GUIDE TO FORM C
(Promotion to Levels B, C or D)

2015 Promotion Round
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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.

1.2 [Guide to Form C] This Guide has been developed specifically 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/Head of Portfolio 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) 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 her/his Position Description as appropriate; and
- the applicant's evidence of sustained excellence in these areas during her/his 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, if 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.

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

Position Descriptions are particularly relevant for staff appointed to specialised academic roles (e.g. education-focused), as are the Supplementary Guidelines in the Flexibility in Academic Work Policy e.g. Schedule A, in respect of education-focused roles.
1.4.2 [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 roles.

For staff in education-focused roles, poor performance in teaching may provide grounds for not recommending promotion, notwithstanding the strength of the case in other areas.

1.5 [Assessment] As noted above, 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 Academic Profile for the level concerned, the case for promotion for staff in specialised academic roles will also be assessed with reference to the relevant Supplementary Guidelines contained in the Flexibility in Academic Work policy e.g. Schedule A which relates to education-focused roles.

1.6 [Weightings] Separate weighting ranges apply to recognise the specific requirements of each academic category i.e. teaching-and-research, academic research-only, and specialised (e.g. education-focused roles) (Guide - Note #9).

1.7 [Designated Supervisor] As provided for by policy, 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 Vice-Chancellor is the supervisor of an Executive Dean.

The designated supervisor must assess and score the application for promotion in Section 6 of Form C unless an alternative arrangement has been approved by the Deputy Vice-Chancellor (Academic) in advance of the form being completed.

1.8 [Where both the supervisor and her/his 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] When 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] Before completing Form C, applicants should familiarise themselves with the Promotion to Levels B, C and D Policy and are encouraged to make use of the range of relevant websites noted below:

Promotions Website:
www.flinders.edu.au/ppmanual/staff/promotions/index.cfm

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

Evidence of Performance for Promotion – Guidelines:

Academic Staff Performance Review Policy:

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

Student Evaluation of Teaching:
planning.flinders.edu.au?content=set

Flexibility in Academic Work Policy:
www.flinders.edu.au/ppmanual/staff/classification/flexibility-academic-work.cfm
PART 2: APPLICATION PROCESS

2.1 [Application for Promotion]

2.1.1 [General] The University’s Promotion to Levels B, C and D Policy and Academic Profiles Policy both provide information for academic staff considering applying for promotion to these levels.

Intending applicants should discuss the matter with their supervisor at their annual academic performance review meeting in the year (or years) prior to and in the year of application.

2.1.2 [Application Form] Applications for promotion are made using Form C – Application Form for Promotion to Levels B, C or D. To ensure compliance with the University's requirements for promotion, it is essential that this form is completed with reference to the Promotion to Levels B, C and D Policy.

Applicants must check that their applications are complete at the time of submission. If, for good reason, not all the relevant information can be provided, a statement should be included indicating which items are outstanding and when they will be available.

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. However, where an applicant has held a contiguous appointment at Flinders University at the same academic level with the same or similar range of duties, evidence may also be provided for this prior period.

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 for Levels B, C and D are 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. The Information Session 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. Applicants and supervisors unable to attend in person can access a recording of the session via the HR website www.flinders.edu.au/hr within a week of the session.

2.2 [Application Process]

2.2.1 [Format for Applications]

[The Application Form – Form C] should be downloaded from: www.flinders.edu.au/hr/forms.cfm (scroll down to “Academic Promotion”). Applicants must ensure that they use the most recent version of Form C as it is updated on an annual basis.


[Font and Margin Size] Applications should be typed in not less than 11 point print (Helvetica or Arial font) with a 2.5 cm margin all round. Applications received in Human Resources in less than 11 point print will be returned to the applicant for editing in the required format.
[Page Limits] The following elements of the application are subject to page limits as follows:

<table>
<thead>
<tr>
<th>Case for Promotion (Section 2)</th>
<th>Four single-sided A4 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Circumstances (Section 3) – optional</td>
<td>One single-sided A4 page</td>
</tr>
<tr>
<td>Applicant’s final comments (refer Section 6.3)</td>
<td>One single-sided A4 page</td>
</tr>
</tbody>
</table>

2.2.2 [Procedure]

[Applicants] must complete Sections I, 2 and 5, and where relevant Sections 3 and/or 4, of Form C. Form C has a number of attachments which form part of the application and these must also be completed (see below).

[Attachments] The following attachments need to be completed as indicated:

- **Attachment 1**: Summary of Teaching and Related Duties - template provided
- **Attachment 2**: Summary of Student Evaluations of Teaching (SETs) Results - template provided
- **Attachment 3**: Peer and/or Supervisor Evaluation of Teaching - evidence provided by applicant
- **Attachment 4**: Research Publications data* - download from RSO RePortal system as follows:
  - click on “Access RePortal here” button
  - click on dark green “Research Data for Academic Promotion” button under “My Profile”
  - follow instructions to enter/modify/print Research Publications data
  - attach to Form C as Attachment 4
- **Attachment 5**: Externally Funded Grants data* - download from RSO RePortal system as follows:
  - click on “Access RePortal here” button
  - click on dark green “Research Data for Academic Promotion” button under “My Profile”
  - follow instructions to enter/modify/print Externally Funded Grants data
  - attach to Form C as Attachment 5
- **Attachment 6**: Summary of Internal/Non-Traditional Grants and Unsuccessful Grant Applications - template provided
- **Attachment 7**: Summary of Additional Information - template provided (optional)

* Any queries about entering/downloading Publications/External Grants data should be directed to research.data@flinders.edu.au

Section 5 of the application should be signed and dated by the applicant and the application forwarded to the designated supervisor for comment and signature. Applicants should ensure the form is forwarded to their supervisor in sufficient time to enable comments to be made prior to the deadline set for applications to reach their Executive Dean/Head of Portfolio.

[The Designated Supervisor] should provide comment as specified in Section 6, including a score for each area of academic activity for which the applicant is providing evidence. The supervisor should then sign and date the hard copy and forward this to the Executive Dean/Head of Portfolio for comments, scoring and signature. Once the relevant parts of Section 6 have been completed, the form must be returned to the applicant for final comments and signature (in Section 6.3).

2.2.3 [Closing Date for Applications] Completed applications (hard copy) should be forwarded to the Director, Human Resources by the closing date specified by Human Resources.
2.2.4 [Submission of Application]

[All Applicants] should submit a hard copy of their application (single-sided and un stapled) in the following order:

- Section 1 - Applicant Profile and Checklist
- Section 2 – Case for Promotion
- Section 3 – Special Circumstances (where relevant)
- Section 4 – Referees (Level D applicants only)
- Section 5 – Applicant’s signature and date
- Section 6 – Comments and Recommendations of designated supervisor, Dean of School and Executive Dean/Head of Portfolio
- Position Description (only applicants holding research-only, or specialised academic positions, e.g. education-focused)
- Curriculum Vitae
- Attachment 1 - Summary of Teaching and Related Duties
- Attachment 2 - Summary of Student Evaluations of Teaching (SETs) Results
- Attachment 3 - Peer and/or Supervisor Evaluation of Teaching
- Attachment 4 - Research Publications (data downloaded from the RSO’s RePortal system)
- Attachment 5 - Externally Funded Grants (data downloaded from the RSO’s RePortal system)
- Attachment 6 - Summary of Internal/Non-Traditional Grants and Unsuccessful Grant Applications
- Attachment 7 - Summary of Additional Information – optional (refer 2.2.5 below)

[Applicants for promotion to Level D only] whose referees will be contacted by email, are also required to email a separate electronic version (pdf format) of the following documents to Human Resources (email: acadprom@flinders.edu.au) by the nominated closing date:

- Section 2 - Case for Promotion
- Curriculum Vitae
- Position Description (only applicants holding research-only, or specialised academic positions, e.g. education-focused)

2.2.5 [Additional Information] which substantiates the applicant’s claims during the relevant period may be attached to the application, e.g.

- 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. 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)
- More detailed information in support of an applicant’s teaching philosophy

Applicants providing additional information are required to complete a summary of the attachments using the relevant template (Attachment 7 of Form C).

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.

2.2.6 [Confirmation of Receipt of Application] All applications will be acknowledged by Human Resources within 14 working days of the closing date for applications. If confirmation is not received within this timeframe, the applicant should contact Human Resources immediately.

2.2.7 [Outcome] The Director, Human Resources will notify each applicant of the outcome of her/his application for promotion. For unsuccessful applicants, this notification will include:
- an invitation to meet with the Chair of the relevant Promotion Committee, together with the applicant’s supervisor and an officer from Human Resources, to discuss the relative strengths and weaknesses of their application; and
- information about the appeals process.

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

The following notes correspond with the headings in Form C – Application for Promotion to Levels B, C or D:

SECTION I – Applicant Profile and Checklist

Note #1: Date of appointment/promotion to current position (Q1.6.1)
This will normally be the start date of the applicant’s “relevant period” (see 2.1.3 above).

Note #2: Dates of any claimed contiguous period of appointment from which evidence is provided (Q1.6.2)
Applicants should indicate in their application the dates of any contiguous period of employment at the same level at the University from which evidence is provided (see 2.1.3 above).

Note #3: Periods of leave or other absences from the University (Q1.6.3)
Applicants should indicate the dates that they have been absent from the University for a substantial period since appointment or promotion to their current position. This might include absence through parental or personal/carer’s leave, leave without pay, Outside Studies Program, etc.

Note #4: Appointment Fraction (Full-time/Part-time) (Q1.7.3)
Applicants should indicate whether they are employed full-time or part-time. If part-time, applicants should specify the fraction they work e.g. 50%, 80%.

Note #5: Academic and professional qualification(s) held (Q1.9.1)
Applicants should state the name of their qualification(s), the institution from which they were obtained and the year they were conferred.

Note #6: Applicants who have submitted a higher degree thesis for formal examination (Q1.9.2)
Where the qualifications criteria in the relevant Academic Profile specify a higher degree (e.g. PhD), an applicant who has submitted her/his thesis prior to the closing date for applications may still have her/his 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 #7: Case, including evidence, where formal qualification(s) required under Academic Profile are not held (Q1.9.3)
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 #6), s/he must provide a case, including evidence, as to why s/he claims, 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 #8: Current higher degree enrolment or other postgraduate enrolment (Q1.9.4)
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 #9: Weightings (Q1.12)

[Weighting Factors] Weighting ranges (see table below) apply to the four areas of academic activity for each category of academic role as defined by the Flexibility in Academic Work Policy (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>Research-Focused</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>No less than 1</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>No less than 6, no more than 7</td>
<td>No less than 7</td>
</tr>
<tr>
<td>Administration (including Service to the University)</td>
<td>No less than 1</td>
<td>No less than 1</td>
<td>No less than 1</td>
<td>No more than 2*</td>
</tr>
<tr>
<td>Professional Performance (including Service to the Community)</td>
<td>No less than 1</td>
<td>No less than 1</td>
<td>No less than 1</td>
<td>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, one of the three areas 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 (research-only and education-focused roles)
- the Evidence of Performance for Promotion – Guidelines
- any Faculty/School/discipline-based expectations

Staff in education-focused roles should also refer to the information contained in the Flexibility in Academic Work Policy, including Schedule A (education-focused roles).

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).

Teaching-and-research academic staff will be expected to place a primary focus on activities/achievements in areas covered by Q2.1 and Q2.2. Applicants in research-only and specialised positions e.g. education-focused, will be expected to focus their applications accordingly.

Note #10: Teaching and related duties (Q2.1)

Teaching-and-research and education-focused academic staff applying for promotion 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. More detailed information in support of an applicant’s teaching philosophy may be attached as Additional Information but will not form part of the application forwarded to the Committee.

**[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 (*Attachment 1 of Form C*) and append it to their application.

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>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of students taught directly by applicant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor/Course Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a SET (Student Evaluation of Teaching) administered: Yes/No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a SET attached: Yes/No</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>If Yes: for which segment(s) e.g. Lectures/Tutorials/Workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EEE 3101 English Studies 45 students Topic Convenor/ Lectures</td>
<td></td>
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<tr>
<td>EEE3101 English Studies 45 students Topic Convenor/ Lectures</td>
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<tr>
<td>Higher Degree Supervision only</td>
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<tr>
<td>EDE1201 Creative writing 102 students Lectures</td>
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<tr>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>For each topic taught in the semester, please specify:</td>
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<tr>
<td>Topic No/Year Level</td>
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</tr>
<tr>
<td>Topic Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of students taught directly by applicant</td>
<td></td>
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<td></td>
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<tr>
<td>Nature of contribution e.g. lectures, tutorials, lab classes, Topic Convenor/Course Coordinator</td>
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<tr>
<td>Was a SET administered: Yes/No</td>
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<tr>
<td>Is a SET attached: Yes/No</td>
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<tr>
<td>If Yes: for which segment(s) e.g. Lectures/Tutorials/Workshops</td>
<td></td>
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<tr>
<td>OSP</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GDP 2041 Literature 2 23 students Tutorials</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Yes No</td>
<td></td>
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<tr>
<td>GDP 2041 Literature 2 23 students Tutorials</td>
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<tr>
<td>Yes Yes</td>
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<td>Higher Degree Supervision only</td>
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<tr>
<td>CDE 2109 English literature 75 students Topic Convenor/Lectures</td>
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<td></td>
<td></td>
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<tr>
<td>Yes Yes</td>
<td></td>
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</tr>
</tbody>
</table>

**[Independent Evidence of Teaching Effectiveness]** Applicants must (unless research-only) 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 ([www.flinders.edu.au/ppmanual/teaching-course-management/eval-monitoring-review-academic-programs.cfm](http://www.flinders.edu.au/ppmanual/teaching-course-management/eval-monitoring-review-academic-programs.cfm)). 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 of the above SETs submitted with their application using the Summary of SET Results template (*Attachment 2 of Form C*).

- **[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 Yunggorendi and Student Learning Centre staff. 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 Attachment 3. 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. See: www.flinders.edu.au/teaching/quality/evaluation/resources-links-and-references.cfm.

- **[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 roles]** must include evidence of external validation of their outstanding performance in teaching, as indicated in Schedule A of the University’s Flexibility in Academic Work policy, at www.flinders.edu.au/ppmanual/staff/classification/flexibility-academic-work.cfm. 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 Schedule.

**[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 ofhonours/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 ofhonours/postgraduate student satisfaction with the style or quality of her/his supervision?

[**NB 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 her/his teaching.

**Note #11: Research and/or Creative Activity (Q2.2)**

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 should tailor their applications (and weightings) with respect to research accordingly.

Applicants should use Attachments 4 to 6 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 in their application as Attachment 4 of Form C.

- **[Externally Funded Grants]** Applicants are required to download data pertaining to externally funded grants for the relevant period from the RSO RePortal system and attach this to their application (Attachment 5 of Form C).

- **[Internal Grants, Grants from Non-Traditional Sources, and Unsuccessful Grant Applications]** In Attachment 6, 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 may also wish to detail any unsuccessful grant applications to demonstrate evidence of activity.

**[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 a staff member seeking to demonstrate the quality, effectiveness and impact of her/his 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 the “professional performance” category should be used 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]** Under Q2.2, 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 as Attachment 4.

[Work “in press”] Where a work has been formally accepted but has yet to be published (e.g. “in press”), applicants should include, as part of the Summary of Additional Information (Attachment 7 of Form C), 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 under Q2.2 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 under Q2.2 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 Profiles 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 #12: Administration (including Service to the University) (Q2.3)

Applicants are normally expected to address most, if not all, of the activities specified in the Administration (including Service to the University) 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 her/his administration (including service to the University).

[School responsibilities] Applicants should list their administrative responsibilities in the School, and in addition, should indicate how their role in administration has contributed to the Faculty/University e.g. noting particular committee outcomes and achievements.

[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 (Attachment 7)).

[Faculty responsibilities] Applicants should list their membership of Faculty/University Committees and working parties, indicating how their roles went beyond simple membership to contributions such as:

- executive responsibility as chair or convenor
- other administrative responsibilities
- policy development
- other outcomes.

[University-wide contribution] Applicants should indicate any other areas in which they have contributed to the University and specify actual achievements in those areas.
Note #13: Professional Performance (including Service to the Community) (Q2.4)

Applicants are normally expected to address most, if not all, of the activities specified in the Professional Performance (including Service to the Community) 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 her/his professional performance (including service to the community).

[Contribution to the profession] Most academic staff are members of an association based on their subject. Some academic staff work in disciplines which educate and train people for particular professions such as nursing, education, accounting, medicine and social administration and they may be eligible to participate in relevant professional associations.

[Consultancy and/or commissioned work] Knowledge can be advanced through consultancy or commissioned work conducted for government or government authorities, industry or private enterprise, community organisations and groups, whether that work is paid or not. In each case, for such work to be deemed relevant for promotion, applicants must be able to demonstrate the ways in which it has contributed to the advancement of knowledge in the profession. Applicants should therefore:

- list any consultancy, tender or commissioned work, its nature and the body for which it was performed;
- specify how this activity contributes to the profession; and
- where the work is not widely available for public scrutiny or is not available for peer review (e.g. because of commercial in-confidence reasons), provide evidence of client satisfaction in the form of statements from clients regarding their satisfaction with the advice or consultancy work carried out.

[Service to the community] Most academic staff actively contribute to the community and their profession on the basis of their field of expertise. Such contribution may not constitute commissioned work or specific consultancies but rather take the form of continuing involvement or frequent service.

[Details of service] Applicants should give details of service that they have provided to the general community which is related to their area of academic expertise. Applicants need to describe the ways in which this service relates to their University activities.

SECTION 3 - Special Circumstances (Note #14)

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. It is important to indicate how the circumstances cited are claimed to have restricted opportunity to perform against the Academic Profiles.

In addition, where a temporary change to an applicant’s primary duties/responsibilities has occurred, information should be provided here on the nature of the change(s).

A maximum of one A4 page is allowed for this section.

SECTION 4 – Referees/Assessors/Further Information (Note #15)

[Applicants for promotion to Level D] should list the name, address and email address of one referee from whom a report will be sought. 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 be of high international reputation. The applicant should disclose the nature of her/his 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.
The Executive Dean/Head of Portfolio, in consultation with the Dean of School and supervisor (where different from the Dean), 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) - taking into account (if stated) any objections to particular person(s) raised by the applicant. Further information for supervisors concerning referees/assessors is provided in Note #19.

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

[Applicants for promotion to Levels B or C] are not required to nominate a referee.

[Additional information] The relevant 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.

SECTION 5 – Signature of Applicant

Note #16: Signature of Applicant and Date

Applicants should sign and date the hard copy of their application form prior to forwarding it to their Supervisor who will complete the relevant sections. 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 6 – Comments, Assessment and Recommendations of Designated Supervisor and Executive Dean/Head of Portfolio

[Designated Supervisor] Q6.1 to Q6.2.4 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 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 #17: Qualifications (Q6.1)

[Qualifications] 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 (provided under Q1.9.3 of Form C) as to why s/he claims, nonetheless, to be eligible for promotion. See Note #6 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 #18: Assessment and Recommendation of Designated Supervisor (Q6.2)

[Assessment] 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 her/him to contribute in all four areas of academic activity, the supervisor should ensure that the applicant's Position Description is submitted with the application form.

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 Human Resources, 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, contribution to teaching across the School/Faculty 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.

[Administration (including Service to the University)] 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 and Faculty within or outside the University; and the responsibility acquired by the applicant in relation to the administrative duties that s/he has 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.]  

[Professional Performance (including Service to the Community)] Supervisors should 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.

Where the applicant is involved in consultancies or commissioned work, the benefits that the School, Faculty and/or University has received from these 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 – Q6.2.2] The supervisor is required to indicate how s/he rates 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>
<td>Marginal</td>
<td>Strong</td>
<td>Very Strong</td>
</tr>
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</table>

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. The weighting then takes care of its relative significance in the overall Promotions Committee decision.

Note #19: University-nominated Assessors – Level D applicants only (Q6.2.3)

As foreshadowed earlier in this Guide (Note #15) the Executive Dean/Head of Portfolio, in consultation with the Dean of School and supervisor (where different from the Dean), is required to provide the names, addresses 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.

All assessors should 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 referee/assessor(s).

The Executive Dean/Head of Portfolio should ensure that applicants have at least one referee or assessor who is external to the University and is of high international reputation, and should provide an explanation if this is not possible or appropriate.

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.

It is therefore essential that the following information is sent directly to Human Resources (to acadprom@flinders.edu.au):

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

Human Resources will obtain the required information from the nominated assessor(s).

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

Note #20: Signature of Designated Supervisor and Date (Q6.2.4)

Supervisors should now sign and date this section of the hard copy of the application form prior to forwarding it to the Executive Dean/Head of Portfolio. 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 (see Section 6, Q6.2.5).

**Note #21: Comments and Recommendation from Executive Dean/Head of Portfolio (Q6.3)**

[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 (Q6.3.1 - refer Note #7);
- provide relevant information on the applicant which has not already been provided in the previous sections;
- provide evaluative comments indicating the reasons for her/his views on the strength of the application;
- ensure that adequate contextual information relating to the School and/or Faculty is provided by the supervisor or by the applicant where relevant.

**Note #22: Recommendation of Executive Dean/Head of Portfolio (Q6.3.3)**

The Executive Dean/Head of Portfolio is required to indicate how s/he rates 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></td>
<td>Very Weak</td>
<td>Weak</td>
<td>Marginal</td>
<td>Strong</td>
<td>Very Strong</td>
</tr>
</tbody>
</table>

Executive Deans/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. The weighting then takes care of its relative significance in the overall Promotions Committee decision.

**Note #23: Signature of Executive Dean/Head of Portfolio and Date (Q6.3.4)**

The Executive Dean/Head of Portfolio should now sign and date this section of the application form and return it to the applicant to ensure that s/he is given the opportunity to note all supervisory comments before the application is submitted to Human Resources.

**Note #24: Final Comments and Signature by Applicant (Q6.4)**

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 in writing that the comments of both the supervisor and Executive Dean/Head of Portfolio have been noted. However, the opportunity is provided for the applicant to comment on the comments of the supervisor and/or Executive Dean/Head of Portfolio.

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 then forward it with all relevant documentation to Human Resources.