] Applicants should list the name, address and email address of one referee from whom a report will be sought (first confirming their willingness to do provide such a report). Details of a substitute referee should also be provided, to be used only where the nominated referee is unable to provide a report. Preferably, such referees should be external to the University and of high international reputation. The applicant should disclose the nature of their association with the nominated referee, if any e.g. collaborator, co-author. The applicant may also list the name(s) of any person(s) who should not be invited to be a referee.

[University-nominated assessor] The Executive Dean/Portfolio Head, in consultation with the supervisor, will nominate one assessor from whom a report will be sought, as well as a substitute assessor (to be used only where the nominated assessor is unable to provide a report). These must be external to the University and of high international standing and should first be contacted to ascertain their willingness to provide such a report. Account will be taken of any objections (if stated) to particular person(s) raised by the applicant. Further information for supervisors concerning assessors is provided in Note #15.

[Confidentiality] Referee/assessor reports and the name of the University-nominated assessor are strictly confidential, only made available to members of the Level D Promotion Committee.

[Additional information] The Promotion Committee may request applicants at any level to provide additional information and/or may contact third parties to provide further information, in which case the applicant will be advised that this information will be sought.

[Signature] Applicants should sign and date Section 4 of their application prior to emailing it to their Supervisor for completion of Section 5. In the Faculty of Medicine, Nursing and Health Sciences, applications should be forwarded to the Dean of School through the relevant Associate Dean of Academic Unit (School of Medicine) or Head of Discipline/Department (School of Health Sciences).
SECTION 5 – Comments, Assessment and Recommendations of Designated Supervisor/Dean of School

[Designated Supervisor] Q5.1 to Q5.2.4 are to be completed by the person to whom the applicant is responsible, i.e. the designated supervisor, who is also normally the Dean or Deputy Dean of School (also refer 1.7 and 1.8 of the Overview above). In the Faculty of Medicine, Nursing and Health Sciences, this may be the relevant Associate Dean of Academic Unit (School of Medicine) or Head of Discipline/Department (School of Health Sciences) to whom applications should be forwarded in the first instance. It should be noted that applicants may submit an application for promotion irrespective of advice from the supervisor.

[Role of Supervisor] Supervisors are encouraged to discuss with applicants their readiness for promotion and ensure that sustained excellence, as evidenced by service in the University, can be demonstrated. Factors such as extended periods of leave without pay, which may reduce the “relevant period” (and therefore affect an applicant’s ability to meet the criteria for promotion), should be taken into account.

In terms of applications, supervisors should assist applicants in preparing their case for promotion in the most effective and appropriate way, including:

- providing applicants with comprehensive assistance in preparing their applications;
- providing advice in relation to the allocation of weightings across the areas of activity which best represents the performance of the individual applicant;
- ensuring that evidence presented only relates to the relevant period;
- checking that applications are complete at the time of submission, and if for good reasons they are not complete, that a statement is included indicating which items are outstanding and when they will be available;
- ensuring that applications are framed in such a way that any terminology specific to a particular discipline can be readily understood by all Committee members; and
- providing a clear statement regarding the norms and expectations in relation to teaching and research output within the relevant School or Portfolio.

Note #13: Qualifications (Q5.1)
The supervisor should confirm that the applicant holds a PhD or EdD or equivalent qualification as specified in the Academic Profile for the level to which application for promotion is being made. Where the applicant does not hold the required qualification(s), the supervisor should comment on the applicant’s case in Section 1 of Form C as to why they claim, nonetheless, to be eligible for promotion. See Note #4 of this Guide regarding applicants who do not currently have a higher degree but have submitted their thesis for formal examination prior to the closing date for promotions.

Note #14: Assessment and Recommendation of Designated Supervisor (Q5.2)
[Assessment – Q5.2.1] The designated supervisor should address the applicant’s contribution against the relevant Academic Profile, and where appropriate, the Position Description pertaining to the position, in each of the specific areas of activity and add value to the process by providing specific and verifiable comments in their reports. Additional contextual information should also be provided about the area in which the applicant is currently employed. For applicants enrolled in a research higher degree and where the thesis supervisor is not the academic supervisor/Dean of School, a report from the thesis supervisor should be provided.

[Position Description] In cases where the terms of employment of the applicant do not require them to contribute in all areas of academic activity, the supervisor should ensure that the applicant’s approved Position Description is submitted with the application.

Supervisors should also ensure that where an applicant’s duties have been varied over the longer-term for operational reasons, the applicant’s Position Description is amended, and appropriately authorised by HR Client Services, to reflect the changes.
[Teaching] The supervisor should comment on the applicant's contribution to the development of new topics and courses, pedagogical skills, initiatives in teaching methods, ability as a face-to-face teacher, preparation and organisation of teaching material, capacity to inspire students, availability to students and contribution to teaching across the School/Faculty/Portfolio and postgraduate teaching.

[Research and/or Creative Activity] The supervisor should indicate any special features of the applicant's discipline and/or the kind of research and creative activity in which the applicant is engaged. With regard to publications, supervisors are required to comment, where possible, on the relative strength/reputation/standing of the publication outlets in which articles are published or research results promulgated by the applicant in order to indicate the impact of the research undertaken.

[University, Professional and Community Service] Supervisors should consider the quality of the applicant’s contribution to the School, Faculty and University; the role the applicant has played in working parties and committees; the extent to which the applicant has represented the School, Faculty or academic unit within or outside the University; and the responsibility acquired by the applicant in relation to the administrative duties that they have taken on and the effectiveness with which they have been carried out.

[NB For applications for promotion to Level D, comment should also be made on the regard with which the applicant is held by colleagues as an academic leader and administrator.] Supervisors should also consider the applicant's service to the community, participation in any State and Federal Government working parties, active membership of professional societies, advice to business, trade unions, government, service to education etc.

In addition, where the applicant is involved in consultancies or commissioned work, the benefits from these to the School, Faculty and/or University should be indicated.

[Other relevant comments] Supervisors should provide any other relevant comments (e.g. on the information supplied by the applicant, on circumstances surrounding previous applications). Where appropriate, additional contextual information should be provided about the area/discipline in which the applicant is currently employed.

[Recommendation – Q5.2.2] The supervisor is required to indicate how they rate the case for promotion using a whole number score between one and five for each area of academic activity for which the applicant is providing evidence, as follows:

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<td>Very Weak</td>
<td>Weak</td>
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Supervisors should assess the contribution to each area of academic activity on its merits, irrespective of the weighting given by the applicant to each area (which takes care of its relative significance in the overall Promotions Committee decision).

Note #15: University-nominated Assessors – Level D applicants only (Q5.2.3) The Executive Dean/Portfolio Head, in consultation with the Dean of School and supervisor (where different from the Dean), is required to provide the names and email addresses of one assessor and also one substitute assessor who could be approached to provide an independent assessment of the applicant's achievements.

Nominated assessors must be external to the University and of high international standing and be experts in the appropriate disciplinary area. In selecting the assessors, account should be taken of any objection raised by the applicant as to particular person(s) being nominated as assessor(s).

Ideally, the nominated and substitute assessors should be persons with whom the applicant has not collaborated or published (at the very least within the previous five years). The nature of any known association of the assessors with the applicant should be disclosed.
Care should also be taken in selecting assessors to ensure that the Committee will have before it adequate comment on the applicant's performance in all areas of endeavour under review.

The Executive Dean should consult members of the applicant's discipline (inside or outside Flinders University) about the choice of assessors, and should also make initial contact with the University-nominated assessors to confirm that they are willing to provide a reference.

[Confidentiality] The names of the University-nominated assessors are to be kept confidential and will only be provided to members of the Level D Promotion Committee.

To enable HR Client Services to obtain the required information from the nominated assessors, the following information must be forwarded via email to: acadprom@flinders.edu.au:

- the applicant's name and level of promotion sought
- name/address/email contact details for the one assessor and one substitute assessor
- information about any known association of the nominated assessors with the applicant

The identities of the assessors nominated, together with the referee and assessor reports received, will be provided to members of the Level D Promotion Committee.

Note #16: Signature of Designated Supervisor and Date (Q5.2.4)

Supervisors should now sign and date this section of the application form and email this to the Executive Dean/Portfolio Head for completion of Section 6. Where the designated supervisor is not also the Dean of School, the Dean of School must sign and date the form.

In the case of applicants in the Faculty of Medicine, Nursing and Health Sciences, applications should also be forwarded to the Dean of School through the relevant Associate Dean of Academic Unit (School of Medicine) or Head of Discipline/Department (School of Health Sciences) - provision is made for this on Form C (Section 5, Q5.2.5).

SECTION 6 – Comments, Assessment and Recommendations of Executive Dean/Head of Portfolio

Note #17: Comments and Recommendation from Executive Dean/Head of Portfolio (Q6.1)

[The Executive Dean/Head of Portfolio] should:

- where relevant, comment on the applicant's case in relation to qualifications, where a PhD or EdD or equivalent qualification is not held (Q6.1.1 - refer Note #5);
- provide relevant information on the applicant which has not already been provided in the previous sections (Q6.1.2);
- provide evaluative comments indicating the reasons for their views on the strength of the application (Q6.1.2);
- ensure that adequate contextual information relating to the School and/or Faculty is provided by the supervisor or by the applicant where relevant (Q6.1.2).

Note #18: Recommendation and signature of Executive Dean/Portfolio Head (Q6.1.3)

The Executive Dean/Head of Portfolio is required to indicate how they rate the case for promotion using a whole number score between one and five for each area of academic activity for which the applicant is providing evidence, as follows:

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<td>Weak</td>
<td>Marginal</td>
<td>Strong</td>
<td>Very Strong</td>
</tr>
</tbody>
</table>

The Executive Dean/Head of Portfolio should note that each area of academic activity as cited by the applicant should be assessed on its merits, irrespective of the weighting given by the applicant to each area (which takes care of its relative significance in the overall Promotions Committee decision).

The Executive Dean/Portfolio Head should now sign and date this section of the application form and return it to the applicant to ensure that they are given the opportunity to note all supervisory comments before the application is submitted to HR Client Services.
Note #19: Final Comments and Signature by Applicant (Q6.2)

This section provides for the applicant to formally note the report. In normal circumstances, the applicant would not need to make any further comment other than to confirm that the comments of both the supervisor and Executive Dean/Portfolio Head have been noted. However, the opportunity is provided for the applicant to comment on the comments of the supervisor and/or Executive Dean/Portfolio Head.

The applicant's comments should not exceed one page and should not contain any new information.

The applicant should sign and date the application and forward this via email (together with all relevant documentation) to: acadprom@flinders.edu.au by the closing date.