FLINDERS UNIVERSITY
EVIDENCE OF PERFORMANCE FOR PROMOTION – GUIDELINES

1. Purpose and Scope

The University’s Promotions Policies – Promotion to Levels B, C and D and Promotion to Levels D Plus and E – set 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 specialised education-focused and research-focused roles are further defined by the Supplementary Guidelines available as Schedule A and Schedule B respectively of the University’s Flexibility in Academic Work Policy.

The University’s strategic plans (including the specific teaching and research plans, as well as Faculty-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, administration (including service to the University) and professional performance (including service to the community).

Academic staff in “teaching and research” roles applying for promotion will need to address all four areas. Academic staff in “education-focused”, “research-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, citations 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 discipline, School, Faculty, 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

Valuing Quality in Teaching is a core value of the University, as expressed in the University’s Strategic Plan\(^1\) (KSP #4). This is expanded upon in the prevailing Teaching and Learning Plan of the University, which defines quality teaching as teaching which:

- is learning-focused;
- engages students in the development of their understanding;
- reflects the teaching context as well as the diverse needs of learners;
- is informed by research-derived knowledge of the subject being taught and the teaching methodology being employed;
- is regularly evaluated in terms of design, content and delivery, leading to reflection and redevelopment;
- is planned, drawing on informed judgement derived from the teacher’s knowledge and experience; and
- is designed to produce graduates with a sound comprehension of the curriculum and who have acquired the relevant Flinders’ graduate qualities.

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; 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.

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Supporting evidence</th>
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| The impact on students of the staff member’s teaching | • Staff member’s response to SET – student evaluations of teaching  
• Staff member’s response to SET – student evaluations of topics  
• Other student feedback  
• Student learning outcomes  
• Evidence of effectiveness in Honours and postgraduate supervision  
• Course Experience Questionnaire (CEQ) data (for course co-ordinators) |
| Development of personal teaching skills and knowledge | • Flinders Foundation of University Teaching (FFOUT) completed or exemption granted  
• Graduate Certificate in Education or other teaching-related courses  
• Participation in teaching development opportunities |
| Contribution to curriculum development | • 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  
• Publication of textbook or other definitive guide to learning in the subject area |
### Peer evaluation and recognition
- Peer evaluation reports
- Teaching awards - internal (e.g. Faculty / Vice-Chancellor’s awards)
- Teaching awards - external (e.g. OLTC citations/awards)
- Other evidence of peer recognition

### Enhancement of the scholarship of teaching and learning
- Publications, presentations or workshops on teaching
- Teaching-related grants, internal/external
- Evidence that systematic reflection and analysis have been used to improve teaching
- Effective involvement in and leadership of educational research
- Development of texts or teaching materials which are adopted by others

### Promotion of the nexus between learning, teaching and research
- 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
- Coordinating and leading programs of study
- Effective mentor or peer reviewer
- Participation in and influential contributions to Faculty/School teaching and learning initiatives and/or committees
- External impact, e.g. external trainer, invited speaker, advisor, consultant, editor
- Academic leadership survey outcomes
- Commendations or awards for teaching innovation and use of innovative teaching materials

### 4. Research and/or Creative Activity

To be *Distinctive in Research* with a focus on research that is relevant, high quality, targeted and collaborative and with real impact, is a core value of the University [KSP #5](#).

**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 postgraduate 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, with industry and other institutions;
- 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.*

<table>
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<tr>
<th>Key Area</th>
<th>Supporting evidence</th>
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| Impact of the staff member's research | - Citations by other scholars in the field  
- Citation or adoption by professional, government or other agencies in external publications/reports or similar public expressions of positions, policies or courses of action  
- Patents approved  
- Research collaborations, including attracting visiting academics to Flinders |
| Quantity and quality of research | - Publications data (inclusive of conference papers, refereed and non-refereed journal articles, book(s) and book chapters, translations, film/play reviews)  
- Number of research grants  
- Research income  
- Reports/submissions to government/industry inquiries |
| Peer/professional recognition    | - Conference presentations  
- Invitation to be keynote speaker  
- Membership of government/industry committees/boards of inquiry  
- Invitations to referee articles in scholarly journals and/or grant applications |
5. Administration (including service to the University)

Although not intended to be a primary focus of activity for academic staff relative to teaching and/or research, academic staff are expected to provide a level of service to the University consistent with the nature of their appointment, by making an active contribution to administration, management and governance activities. This area of academic activity is particularly relevant to the University’s commitment to “individual responsibility and achievement complementing collaboration and teamwork”, as identified in the Strategic Plan.

The extent of the contribution expected will be influenced by the staff member’s level of appointment, the expectations of her/him in other areas of academic activity as outlined in her/his Position Description, and the available opportunities.

**Activities in administration (including service to 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 School/departmental and/or Faculty meetings;
- representing the discipline/School/Faculty on University committees;
- 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 at School/department level of administrative roles such as Director of Studies, or Chair/Convener of a committee or working party, or in functional management roles e.g. Assistant/Associate Dean, at School or Faculty level;
- liaison with industry and community agencies to establish work-based, professional and/or clinical placements;
- resource management at discipline/School or Faculty level; and
- participation in policy development.

### Supporting evidence

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<tr>
<th>Key Area</th>
<th>Supporting evidence</th>
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| Administration (including service to the University) | - Administrative service of significance to the management or governance of the discipline/School/Faculty or the University at large  
- Service on School/Faculty/University policy committees  
- Representing the discipline/School/Faculty on ad hoc 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 |
6. Professional Performance (including service to the community)

A commitment to building supportive communities by being outwardly engaged, with strong links to our stakeholders and serving the communities in which we operate is a key aspect of the University’s “socially responsible” core value in the University’s Strategic Plan.

Academic staff have a particular responsibility in forging and maintaining mutually advantageous relationships with their profession, both in Australia and internationally, and in engaging with industry/community groups at a professional level.

Activities in professional performance (including service to the community) may include but are not limited to:

- active membership of appropriate professional association(s);
- involvement with relevant community groups, public and private sector bodies or equivalent;
- active conference and/or workshop participation;
- representing the discipline/School/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;
- 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 4: Key areas that may be considered in an assessment of a staff member’s claim for promotion and the types of evidence that might be submitted to demonstrate an appropriate level of professional engagement and/or community involvement, and effectiveness / impact of that involvement, are as follows.

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Supporting evidence</th>
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<tbody>
<tr>
<td>Professional</td>
<td>• Office-bearer of, or other actively involved contributor to a professional society</td>
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<td>engagement</td>
<td>• Editor, associate editor, advisory board member or referee of a scholarly journal</td>
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<td>• Service on ARC, NHMRC, CAUT and similar review or funding panels</td>
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<td>• Organiser of national and/or international conferences</td>
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<td>• Membership of a professional accreditation panel</td>
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<td>• Liaison service on committees of related professional groups</td>
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<td></td>
<td>• Invited consultancy or advisory work for industry, government etc.</td>
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<td></td>
<td>• Invitations/subpoenas to act as an expert witness in matters before the courts</td>
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<td></td>
<td>• Public media engagements (radio, TV and print) as an authority in the discipline</td>
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<td>Community</td>
<td>• Active participation in Faculty/University Open Days, Education Fairs and the like</td>
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<td>involvement</td>
<td>as organiser or course adviser</td>
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<td>• Service on, or on behalf of, Commissions or Inquiry or similar bodies on matters of</td>
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<td>reform (social, political, economic etc.)</td>
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<td>• Honorary professional work in the community</td>
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<td>• Liaison with the secondary school sector, and SACE curriculum panels on behalf of</td>
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<td>the discipline and the University</td>
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7. School / Discipline – 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 School/discipline.

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1 Flinders Future Focus Strategic Plan 2012–2016
2 KSP means Key Strategic Priority in the Flinders Future Focus Strategic Plan 2012 – 2016