

Flinders University

Academic Promotions Resource: Applicant Guide



Applicant Guide

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1. Structure of the application

Most components of your application will be entered into the online form. Narrative sections are entered into form fields, and specified documents are uploaded at the end of the form.

Once you have completed your submission, the form will be forwarded to your supervisor for their report.

Applications to Levels B or C will then be forwarded to the Dean, People & Resources (Dean P&R) for their report, and applications for D or E will then be forwarded to the Vice-President and Executive Dean (VP&ED) or relevant Portfolio Head for their report.

You are not able to make changes to the content of your application once it has been forwarded to supervisors/VP&EDs or Portfolio Heads, however, your application will flow back to you once report/s are complete, and you will be able to respond to comments in the form before submitting it to the relevant Promotions Committee.

The sections of the application are:

1. Summary information (required)

This part of the form covers background information for your application, including your current level, level sought, supervisor and employment details.

2. Strengths (required)

Select two areas of strength aligned with your statement/evidence. No other weighting measures are applied.

3. Achievement Relative to Opportunity:

a. Role context statement (required, maximum 250 words)

Provide information that will assist the committee to understand your achievements in the context of your recent and current role/s and responsibilities.

b. Special circumstances statement (optional, maximum 250 words)

Applicants are invited to provide a statement regarding any special circumstances impacting their career trajectory, if relevant.

These statements provide applicants with an opportunity to:

- Outline impactful circumstances and the period to which they apply
- Explain the impact on career achievements/trajectory
- Highlight strategic choices made as a result

4. Leadership intent statement (required, maximum 100 words)

A brief statement that describes your leadership style and/or approach.

5. Career plan statement (required, maximum 100 words)

A brief statement regarding your career focus and aspirations.

6. Values statement (required, maximum 100 words)

A brief statement that describes how your contribution reflects the University values.

7. Student Supervision (Honours and Masters by Coursework only)

Details of completed Honours and Masters by Course Work (i.e. non-HDR) project supervisions. N.B. HDR (i.e. PhD or Masters by Research Supervision) will be captured separately on the Academic Achievement Report.

8. Case for Promotion (required, maximum 3000 words)

A reflective, evidence-based narrative. See sections below for further guidance on constructing an effective narrative case.

9. CV (required, maximum 4 pages PDF, 12 font, single spacing, standard margins)

This document should be a succinct record of career history with dates and role titles, education and significant appointments.

10. Data report (required)

Academic Achievement Report to be uploaded in its standard form, without annotation. Comment on data may be made in the statement/case for promotion and referencing this data is encouraged.

11. Supplementary evidence (optional, recommended, maximum 10 pages PDF)

A single document of evidence not included in either the statement or the Academic Achievement Report. May include images, diagrams, excerpts, or entire copies of feedback/evaluations.

2. Following initial submission

2.1 Supervisor/Dean (People and Resources)/Vice-President, Executive Dean/Portfolio Head reports

Once you have submitted your completed application, it will flow to your supervisor for their report.

In cases where there is/may be a conflict of interest, the steps defined in the Academic Promotions Procedures will be followed to identify an agreed academic leader who will act as your supervisor solely for this purpose. This person will be identified when completing the online application form.

Your supervisor will be asked to review your application in full and provide their assessment on the strength of your case.

They may also:

- Verify any evidence provided
- Identify additional areas of achievement not highlighted in the application

Once your supervisor has provided their report, your application will progress to the next step of the process. Applications to Level B or Level C will flow to the Dean (People and Resources) for their report, and applications to Level D or Level E will flow through to the Vice-President, Executive Dean/Portfolio Head for their report.

They are asked to review your application and make comment on:

- Their view on how you demonstrate the values of the University
- For applications to Level D or E, their view on your demonstrated leadership in the College/Portfolio and where appropriate, across the University and in your field.

Please note, in circumstances where the Dean P&R or the VP&ED/Portfolio Head is also your supervisor, they will be required to fill both sections of the form.

Your response to the report/s

When the reports have been submitted, you will be provided with an opportunity to respond to comments. This is done within the online system. You do not have to make further comments if you do not wish to do so.

Both the reports and your response are confidential. These are maintained within the application system and provided only to the promotions committee. Your responses are not returned to the supervisor.

2.2 Assessor reports

Assessor report requirements are set out in the Academic Promotions Procedures and are only required for Levels D and E. Potential assessors are identified by VP&EDs/Portfolio Heads, in conjunction with the Dean P&R and/or the applicant's supervisor. When preparing your form, you can identify up to two people who you believe are not appropriate to assess your application, with reasons why.

Assessors will be asked to read your application in full and provide their view of your readiness for promotion when considered against the Flinders ACF expectations and provide any contextual information such as their knowledge of the field in which you work, including referring to any national/international benchmarks and expectations for the field and sector.

Assessor reports are provided to the promotions committee on a confidential basis and will not be provided to applicants.

2.3 Committee deliberations

Committees will first read your statements regarding role context, any special circumstances, and your career and leadership plans, to provide context for your statement. They will then consider your case holistically, taking into account your career trajectory and achievements to date within that context. Committees also take any assessor reports, along with both the supervisory and leadership reports provided and your response (if one is made), into consideration when assessing your application.

No specific weighting is given to any one component of an application. Rather, committees will seek to identify evidence across the application that an applicant has demonstrated capabilities that will enable them to successfully undertake the responsibilities and expectations of the Level to which they are applying, as set out in the Flinders Academic Career Framework.

2.4 Considerations for achievement relative to opportunity – role context and special circumstances statements

Any limitations or impacts on opportunity are taken into consideration when committees assess the range of indicators and outcomes. Both the role context and special circumstances sections of the form are an opportunity for you to explain any impacts of special circumstances on your career trajectory and/or activities.

Role context information can include the nature of your current role, changes in role between category or type, the focus of your responsibilities and, briefly, what that has meant in relation to your achievements. For example, you may have taken on a Secondment for a period of time that required a change in focus or have a role that requires more management focused activities. If your position includes industry or clinical responsibilities, you may also include that information in this section.

In **special circumstances**, committees are seeking to understand where you may have had less opportunity to demonstrate specific achievements or activities (for example, to take on leadership or committee roles) or have had a slower or more ‘uneven’ path than is the norm. This may include career interruptions, part time status, significant health matters, caregiving or cultural responsibilities or other barriers to progression.

Where the circumstances are private, you do not have to provide a detailed explanation. It is sufficient to indicate the broad nature of the circumstance. For example, significant health issues or family responsibilities.

In both cases, committees are particularly looking for information about what the impact has been for you, and how your circumstances have influenced the type and range of your achievements / contributions. For example, you may not meet the ordinary publication volume in your field because of part time employment but have focused your efforts on research collaborations that have delivered equivalent value and esteem; or you may have cultural responsibilities that have required increased focus on community engagement.

For more information on the nature of Achievement Relative to Opportunity statements and their assessment, see information on Achievement Relative to Opportunity in Appendix 2 of this document.

3. Themes in the Flinders Academic Career Framework

The ACF is designed to provide staff with flexibility in demonstrating achievement across a wide range of academic roles and contexts.

The focus of the ACF is on both what is achieved, and how it is achieved. Further advice on interpretation of key thematic topics and how they might apply to your case/statement are provided below.

3.1 Preparedness for promotion

Whether you are ready to make a case for promotion is a common area of uncertainty for staff considering an application. Promotion requires that applicants can demonstrate that they are

equipped to take on the responsibilities of the level for which they are applying, which will include higher expectations regarding leadership, accountability, breadth and depth of impact.

Demonstrating readiness means providing evidence that you have consistently achieved strong performance at your current level, showed professional growth over time and demonstrably have the capability to successfully take on responsibilities at the higher level. It does not mean you need to demonstrate you are already achieving a range of indicators at the level being sought.

Before applying for promotion, you should consider how you might make ends between your achievements to date and the requirements of the next Level. For example:

- Consistent positive leadership of topics with a view to improving course level student experience, demonstrating capability to take on course leadership
- A public scholarship profile which has shown a clear trajectory, with increases in invitations to share expertise as an indicator of growing esteem
- Leading collaborative improvements in processes that have improved experience and influenced others outside your normal sphere of work, showing systemic leadership capability

3.2 Timing

There is no required timeframe for which you must have been employed at the University before you apply for promotion. Eligibility is prescribed under the Academic Promotions Policy and is determined only by the type and duration of your contractual status. To be successful however, you must be able to provide verifiable evidence of the dimensions of your performance aligned with the ACF requirements.

Similarly, there is no restriction on timeframes between one promotion and the next. However, to be successful, you must be able to show that you have the experience and capability to meet the requirements of the level to which you are applying. Sustained strong performance at the current level is one way to show this capability. Typically, there would be a duration of several years between promotions so that you can build a sufficient track record and evidence portfolio. However, each circumstance is different and there can be valid reasons for submitting earlier or later. Seeking advice from senior colleagues can be a useful way to work through the best timing for your application, and to identify areas for focused development so that you are well-prepared when you decide to submit an application.

3.3 Conduct

The ACF describes conduct as your personal contribution to the culture of your field and institution, in line with the University's code of conduct, mission, values and ethos. When developing your case, consider how you have personally positively contributed on both a day-to-day basis and in conduct leading to achievements, and how you might articulate and evidence that you have demonstrated these approaches.

Some stylistic examples:

- **Values-led practice** - Embedding the University's mission, ethos and values (such as integrity, innovation, and excellence in support of student experience) into everyday academic work

- **Daily professionalism and cultural contribution** - Creating a respectful and inclusive working environment in day-to-day interactions
- **Commitment to inclusion and equity** - Proactively ensuring inclusive working and learning environments for students and colleagues
- **Ethical contribution to governance and service** - Engaging in university processes with integrity and care, not just as procedural obligations but as opportunities to improve systems
- **Culturally safe and reflective practice** - Understanding and responding to the cultural contexts of students and colleagues and reflecting on your own position and biases

3.4 Leadership

Leadership in academia is not always hierarchical or positional, and leading change often requires skill in leading across teams and stakeholders with diverse interests and needs. At any level, collaborative leadership and the enabling of others' success can be powerful evidence of leadership capacity and influence. As your career progresses, you will move from not just your own development but also to supporting others, as individuals and in groups. At the more senior levels, it is expected that you are working systemically to create supportive structures. For example, you may progress from mentoring individuals to developing or leading mentoring programs, and leading policy level initiatives that support others to succeed.

Make these contributions visible by showing outcomes (e.g. improved practice, new structures, ongoing uptake) and reflect on your approach to leadership and what that has enabled.

Some stylistic examples:

- **Collaborative leadership** – co-leading projects, convening communities of practice, or coordinating inter-disciplinary initiatives
- **Capacity building** – mentoring, peer review, co-design, training, and enabling colleagues' or students' success
- **Systemic thinking** – identifying institutional needs or gaps and responding proactively with collaboration
- **Influence without authority** – shaping decisions or practice through trust and expertise, even when not in a formal leadership role

3.5 Sustained achievement

The ACF describes specific requirements for sustained contributions. These are the culmination of professional growth over time, with impact and outcomes that endure. Consideration should be given to how your leadership, achievement, impact and influence has been built on over recent years. This career trajectory thinking offers an opportunity to demonstrate readiness for promotion.

Typically, applicants will focus on the most recent 3-5 years in order to demonstrate development and provide contemporary evidence. However, it is often the case that a clearer story can be told by also including reference to earlier work and how that formed the foundation for more recent achievements.

Some stylistic examples:

- **Cumulative practice** – contributions that evolve through iteration, reflection, and increasing sophistication over time
- **Legacy building** – creating structures, programs or cultures that continue beyond your direct involvement
- **Strategic trajectory** – work that demonstrates increasing scope, influence, or alignment with institutional or disciplinary goals
- **Enduring influence** – where your ideas, tools or frameworks continue to shape practice long after the initial activity
- **Recognition of culmination** – high-impact achievements that reflect and depend on a body of work developed over time

3.6 Innovation

The ACF describes innovation as change that adds value in teaching, research or service, including improvements to processes, student experience or research outcomes, research discovery or trialling new methods of teaching. Innovations may be large and novel, or incremental improvements.

When developing your case, consider how you have contributed to innovation through both significant advances and day to day improvements. Reflect on how these innovations have addressed challenges, required a degree of risk-taking, collaboration or influence, and have created new opportunities.

Some stylistic examples:

- **Practice-based problem solving** – Designing or refining approaches that respond creatively and effectively to specific challenges in teaching, research, or service
- **Leadership through improvement** – Driving change through thoughtful, evidence-informed enhancements that improve outcomes or efficiency
- **Embedding innovation in everyday work** – Introducing small but meaningful changes in routine activities that reflect a mindset of continuous improvement
- **Translating ideas into impact** – Moving beyond theory to implement and embed new methods, systems, or partnerships that produce demonstrable benefits
- **Inclusive and ethical innovation** – Developing solutions that are not only original or effective but also socially responsible, equitable, and culturally aware

More on ways to think about innovation in teaching can be found [here](#).

Applying the domains and indicators

The domains of academic achievement set out in the ACF are Teaching, Research and Service. High-level benchmarks identify the overall expectation at each academic level, and indicators of performance at benchmarks. Indicators are not a list of criteria that must be met for promotion to a particular level but are a non-exhaustive list of examples that may be used to demonstrate meeting a benchmark.

There is no specific number of indicators that should be included in an application for promotion. The focus should be on using indicators that reflect your work profile, activities, disciplinary norms, and evidence you can provide in your statement and portfolio. It is not always the case that more indicators are better. Depth, impact and building on your

achievements are equally important. It is also important to note that these are example indicators, not prescriptive. Comparable indicators can be used reflecting the level and scope language in a different context. For example, leadership of an activity that develops capability at group level, or dissemination of work that achieves high levels of public recognition.

The narrative case also does not require any particular structure. Typically, statements are broken into the domains that are most relevant to them for ease of navigation and clarity. However, there will be cases where an achievement is best described holistically, with references across the domains. This may be done through selecting the most appropriate domain to use for detail and cross-referencing in other domains. For example:

- Scholarly activity related to teaching leadership may be described primarily as a driver of your influence on student experience under teaching and then referenced as impactful in research outcomes and governance committee decision-making
- Research activity may be primarily described under that domain, but its impact on your teaching and external influence or partnerships may be cross-referenced in other domains
- Leadership that impacts across domains may lead the narrative, with reference to teaching and/or research impact flowing from elements of the achievements

4.1 Non-traditional roles

Staff in 'non-traditional' roles (i.e. not teaching, research and service) often find academic promotion criteria challenging to navigate. This can include staff who are in support, management, clinical or project roles, or who have moved between different types of roles over time. The ACF includes indicators that are sufficiently broad to capture many types of non-traditional activity, including contributions to support programs such as academic learning support. Notwithstanding, you can select alternatives that demonstrate equivalent levels of leadership and impact.

The role context statement also provides an opportunity to introduce the dimensions of your role and what that means for your achievements. For example, staff in clinical or other partially industry-based roles may wish to describe the distribution of their work over time, and what that means in relation to their teaching, research and service-related achievements. Statements may then build on this to include, for example, the application of industry-related work and knowledge to strengthen teaching practice or practice-relevant research and service contributions.

4.2 Balanced and specialist roles

Academic staff have a variety of emphases in their work, ranging from largely focused in one domain to an even spread of work across all domains. It is generally expected that your activities, achievements and impact would somewhat reflect where the balance of your work has been. However, there is no hard and fast rule regarding this – your role, work and achievements are unique to you, and each career journey is an individual one.

While you are required to identify two areas of strength, you are still able to present achievements across all domains if that enables you to put your best case forward. Another strategy that may be employed by staff in balanced roles is to build depth in a domain by emphasising cross-influences as noted above. For example, under research, reflecting on a

research project with industry that has been used to provide students with a unique learning experience.

The goal is to showcase your trajectory and the quality of your work wherever that may be best demonstrated, within the context of your wider role. Committees will take into account opportunities for contribution when considering your statement, including whether your role is balanced, specialist and/or non-traditional in nature.

4.3 Inclusion of embargoed or commercial in-confidence activities

Where achievements have embargoed or commercial in-confidence components, you may provide a general description of the work that does not breach any legal obligations and noting how those have limited your ability to provide detail.

You should also discuss this with supervisors and senior staff providing reports on your application, so that they can further validate the broad nature of the work and its impact or consider the viability of obtaining a statement from an external third party confirming the value and impact of the work undertaken.

4.4 Teaching

Staff with current teaching responsibilities should provide a statement for the teaching domain. Staff who have previously had teaching responsibilities may choose whether to include a discussion of their teaching contributions.

The teaching domain includes, but is not limited to:

- Teaching and/or assessing students in university courses and subjects
- Contributions to other forms of professional or academic development activities, materials and programs, including for staff, students and external groups
- Mentoring and guiding others in their teaching development
- Contributions to curriculum design, development and delivery approaches
- Quality assurance and oversight of teaching-related activities
- Contributions to learning and teaching processes, systems, strategy, policy or frameworks

When writing the teaching section of an academic promotion application, it's important to move beyond listing teaching duties and instead present a clear narrative that provides context and demonstrates your impact, innovation, and leadership in learning and teaching. Consider how your approach has evolved over time and highlight how your teaching aligns with the University's strategic priorities and/or educational values (e.g., student success, inclusion, employability, digital transformation). Describe not just what you did, but why, how it responded to student or institutional needs, and what outcomes it produced — such as improved student engagement, modernised curriculum, or influence on others' teaching practice. Use evidence selectively but meaningfully: student feedback, peer reviews, teaching awards, curriculum improvements, or adoption of your approaches by colleagues or programs can all illustrate your contribution. Explain any gaps or issues in data and provide evidence of thoughtful action where issues can be identified.

It is also essential to show how your teaching is sustained, scholarly, and developmental. Promotion committees look for reflection, responsiveness to feedback, and a commitment to

continuous improvement — for example, through participation in teaching development programs, adoption of inclusive or evidence-informed pedagogies, or contributions to teaching-related scholarship. Frame your narrative to show both day-to-day effectiveness and longer-term strategic thinking in your work.

Example:

Aspect	Example
Initiation	Founded a cross-disciplinary scholarly teaching network
Influence	Adopted as an exemplar model by other areas
Mentoring	Developed new members to lead in own areas
Scale	Over 30 members
Sustained	Grew in depth, scale or reach over time
Recognition	Awarded Citation

4.5 Research

Staff holding positions which require them to undertake research must provide a statement for the research domain. Staff who have previously had research responsibilities may choose whether to include a discussion of their research contributions. The research domain includes, but is not limited to:

- Mentoring and support of junior colleagues and HDR students
- Research-informed creative and industry-focused activities
- Grant income and outcomes
- Publications, conference presentations and other forms of public dissemination
- Contributions to research enablement processes, systems, strategies, policies or frameworks

When writing the research section of an academic promotion application, focus on presenting a coherent narrative of your research trajectory, rather than a list of outputs. Explain how your research has developed over time, what questions or problems it addresses, and how it contributes to impact in your field, community, or sector. Emphasise your growing independence, sustained focus, or emerging leadership, depending on your current Level and the Level to which you are seeking promotion. Where relevant, demonstrate how your research aligns with university priorities or strategic themes. Consider how you might provide evidence of impact, collaboration, translation, and engagement - including where they demonstrate reach, significance, or influence beyond academia.

Promotion committees also consider how you build research culture, so where relevant, include contributions that show leadership, collegiality, or capacity building, such as mentoring, peer review, research training, or developing new methods or collaborations. For those in earlier stages of their careers, articulate how you are laying foundations for future leadership or impact. For those in more advanced career stages, demonstrate how your research has already shaped others' work or informed practice, policy, or public discourse. Use metrics and qualitative evidence judiciously to support your case - always connecting them to a clear story of progression, strategic direction, and enduring contribution.

Example:

Aspect	Example
Initiation	Identified opportunity to provide subject matter expertise in external policy development
Influence	Member of policy working group, assisted in policy report review
Mentoring	Supervised HDRs undertaking review of literature/policy scanning
Scale	Contributed to State level policy development
Sustained	Policy in force for a year
Recognition	Policy adopted, grants for ongoing research awarded

4.6 Service

All staff applying for promotion must include a statement regarding their service contributions. The service domain includes, but is not limited to:

- Contributions to administration and governance of the University
- Contributions to University culture, including support of others
- Contributions to service enablement processes, systems, strategies, policies or frameworks
- External engagement with partners, industry and community, including the academic community
- Other public advisory and leadership activities

When writing the Service section of an academic promotion application, it is important to demonstrate that your contributions go beyond routine participation and reflect active, purposeful engagement that benefits the College, Portfolio, University, discipline, or broader community. Explain your role, why the activity mattered, and what outcomes or improvements resulted from your involvement.

This might include convening groups, improving governance, mentoring others, contributing to national or industry bodies, enhancing services delivery through thoughtful team contributions, improving policy or processes through committee work, or strengthening external relationships through outreach or partnership development. Highlight how you've shown initiative, contributed to collegial culture, or supported University goals through service.

Service is also a space where inclusion, equity, and collaboration can be demonstrated effectively - for example, through support for student access initiatives, capacity building for colleagues, or sector engagement. Aim to show that your service contributes meaningfully to the functioning and advancement of the academic community, and is not just an obligation, but a deliberate and valuable part of your academic identity.

Example:

Aspect	Example
Initiation	Invited to join a working party as recognition of expertise
Influence	Influenced elements of the design of outcomes
Mentoring	Supported members to understand breadth of implications
Scale	Impact on practice in the discipline/College/University-wide
Sustained	Principles continue to be used 3 years on
Recognition	Recognised/noted improvement by College or Portfolio leadership

5. Your evidence portfolio

The promotion process at Flinders allows for a portfolio of evidence to be submitted. This is a single PDF document that supports your narrative statement. It may include a mix of qualitative and quantitative evidence types such as excerpts from reviews, testimonials, images of publications or awards and/or additional data not covered in your data report, such as website, student enrolment or other outcomes data.

Ensure that portfolio is well-organised and clearly labelled, with sections aligned to your narrative statement and presented in a format that is easy for readers to navigate, you should number both pages and items clearly, in a legible black font.

You may also wish to annotate images or provide a short summary for each item to highlight its relevance, *but* you should not extend your case narrative in this document. Treat it as a companion to the written case, a deepening of the story you are telling about your academic identity and influence.

When assembling a portfolio of evidence for academic promotion, your goal is to provide selective, high-quality documentation that supports the narrative you present in your application across the domains. Curate materials that demonstrate the quality, impact, and progression of your work over recent years and avoid including items that do not do this. Your portfolio should reinforce your key messages about sustained contribution, leadership and esteem, and alignment with institutional values.

6. General advice for developing your case

Your task is to make your case for promotion clear to see and understand for the Promotions Committee. The Committee will only know what is contained in the application itself, and it is the applicant's task to make sure that all relevant evidence to make the case has been provided.

Some ways in which you can assist the Committee are:

- **Align with the Flinders Academic Career Framework and Profiles**
 - Your application should clearly show how you meet the benchmarks set out for academic Levels and domains.
- **Tell a coherent career story**

- Frame your application with a narrative that highlights key turning points, achievements, and your strategic direction.
- **Include elements of challenge, failures and learnings**
 - Demonstrating willingness to reflect, learn, problem-solve and persevere can be as important as achieving positive outcomes.
- **Demonstrate sustained contributions over time**
 - Promotion is not just about activity, but impact and trajectory — evidence of ongoing, meaningful influence in your field and institution.
- **Make leadership visible, even if not formal**
 - Describe your leadership including self-efficacy, influencing others, leading change, mentoring, initiating programs, and contributing to culture with a clear articulation of your professional values.
- **Explain the disciplinary norms or transdisciplinary context of your academic practice**
 - Where relevant, explain disciplinary norms so the committee (which will comprise members from a range of disciplines) have a clear contextual understanding of your performance. This may include mention of aspects such as research authorship norms, typical teaching feedback in particular areas where relevant to an achievement. If your work is multidisciplinary, interdisciplinary, or transdisciplinary, articulate how this relates to your academic practice.

6.1 Common mistakes to avoid

- Poorly edited, proofread and/or disorganised or missing material
- Underplaying informal leadership
- Not clearly claiming own role in group achievements
- Inflating achievements or failing to attribute others' contributions
- Listing activities without evidence of outcomes, impact or reflection
- Failing to connect work to broader impact
- Making leaps in logic between current activities and responsibilities of the next Level
- Not clearly addressing prior feedback

6.2 Questions to consider before you submit

- Have I sought advice on whether this is the right time to apply?
- Have I sought mentoring or advice on how to present my best case?
- Does my narrative align with academic benchmarks and example indicators?
- Is my evidence clearly linked to the narrative?
- Is it clear and easy to understand for a non-specialist audience?
- Do I show outcomes and impact over time, not just list a set of activities?
- Is the trajectory of my development clear?
- Have I evidenced leadership and conduct clearly?
- Have I framed achievements relative to opportunity?
- Has it been proofread carefully, and corrections carried out?

7. Appendix 1: Example (shortened) statements

The statements provided below are shortened composites of statements, providing examples of some ways in which activities may be described. They are intended as thought starters only. They are not exhaustive nor complete, and do not provide a template or expectation regarding the structure or approach for your application. Your application should tell your story, highlighting your achievements and readiness for promotion.

7.1 Application for Promotion from Level A to Level B

Associate Research Fellow in Environmental Science

Focus: Research

I am applying for promotion to Level B on the basis of my sustained contributions to research, emerging leadership in my field, and growing engagement in academic citizenship. Since my appointment as an Associate Research Fellow in 2020, I have developed an independent research trajectory in climate adaptation and environmental resilience, established strong collaborations within and beyond the University, and actively contributed to research training and collegial life in the college. I believe I meet the criteria for Level B as a developing independent researcher with a growing track record of publication, grant activity, and sector engagement.

Research Contributions and Emerging Independence

My research focuses on how regional communities adapt to climate-related disruptions, with an emphasis on ecosystem services, water security, and local policy responses. Over the past four years, I have moved from supporting research projects to leading streams of work that generate new insights and influence local and regional decision-making.

Since 2020, I have published nine peer-reviewed journal articles, including four as first author and one invited review. These publications span both disciplinary journals (e.g. Australasian Journal of Environmental Management) and interdisciplinary outlets (e.g. Regional Environmental Change), reflecting my capacity to contribute to both technical and applied conversations. My first-author paper on participatory water planning in drought-affected regions was awarded Best Paper by the Early Career Network of the Australian Climate Adaptation Research Network (ACARN) in 2023.

In 2022, I was co-investigator on a successful \$120,000 Category 2 grant funded by a state government department to evaluate local adaptation strategies in agricultural communities. I was responsible for the community engagement methodology, data collection, and synthesis, and co-authored the final report and two resulting papers. The report's findings have directly influenced funding guidelines for regional climate resilience programs in the state.

I am now leading my first small project grant as sole CI (\$25,000), investigating youth perspectives on climate risks in rural communities. This project builds on my earlier work and reflects a strategic step towards establishing an independent research niche at the intersection of climate justice and participatory planning.

Research Training and Supervision

I am committed to supporting emerging researchers and building a collegial research culture. I have co-supervised one honours student to completion (awarded first class honours) and currently co-supervise a PhD candidate as associate supervisor. I regularly contribute to informal research development activities in the college, including leading a “writing for publication” workshop series for ECRs and HDRs in 2023. Several participants have since submitted manuscripts or expressed increased confidence in engaging with journals.

In 2022, I developed a research methods module for the College’s HDR induction program, which introduced qualitative approaches and ethics for interdisciplinary research. Feedback on the module has been positive, and it is now embedded as part of the HDR onboarding process.

Collaboration and Academic Citizenship

As an early-career researcher, I have been intentional about building collaborative and interdisciplinary relationships. I work closely with colleagues in social science, environmental engineering, and Indigenous studies, and have contributed to joint publications and project proposals that reflect shared research goals. These collaborations have helped me grow professionally while also contributing to the broader research strengths of the college.

In 2023, I was invited to join the college Research Committee as an ECR representative. In this role, I contributed to improving communication about internal grant opportunities and helped design a peer review process for internal seed funding that has increased application quality and transparency.

I also serve as a reviewer for three journals in my field and was appointed to the editorial advisory board for the Journal of Regional Adaptation in early 2024. This recognition of my expertise has expanded my networks and helped shape emerging conversations in climate adaptation scholarship.

Professional Development and Strategic Trajectory

Since beginning my academic career, I have taken a strategic and reflective approach to building a research pathway. I have completed formal training in research leadership, data management, and impact translation through university development programs and external workshops (e.g. ACOLA and ALTF events). I have also sought mentorship from senior researchers in my college and now mentor a new postdoctoral fellow myself.

I have engaged in discussions about impact and knowledge exchange with partners and have contributed to university-level working groups exploring how to better support community-engaged research. I aim to continue developing expertise in research translation and co-designed methods that engage non-academic stakeholders in climate research.

Sustained Contribution and Preparedness for Level B

Across the past four years, I have demonstrated the sustained professional growth and emerging independence expected of a Level B academic. My research output is consistent and increasing, my contributions to collaborative projects are substantive, and I am now leading my own work with growing external visibility. I contribute to academic life through research training,

governance, and peer support, and I have begun to establish a national presence in my field.

While still early in my career, I have intentionally built a trajectory that aligns with the expectations of a research-focused Lecturer and positions me for future grant leadership and HDR supervision. I respectfully submit this application for promotion on the basis of demonstrated impact, sustained research contributions, and strategic development as an academic scholar.

7.2 Application for Promotion from Level B to Level C

Academic Developer, Central Learning and Teaching Unit

Focus: Learning and Teaching, Academic Leadership, Collaboration

Over the past five years, I have contributed to transformative teaching and learning initiatives across the university, with a strong focus on inclusive curriculum design, digital innovation, and capacity building. While my role as an Academic Developer is not formally a leadership position, I have consistently exercised leadership through collaboration, mentorship, and strategic influence — enabling academic colleagues to innovate and improve student learning outcomes at scale.

Leadership Through Inclusive Practice

One of the most significant contributions I have made is in embedding Universal Design for Learning (UDL) principles into program-level curriculum design across three Colleges. I co-initiated and now co-lead a cross-institutional working group focused on inclusive curriculum and assessment. This team developed the Inclusive Curriculum Toolkit, now in its second edition, which has been accessed over 500 times by internal and external educators. It is used in curriculum reviews, teaching induction, and program accreditations. The uptake of this toolkit reflects both the relevance of the resource and the consultative leadership approach I have taken — working with academics, professional staff, and students to co-create strategies that support more accessible learning.

This work has led to sector recognition. I was invited to co-author the Universities Australia “Inclusive Teaching in Higher Education” framework published in 2024. I’ve since presented this work at three national conferences and been invited to consult with two other universities on adapting the framework to their institutional contexts.

Driving Teaching Enhancement and Student Outcomes

My contributions have led directly to measurable improvements in teaching quality and student experience. In 2023, I led a review of two large, first-year subjects with declining student satisfaction. Collaborating with the course teams, I designed a blended learning diagnostic tool and guided the redesign process. Within one year, both subjects recorded a 22% increase in student satisfaction scores and a 15% reduction in attrition rates. The blended learning review model I developed has since been adopted by two additional program teams and incorporated into the unit’s teaching enhancement toolkit.

I have also led professional learning initiatives to build teaching capacity across the university. I co-developed and facilitate the Foundations of Teaching program for new academic staff and tutors. Since 2022, over 100 staff have completed the program, and participant feedback has

consistently rated the sessions as relevant, inclusive, and practical. I also designed a digital resource hub that supports staff in translating inclusive teaching principles into practice, with over 1,000 page visits recorded since its launch.

Enabling Others' Success

Throughout my career, I have sought to lead by enabling others. In 2022, I launched a mentoring circle for colleagues preparing Advance HE Fellowship applications, focused on reflective writing and building confidence in articulating practice. Fourteen colleagues have now successfully received fellowship, and several are now mentoring others. Feedback from participants and their supervisors highlights how the program has influenced both teaching quality and recognition culture in their colleges.

I also provide ongoing informal mentoring and peer feedback to early-career academics and casual tutors. One of the most meaningful parts of my role has been supporting colleagues who may feel uncertain about their teaching, and helping them find confidence through reflection, dialogue, and practical tools. This approach reflects my belief that leadership is enacted through everyday relationships and consistent, thoughtful support of others.

Strategic and System-Level Contributions

I have contributed to institutional policy and governance through co-chairing the Accessibility in Assessment working group. This team developed a set of recommendations now adopted by the Academic Board, resulting in changes to assessment design guidelines and staff development offerings. These changes affect more than 3,000 students annually and align with our university's commitment to student equity and success.

In 2023, I joined the College Teaching and Learning Strategy Group as a central unit representative. In this role, I have helped align faculty and central priorities around student retention, first-year experience, and assessment integrity. My contributions have helped shape a more strategic approach to curriculum enhancement, grounded in evidence and shared values.

Conclusion

I believe my application demonstrates sustained contributions to learning and teaching enhancement at the subject, program, faculty, and institutional level. I have led through collaboration, systems thinking, and a commitment to enabling others to succeed. While I do not currently hold a formal leadership title, the outcomes of my work — in improved student learning, sector influence, and academic staff development — reflect the scope and impact expected of a Level C academic.

7.3 Application for Promotion from Level C to Level D

Senior Lecturer in Clinical Allied Health Sciences

Teaching and Research Academic with Professional Responsibilities

Focus: Teaching & Learning, Research, Professional Engagement, Academic Citizenship

I am seeking promotion to Level D on the basis of sustained and strategic contributions to

learning and teaching, clinically grounded research, academic leadership, and professional service. My career to date reflects a deep commitment to advancing the education and practice of allied health in Australia. I have consistently integrated my clinical expertise with academic leadership, and my work demonstrates enduring outcomes across teaching innovation, collaborative research, and the quality assurance of professional training.

Teaching and Learning

My teaching philosophy is grounded in authentic, patient-centred learning, and I have worked across undergraduate and postgraduate programs to embed professional reasoning, inclusive practice, and clinical judgement into curriculum and assessment. Over the past five years, I have led the development of three clinical capstone units to improve alignment between academic learning and workplace performance.

In 2020, I co-led a redesign of simulation-based teaching for final-year students in the college, incorporating real-time interprofessional collaboration scenarios. As a result of this work, student confidence in clinical reasoning (measured via self-efficacy scales) improved by 28%, and supervisor ratings of graduate readiness rose by 18% over two years. These results were presented at the national ANZAHPE conference and informed new simulation guidelines in my college.

I have received consistently strong student evaluations (average SET scores of 4.3+), and in 2023, I received a College Teaching Excellence Award for my leadership in clinical education innovation. I regularly mentor early-career staff and clinicians transitioning into academic roles, many of whom now lead subjects or clinical programs independently. I also co-facilitate a professional development module on inclusive clinical supervision for staff and placement partners which has grown from a single event with 12 participants in 2022 to being embedded in the college management of clinical partnerships and delivered to 200+ participants in 2025. The model for this program has been adopted by the University of Clinical Studies in the UK and is in its second year of implementation.

Research and Scholarship

I have maintained an active research profile focused on clinical education, allied health workforce development, and patient outcomes in community health settings. My work is informed by my clinical expertise and sustained through collaborative partnerships with health services and professional bodies.

Since 2019, I have published 14 peer-reviewed journal articles (eight as first or senior author), contributed to two book chapters, and secured \$680,000 in external research funding (Category 2 and 3). In 2021, I was lead CI on a Department of Health-funded project examining supervision models for early-career allied health professionals in rural placements. The project involved a statewide survey, development of supervision resources, and a practice guide now adopted by three major public health networks. I brought two ECR staff members into this team and supported their development by ensuring they were involved in network meetings, contract negotiations and able to develop authorship of outputs. Those staff members have provided positive feedback on the contribution of the project to their career trajectories and are now leading their own grant projects.

My work has also contributed to sector impact. I was invited to participate in a national working

group on clinical education quality standards for the Allied Health Professions Australia (AHPA), and my published framework on feedback literacy in clinical education has been cited in multiple professional training guidelines. I actively involve students in my research and have supervised three honours students (two first-class) and one PhD candidate to completion, with another HDR student currently under my supervision.

Professional Engagement and Clinical Responsibility

As a registered allied health practitioner, I maintain an active role in professional development and clinical standards. I am an accredited supervisor and continue to support student placements one day per fortnight at a metropolitan community health service. This clinical connection ensures my teaching and research remain relevant and practice informed.

In 2021, I was appointed Academic Lead for Professional Practice Standards in my college. In this role, I have led the alignment of our placement governance processes with national regulatory requirements and improved the quality and consistency of placement site audits. I co-developed an audit and review tool now used across all professional programs, supporting safer, more consistent placement experiences for over 400 students annually.

I was recently invited to serve as an external assessor for the Australian Health Practitioner Regulation Agency (AHPRA) on accreditation panels for new education programs and have participated in three site reviews. This external recognition of my judgment and credibility in the field reflects the standing I have built through sustained professional engagement.

Academic Citizenship and Leadership

I demonstrate leadership through both formal roles and collaborative influence. I currently chair the College Professional Studies Committee and have led major improvements in the integration of Indigenous health perspectives across our degrees, in partnership with the university's Indigenous Engagement Unit and community advisors.

I have contributed extensively to quality oversight activities, including leading the Teaching and Learning Performance Review process for my department. In 2022, I facilitated a review of assessment moderation practices, leading to the adoption of a new moderation framework. This initiative has enhanced academic integrity and improved the transparency of grading practices across subjects.

My leadership is also evident in mentoring and community-building. I am an active mentor in the university's Women in Academia network and recently co-developed a peer-support program for mid-career academics navigating workload challenges and career planning. I believe in supporting a positive academic culture built on inclusion, respect, and mutual support.

Sustained Contribution and Strategic Impact

Across all domains of my role, my contributions reflect a sustained trajectory of professional growth, leadership, and enduring influence. I have not only delivered outcomes but built systems, frameworks, and relationships that continue to benefit students, colleagues, and the profession. My work in simulation-based teaching, clinical governance, and professional supervision demonstrates how an integrated academic-clinical approach can improve both

learning and service quality.

As I progress to Level D, I will continue to mentor others, lead strategic initiatives, and deepen partnerships between the university and the health sector to improve outcomes for students, patients, and communities. I believe my case reflects the scope, quality, and impact expected of an Associate Professor, and I respectfully submit this application for consideration.

8. Appendix 2: Achievement Relative to Opportunity

As part of Flinders University's commitment to fostering a **fair, inclusive, and equitable workplace**, we recognise that excellence can be demonstrated in diverse ways and under varying circumstances. In line with this commitment, the University applies the principle of **assessing achievement relative to opportunity** within academic promotion processes.

This approach ensures that staff achievements are evaluated in the context of the opportunities available to them, acknowledging that career trajectories are shaped by a range of factors including caring responsibilities, part-time work, career interruptions, and other life circumstances.

It supports a more inclusive and equitable assessment process by recognising **the quality and impact** of contributions, rather than relying solely on volume or rate of output.

Importantly, achievement relative to opportunity is not about lowering expectations—it is about understanding the strategic choices individuals make in response to their circumstances, and valuing what has been accomplished within that context.

By focusing on the overall impact of achievements, this framework enables fair evaluation in relation to:

- The **quantum or rate of productivity**
- The **opportunity to participate** in certain types of activities, and
- The **consistency of output** over time

In the context of academic promotion, applicants are encouraged to provide a statement outlining any relevant role context or special circumstances that may have influenced their career development and achievements.

Role context (max 250 words) may include:

- Workload and responsibilities across domains of activity
- Changes in role between category or type, or focus of responsibilities
- Practice norms in the relevant disciplinary or transdisciplinary contexts
- Available resources, including situations where research or teaching is being conducted in remote or isolated communities
- Time employed in other sectors such as industry where required in your role

Special circumstances (maximum 250 words) may include:

- Unforeseen events that have a disproportionate impact on you/your work, such as pandemics, bushfires, political unrest etc

- Living with disability or significant health issue/s
- Caring responsibilities
- Diverse gender, sexuality, cultural and/or language backgrounds
- Experiencing domestic or family violence
- Cultural or familial responsibility
- Time associated with maintaining relationships of trust with Aboriginal and Torres Strait Islander communities
- Relocation of self and/or research laboratory, clinical practice setting or other similar circumstances that impact on research and education-related output

These statements provide the applicant with an opportunity to:

- Outline impactful circumstances and the period to which they apply
- Explain the impact on the career trajectory
- Highlight strategic choices made as a result

Applicants are encouraged to describe any period of career disruption and relevant timeframes. It is recognised that the impacts of any interruption may extend beyond the duration of a specific event so providing this context allows assessors to take this into consideration.

Assessors and panels need to consider two aspects of Achievement Relative to Opportunity and/or Career disruption:

- A quantitative indication of the time worked
- A qualitative evaluation of the impact of any career breaks and/or achievement relative to opportunity considerations on specific activities

In making an assessment, the promotion committee should evaluate and consider the impact of the applicant's personal circumstances as part of their holistic assessment of the promotion case. This requires assessing applicants on an individual basis in terms of how well they meet the relevant expectations and what strategic decisions they have made, and outcomes achieved to demonstrate their performance in an alternative way.

In addition, candidates must demonstrate that they continue to make an ongoing and positive contribution to, and fit within, the academic unit.

Disclosure and Confidentiality

Applicants are not required to describe specific details about sensitive issues. The statement should focus on the impact of personal circumstances on career trajectories and achievements relative to opportunity. Matters that are disclosed will:

- only be used for the purpose it is intended, and will form the basis of a contextual and holistic assessment of the staff member's achievements; and
- be kept confidential by those who are made aware of this information as part of the promotion process

Examples

Whilst an individual's situation and experiences will be unique to them, there are common examples where achievement relative to opportunity may be demonstrated following a Career Disruption statement. These examples are not exhaustive but intended to provide guidance on how statements can be framed and considered:

Example 1

During a 3-year period since last promotion, a Research Only staff member has taken a period of extended leave, followed by an extended period of part time work. The applicant's research time opportunity over this period was the equivalent of 18 months full time.

The committee can consider the applicants past performance to demonstrate growth in achievement and an upward trajectory, and their current research outputs to demonstrate performance relevant to the opportunity they had available to them.

Example 2

An academic staff member has limited capacity to attend and present at international conferences due to a chronic health condition or significant caring responsibilities. This staff member lists a small but appropriate number of publications in quality journals and has a high citation rate.

When being assessed for promotion, the promotion committee could consider if the candidate has demonstrated the appropriate quality and impact of performance in the overall criterion of "research", rather than focusing on the relatively lower output of conference presentations.

Example 3

A staff member is ineligible to apply for government grants as a Lead Investigator as one of the eligibility criteria is that the applicant must be a citizen of the country. As an alternative way to demonstrate their achievements, the staff member expanded their professional network to collaborate with other academics to prepare and apply for grants.

A committee may consider the circumstances that had prevented the staff from being Lead Investigator in grant applications and what actions the applicant took to have a positive impact on grant income.

Example 4

A staff member experienced a significant illness for three of the seven years spent at Senior Lecturer level.

The promotion committee could consider 'whole of career' and assesses the application, acknowledging that the candidate has demonstrated performance of a requisite quality although output during the years of ill-health may have reduced.

Example 5

Aboriginal and Torres Strait Islander applicants are required to demonstrate their achievements relative to opportunity. However, applicants may experience the ongoing impacts of intergenerational discrimination, colonial trauma, and significant cultural obligations, including Sorry Business, which can affect access to opportunities and patterns of academic output.

Committees should take these systemic and structural factors into account when assessing applications, including institutional cultural load, and focus on the quality, impact, and relevance of contributions over time. Contributions may include cultural leadership, community engaged scholarship, and service to Indigenous knowledges and communities.

Example 6

Staff members who identify as LGBTQIA+ may face discrimination, legal restrictions, or credible safety risks in certain countries. These risks can limit or prevent participation in conferences, fieldwork, or collaborative research activities in specific locations.

In their application, a staff member can demonstrate alternative approaches they have taken such as online or virtual reality participation or alternative location or conference options.

The promotions committee could consider that circumstances have prevented the staff member taking up opportunities due to health and/or safety concerns and focus on the overall quality and impact of their work, and other opportunities that they may have taken up in lieu of this.

Example 7

Applicants may have spent a period of their academic career working in private industry or government organisations, including through joint appointments, secondments, or similar arrangements. During this time, their contributions may not be fully captured by traditional academic metrics such as research publications, competitive research funding, or curriculum development, however, applicants can demonstrate how they have made other significant impacts for example translating research or evidence into policy, practice or operational outcomes.

In assessing promotion applications, the committee could recognise and value these nontraditional contributions by evaluating achievement relative to opportunity, including time spent outside academia focusing on nontraditional teaching and research outputs as valid evidence of performance and on quality, impact, leadership, and applicability of contributions rather than volume of traditional academic outputs.