



University of South Australia

ACADEMIC PROMOTION

**Information for academic staff
applying for promotion in 2009**

Human Resources Unit

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Section One: Guidelines to policy and procedure

1 INTRODUCTION

The guidelines to policy and procedure identified here apply to academic staff classified at Levels A, B, C or D who meet the prescribed eligibility requirements. Applicants may apply for promotion to

- Lecturer Level B/ Research Fellow
- Senior Lecturer Level C/Senior Research Fellow
- Associate Professor Level D/Associate Research Professor
- Professor Level E/Research Professor.

2 FRAMEWORK FOR PROMOTION

2.1 Criteria for promotion

The University's mission statement is

- educating professionals
- creating and applying knowledge
- serving the community

(see the [Statement of strategic intent](#)).

Promotion is based on the applicant's contribution towards this mission as it is expressed through their University role. The contribution is evaluated based on standards contained in the University's codes of good practice and through national and international standards that apply in the above three areas. Institutional, professional and community leadership and standing provide recognition and an expression of excellence in the various areas of contribution.

Promotion applications must cover the following four areas

- Teaching and Learning
- Research
- Knowledge Application
- Leadership.

These areas should apply the framework developed by Boyer for describing and evaluating academic work. Research-only staff may provide evidence of achievement in Teaching and Learning if their role includes such activities (see [Academic research-only Minimum Standards for Academic Levels \(MSAL\)](#) and [classification standards](#)).

The minimum requirement for consideration for promotion is that the applicant meets the skill base specified for the academic level concerned (These are outlined in the Academic and General Staff Collective Agreement 2006, [Minimum Standards for Academic Levels \(MSAL\)](#) and [classification standards](#)). In addition, applicants will be required to demonstrate merit in a competitive process.

2.2 Merit

Recognition of merit is a judgement made by the promotion committee based on evidence provided by the applicant, as well as referee reports and other reports as formally identified in the policy (see [HR-26.3 Academic Promotion](#)). The judgement of merit considers the extent to which applicants have abilities, aptitude, skills, qualifications, knowledge, experience and achievement (including relevant community experience), characteristics and personal qualities relevant to carrying out the duties in question and, where relevant, the manner in which an applicant carried out the duties or functions of any position, employment or occupation held or engaged (paid or unpaid), and the extent to which an applicant has potential for development.

2.3 Areas of contribution to the University's mission

The University's mission statement is

- educating professionals
- creating and applying knowledge
- serving the community

(see the [Statement of strategic intent](#)).

The areas of Teaching and Learning, Research, and Knowledge Application apply the framework developed by Boyer for describing and evaluating academic work. Applicants are advised to consult

Boyer E L (1990) *Scholarship reconsidered: priorities of the professoriate*. Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching.

Glassick, Charles; Huber, Mary and Maeroff, Gene (1997) *Scholarship assessed*. The Carnegie Foundation for the Advancement of Teaching, San Francisco: Jossey-Bass.

The University has recently been involved in a project on the scholarship of teaching and many of the works used in guiding this project deal more generally with the application of Boyer's notion of scholarships. Consequently, the bibliography from this project is useful to staff seeking to establish high or excellence in Teaching and Learning and also to staff that wish to elaborate generally upon their claims about scholarship in all areas of their role.

The bibliography is available at

<http://www.unisa.edu.au/hrm/employment/promotion/bibliography.doc>

Teaching and Learning

Contributions to the mission statement *educating professionals* involve the range of activities and skills outlined within the University's [Codes of good practice for teaching and learning](#) and for [Supervising students engaged in research activities](#). Excellence in this area of contribution involves the scholarship of teaching. The University's site on Teaching Excellence Awards and Scholarly Teaching Awards (see <http://www.unisa.edu.au/teachinglearning/goodteaching/default.asp>) provides information on evidence to support claims about teaching performance.

This area of contribution covers

- the design of appropriate teaching and learning environments (including those which enhance the development of graduate qualities)
- experience in teaching and course design

- teaching ability and leadership
- reflecting on, researching and promoting the improvement of teaching and learning
- good practice in the supervision of research students.

Research

Contributions to the mission statement *creating knowledge* involve the investigative activities of researchers in discovering new knowledge. At other times, knowledge in particular fields results from connecting and drawing upon insights from other areas through a multidisciplinary approach. These contributions involve the scholarships of discovery and of integration.

This area of contribution covers

- disciplinary and interdisciplinary research activities including basic and pre-competitive applied research
- research activities within professional frameworks
- creative activities in the broad field of creative arts
- research education/training and development/mentoring of future researchers
- supervision of post doctoral fellows.

Knowledge Application

Contributions to the mission statement *applying knowledge* show how knowledge is responsibly applied to consequential problems. Such contributions may involve enterprise through financial arrangements of consultancies. At other times applying knowledge can serve institutional or professional communities or the broader community at large. Such contributions involve the scholarship of application.

This area of contribution covers:

- professional consultancy
- creation and commercialisation of intellectual property
- application of research and knowledge with industry partnerships
- professional service and advice to government and other service and civic agencies
- formal and expert advice to legal and investigative agencies
- application of expertise within the university or in higher education.

Leadership

Institutional, professional, and community leadership and standing are recognition and practical expressions of excellence in an applicant's contribution to the mission of the University.

This area of contribution is termed Leadership and covers

- contribution to the University's teaching and learning strategy
- leadership involvement in funded projects arising from the University Teaching and Learning framework or strategy
- leading discipline groups in projects to achieve specified University teaching and learning priorities
- significant contribution to School/Division/University Teaching and Learning Committees to achieve specific improvements in the teaching and learning practices of others

- leadership of research team or determining research directions for research concentration/centre
- leading groups of staff in relation to enterprise developments involving the professional knowledge of the applicant
- leadership of other academics at an institutional, professional or discipline level including national and international communities
- contribution to institutional planning and/or governance.

Leadership and standing can be within the University or at state, national or international levels involving corresponding groups of academics and professionals. Leadership of groups can apply to Teaching and Learning, Research and Knowledge Application. Applicants must provide evidence of how their leadership is recognised by the members of a group or discipline or research concentration or profession. Applicants must also demonstrate the impact of their leadership upon the members of the group and, where appropriate, upon other communities. Promotion to Associate Professor requires leadership and standing at a national level while promotion to Professor requires demonstrated international leadership and standing.

2.4 Performance descriptors in each of the areas of contribution

All applications for promotion must, at a minimum, meet the skill base requirements applicable and described in the relevant Academic Position Classification Standards contained within the current Collective Agreement. In addition, applicants will be required to demonstrate merit in the areas set out below.

- Teaching and Learning
- Research
- Knowledge Application
- Leadership

Applicants will provide evidence against the promotion criteria, Teaching and Learning, Research, Knowledge Application and against the required leadership capacity for the appropriate academic level.

Applicants may argue their case for promotion by providing evidence in line with the performance levels identified in the matrix below.

The applicant is responsible for nominating their levels of performance across the promotion criteria. However, the committee may change the applicant's assessment if they determine it will advantage the applicant's case for promotion. The promotion committee will consider the strengths of an application against the required performance levels, seek external advice where required (Level D & E) and generate a committee assessment of performance for the applicant.

Performance in each criterion uses three generic descriptors: satisfactory, high and excellent.

The following matrix sets out the promotion criteria and the performance levels required for promotion.

Promotion	Teaching & Learning / research / knowledge application	Leadership	Additional rules
To level B	Performance must be satisfactory in all areas		Applicant may choose to provide evidence of leadership. Evidence of Teaching and Learning not required for research only positions.
To level C	Performance must be either high in all areas or excellent in one area, high in another and satisfactory in the third area.	University, State and emerging National	Research only position does not require evidence of <i>Teaching and Learning</i> .
To level D	Performance must be at least excellent in one area, high in the others	University, State and National	High can only be replaced by excellent. In addition, research only position does not require evidence of <i>Teaching and Learning</i> .
To level E	Performance must be at least excellent in one area, high in the others	National and International	High can only be replaced by excellent. *see below

*Evidence of Teaching and Learning is optional for research-only positions.

**Meet skill based requirements of a Level B academic

The summary below provides explanatory details for the above table.

Level B requirements

Evidence of a satisfactory level of performance in all three areas of achievement (Teaching and Learning, Research and Knowledge Application) is required.

Applicants are not expected to provide evidence of *leadership* but may choose to demonstrate how their performance has been acknowledged at the local, national or international level.

Evidence of Teaching and Learning is optional for research-only positions.

Level C requirements

Applicants for promotion to Level C must demonstrate **either**

- overall high performance in each area of achievement (Teaching and Learning, Research, Knowledge Application), **or**
- nominate and demonstrate particular excellence in one area of achievement, high in another and satisfactory in the third area. In both of the above cases, Level C applicants must demonstrate Leadership within the University and the state. Evidence of Leadership at national or international levels may also be provided.

Evidence of Teaching and Learning is optional for research-only positions.

Level D and Level E requirements

Applicants for promotion to Levels D and E must nominate and demonstrate particular excellence in one or more areas of achievement **and** at least high performance in all other areas.

Promotion to Associate Professor or Professor requires recognition of Leadership through

- an outstanding contribution to the University
- demonstrated academic excellence and academic leadership; and
- achievement of peer group recognition of national standing in the field of expertise if applying for Associate Professor, or international standing in the field if applying for Professor. Applicants must demonstrate this standing as part of their application.

Evidence of Teaching and Learning is optional for research only positions.

2.5 Applications for research-only positions

As indicated in the table in 2.4 applications for research only positions have a focus upon performance in research and knowledge application and involve leadership in these areas.

In each of the Minimum Standards for Academic Levels (MSAL) for Levels A,B,C,D and E Academic Research-only positions it is acknowledged that such positions may involve *occasional contributions to the teaching program within the field of the staff member's research* together with advice to postgraduate students (Level A) or supervision and co-supervision (Levels B to E).

Applications for promotion for research only positions may ask the committee to consider their teaching performance as part of their application. This request must be indicated on the [Promotion Application Cover Sheet – Research Only](#).

The University recognises this situation in regard to contribution to the teaching program in two ways. Firstly, for all levels of academic research-only positions promotion applications, the provision of evidence in the area of Teaching and Learning is optional. Secondly, where staff members choose to exercise the option of providing information about their teaching and their performance in this area there is no required or specified standard of performance in teaching linked to the promotion level sought.

Where an academic research-only role involves teaching/supervision and applicants intend to include this within their application for promotion, they are advised to

- provide details of the scope and extent of teaching within their role and its relationship with their research area/projects
- request their referees to comment on their teaching, or draw attention to their performance in the area of teaching (this will enable their supervisor to comment on this aspect in their report)
- consider whether evidence from students and peers is needed because of the relative importance that applicants assign to this part of their role.

3 ROLE OF PERFORMANCE MANAGEMENT

Performance management discussions for academic staff will take account of the promotions criteria and will identify development plans to assist staff with academic promotion. For further information on performance management go to the [Performance management website](#).

4 PROMOTION ELIGIBILITY

Academic staff

To be eligible for promotion applicants must be continuing or fixed term contract staff members. In the case of application for promotion to Level B, applicants who hold a fixed term contract must have completed one calendar year of service by the closing date of applications. Staff may be full or part time

Research-only staff

All continuing or fixed term contract Research-only staff may apply for promotion on merit. Applicants for promotion to Research Fellow must have had 12 months continuous service with the University by the closing date for applications. Externally funded research-only staff who are deemed meritorious will be promoted only if funding is available and approved by the relevant funding body.

5 QUOTAS

The matter of quotas is one that is determined each year and information concerning quotas on promotion will be included in the call for applications.

6 APPLICATIONS FOR PROMOTION TO DIFFERENT LEVELS

Applicants must submit a separate application for each level of promotion being sought. The applications must address the specific criteria for each level to which promotion is being sought.

7 RE-APPLICATION FOR PROMOTION TO A PARTICULAR LEVEL

In cases where an application has previously been made for promotion and was unsuccessful, **the applicant is required** to highlight evidence of progress and achievement across all promotion criteria since the submission of the last application.

8 SUBMISSION OF SIGNIFICANT INFORMATION AFTER THE CLOSING DATE

Until the first meeting of the relevant promotion committees, applicants may update their application to reflect significant new achievements and/or information that may have occurred after the close of applications. The first meeting date will be available from the respective Executive Officer. Superficial or editorial changes will not be accepted.

However, if there is a matter of a grant application, doctoral submission or publication submission which was foreshadowed in the original application, and where there have been formal approvals of such achievements before the committee has concluded deliberations in relation to the specific application, evidence of success may be forwarded to the Executive Officer.

9 MEMBERSHIP OF PROMOTION COMMITTEES

To be read in conjunction with Human Resource Policy [HR-26.3 Academic Promotion](#)

Each academic Division will establish a promotion committee to consider applications for promotion to Lecturer Level B/Research Fellow and Senior Lecturer Level C/Senior Research Fellow according to the Human Resource Policy [HR-26.3 Academic Promotion](#). Academic staff from the

Centre for Regional Engagement seeking promotion to Lecturer Level B/Research Fellow and Senior Lecturer Level C/Senior Research Fellow will submit their application to the relevant Division Promotion Committee based on their discipline background.

Applications for promotion to Associate Professor Level D/Associate Research Professor and Professor Level E/Research Professor will be considered by a university-wide promotion committee.

Promotion to Associate Professor and Professor Committee

The promotion committee recommends to Council who will approve the appointments. The promotion committee comprises

- Chair: Vice Chancellor's nominee
- Vice Chancellor (or nominee)
- Deputy Vice Chancellor: Academic (or nominee)
- Deputy Vice Chancellor: Research and Innovation (or nominee)
- one senior external academic at Level E (or equivalent standing)
- two Professors elected by the Professors, for a term of two years
- two Associate Professors elected by the Associate Professors, a term of two years.

In attendance:

- Director: Human Resources (or nominee)

Promotion to Senior Lecturer Committee — Divisional Committee

The promotion committee recommends to the Vice Chancellor who will approve the appointment. The promotion committee comprises

- Pro Vice Chancellor of Division as Chair
- one senior academic nominated by the Vice Chancellor for a term of two years
- one academic staff member appointed by Division Board at Level C for a term of two years
- two members of academic staff from the Division at Level C or above, elected by academic staff from the Division for a term of two years
- one student member of Division Board.

Promotion to Lecturer B Committee — Divisional Committee

The promotion committee recommends to the Vice Chancellor who will approve the appointment. The promotion committee comprises

- Pro Vice Chancellor of Division as Chair
- one senior academic nominated by the Pro Vice Chancellor of Division for a term of two years
- one academic staff member appointed by Division Board at Level B for a term of two years
- one member of academic staff from the Division at level B or above, elected by academic staff from the Division for a term of two years
- one student member of Division Board.

The policy on [Diversity and Representation on Committees and Working Groups](#) applies to all promotion committees.

The processes of appointment or election of committee members should be arranged such that half of the committee members are appointed or elected for one year only to avoid subsequent situations in which most or all two year appointments expire in the same year. At any future time when an imbalance of current experience exists, the Vice Chancellor may with consultation vary the term of individual members for a period of up to one year.

Promotion committee for academic positions outside the Division structure

The Vice Chancellor will establish the promotions committee for those academic staff in positions outside of the Division structure who are seeking promotion to Lecturer B/Research Fellow or Senior Lecturer, Level C/Senior Research Fellow.

10 FUNCTIONS OF THE PROMOTION COMMITTEE

Promotion committees are responsible for

- ensuring adherence to and the consistent application of the Academic Promotions Policy
- providing recommendations and report, as necessary, to the Vice Chancellor on compliance with the policy
- considering applications received and forwarding the promotion committee's recommendations to the appropriate authority for approval
- reviewing promotion policy and procedures as required and recommending any necessary changes to the Vice Chancellor.

Applications will be assessed on merit and the promotion committee will make its recommendations based only on

- material supplied by the applicant
- the referees' statements
- the report by the Head of School*
- the applicant's response to the report by the Head of School*

and, where appropriate

- the interview
- reports of external assessors
- additional information sought by the promotion committee.

** Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager.*

11 ADDITIONAL INFORMATION SOUGHT BY THE PROMOTION COMMITTEE

The relevant promotion committee may seek additional information from applicants. Applicants are advised to maintain records of evidence in the following areas in the event that the committee does request additional information.

Instruments and Data from Evaluating Teaching Performance

Applicants should keep copies of all questionnaires used and data collected when evaluating their teaching performance, but **should not** submit questionnaires or raw data with their application. The promotion committee may request access to evaluation instruments and raw data where it wishes to confirm the substance of claims about performance.

Teaching portfolios

Where staff have used a teaching portfolio to provide evidence of achievement in teaching and curriculum development skills, the relevant promotion committee may request the portfolio.

Publications

The promotions committee may ask applicants to supply a copy of the four publications which the applicant believes are representative of their most significant work. To assist the committee, the applicants should asterisk these publications in their curriculum vitae.

12 INTERVIEWS

Applicants for promotion to Levels B and C will not be interviewed. Applicants for promotion to Levels D and E may be interviewed. The interview will constitute an important input to the panel's deliberations.

13 CONFIDENTIALITY

All materials and deliberations relating to academic promotion applications will be treated in the strictest confidence by all participants in the promotions process. Committee members will not discuss applications or committee recommendations outside of the committee meetings.

14 NOTIFICATION OF OUTCOME

Applicants will be informed of the outcome of their application in writing by the Director: Human Resources, following endorsement by the Vice Chancellor and Academic Board in the case of Levels B and C and by Council for Levels D and E.

Unsuccessful applicants may meet with the chair and/or nominee(s) of the relevant promotion committee to discuss the outcome of their application, with a view to obtaining advice to assist them with any subsequent application.

15 APPEALS

An applicant may lodge an appeal in accordance with University policy (see the policy [HR-6.4 Staff Appeals](#)).

16 TRAINING FOR PROMOTIONS COMMITTEE MEMBERS

The University will provide annual training for promotion committee members. The content of the training program will be developed by the Human Resources Unit in consultation with key University staff. Training will include the University's promotions framework, and its processes and procedures.

Section Two: Administrative procedures

1 Promotion schedule

Promotion rounds will be held annually with applications normally closing mid-July.

The Director: Human Resources will call for applications, and closing dates will be advised. Applications must be lodged with the designated person **by 4.00pm – Monday, 13 July 2009.**

Applications will not be accepted after the closing date.

Information sessions for applicants will be conducted in April/May each year.

Successful promotion will be effective from 1 January of the following year.

2 Application: page limits and font size

Applications for ***all categories*** of promotion excluding the curriculum vitae are limited to the following number of pages in ***no less than Arial 12-point type, single line spacing.***

Promotion to Level B: 10 single sided A4 pages

Promotion to Level C: 16 single sided A4 pages

Promotion to Levels D and E: 16 single sided A4 pages

The Head of School* report and the applicant's comments on this report are additional to these page limits.

See Appendix 2 for more information about your Curriculum Vitae.

Applications exceeding the nominated page limits will be returned to the applicant for modification and must be returned to the Executive Officer of the relevant promotion committee by the date designated by the Executive Officer.

All applications and curricula vitae must include a footer that clearly states the applicant's name, the level being applied for, along with a page number in the bottom right hand corner.

When calling for applications the Director: Human Resources will advise the number of copies to be forwarded to the Executive Officer of the relevant promotion committee.

Applicants for promotion to Level D/E must also provide an electronic copy of their application, saved as a Microsoft Word document, on a disk or CD clearly marked with their name and the level for which they are applying.

** Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager.*

3 Promotion coversheet and checklist

All applications (and copies) for promotion must include the appropriate Promotion Application Coversheet**. The coversheet must be completed and include:

- nomination as to the type of application being submitted, for example in the case of Level C, excellent in one area, high in another and satisfactory in the third area **or** high in all areas.
- clear statement as to the level of promotion being sought, for example Level B, Level C
- contact details of nominated referees, and Head of School*/Director of Research Institute/Centre for Regional Engagement and Dean Whyalla.

**Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager.*

***Note: There are separate coversheets for an academic application ([Promotion application cover sheet – academic](#)) and a research-only application ([Promotion application cover sheet – research only](#)).*

A checklist is provided for the applicant's use to ensure that all details are included before the application is submitted. The checklist should not be lodged with the application for promotion [Promotions application checklist](#).

Section three: Making an application

1. The components of an application

Applications are to contain the following components.

- A succinct case for promotion on merit explicitly addressing academic qualifications/skill base (and, where appropriate, a case for equivalent accreditation or standing).
- Evidence and argument that demonstrates achievement of particular levels of performance in areas of achievement (Teaching and Learning, Research, Knowledge Application) with an argument for and evidence of Leadership.
- (see Appendix 3 and Appendix 4)
- The names and addresses of the required number of referees.
- A detailed curriculum vitae (see Appendix 2)

Following the receipt of an application:

- The executive officer requests a report from the applicant's Head of School.
- The applicant will then have the opportunity to respond to the report.
- For Level D and Level E promotion the executive officer will request a confidential Pro Vice Chancellor or Deputy Vice Chancellor report.

The next sections provide further information on each of the above components of an application.

** Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager.*

2. The succinct case for promotion

Applicants should provide evidence against the promotion criteria, Teaching and Learning, Research, Knowledge Application and against the required leadership capacity for the appropriate academic level.

Applicants may argue their case for promotion by providing evidence in line with the performance levels identified in the matrix below.

The applicant is responsible for nominating their levels of performance across the promotion criteria. However, the committee may change the applicant's assessment if they determine it will advantage the applicant's case for promotion. The promotion committee will consider the strengths of an application against the required performance levels, seek external advice where required (Level D & E) and generate a committee assessment of performance for the applicant.

Applicants should address, in an opening statement, the basis for their application. In addressing the criteria, applicants must nominate areas of achievement and present information to justify their claims to the levels of performance specified in the opening statement. Applications should be concise and persuasive, and indicate precisely how applicant's qualifications, experience and contribution qualify them in respect to the different areas of achievement and the relevant levels of performance.

In the past, discrimination in promotion processes may have impeded the ability of groups (such as women and some ethnic groups) to progress in their chosen careers. Societal demands (like parenting responsibilities) placed upon some individuals may have also impeded their career prospects. Applicants are invited to comment in their application if they believe that such matters are relevant to their claims for advancement.

Applicants who consider that they need to raise equity considerations in accordance with Appendix 5 *Equal opportunity Information for applicants applying for academic promotion* should clearly state their case in their application.

Where a staff member is reapplying after an unsuccessful application, the case for promotion should highlight evidence of progress and achievement ***since the last application***.

3. Evidence and argument for performance in Teaching and Learning, Research, Knowledge Application and evidence and argument for Leadership

Materials in Appendix 3 and Appendix 4 contain information about the broad areas of performance for each of Teaching and Learning, Research and Knowledge Application and consider areas in which Leadership may take place. In addition, there is information on the types of evidence that may be used in each of the areas of contribution. Normally, applications for promotion have separate sections for each of Teaching and Learning, Research, Knowledge Application and Leadership.

4. Referees

Referees should be people of standing in relevant academic and professional fields, whose judgements can be relied upon by the relevant promotion committee in its deliberations. Applicants should consult referees in advance to ensure that they are willing and available to act in this capacity.

Referees should be asked to report in terms of the areas of achievement known to them, and levels of performance appropriate to the academic level sought. Applicants are advised that it would be useful to provide referees with evidence of achievements, such as key publications and/or particular evidence of teaching and/or curriculum development.

The requirements for the various levels of promotion are:

- Promotion to Level B/Research Fellow: two referees, ***one of whom must be external to the University.***
- Promotion to Senior Lecturer or Senior Research Fellow: three referees, ***one of whom must be external to the University.***
- Promotion to Associate Professor, Associate Research Professor, Professor or Research Professor: three referees, ***one of whom shall be external to the University and one of whom shall be internal to the University.*** Applicants for promotion to Professor or Research Professor should be able to demonstrate an international standing. This should be considered when nominating appropriate referees.

Note: It is expected that in most instances the Head of School would not act as a referee, except when there is a limited number of academics in the applicant's field, in which case it may be appropriate to use a Head of School as a referee. It is highly preferable to have at least 1 internal referee.

To assist the process, applicants are asked to provide the names of their referees on the promotion application cover sheet. It is also useful within the application to give a brief statement about the standing of the referee and their suitability for commenting upon the claims made within your application.

It is the responsibility of applicants to seek the reports from their referees, which should then be directed to the Executive Officer of the relevant promotion committee. **The reports should be provided on a confidential basis and delivered to the Executive Officer by the closing date of applications.** It is also the responsibility of applicants to provide referees with a copy of the application, and to inform them of the procedures and expectations associated with their role as referee.

5. The curriculum vitae

The purpose of the detailed CV is to provide supporting evidence to the succinct case for promotion. Appendix 2 outlines a recommended structure for a CV.

6. Report from the Head of School* / Director of Research Institute / Director for the Centre for Regional Engagement

The Head of School* or Director of Research Institute is required to make comment on each application following consultation with other senior members (including Professors) from the applicant's discipline. In the case of Centre for Regional Engagement, the Director will provide a report on each application for promotion from academic staff from the Centre for Regional Engagement following consultation.

The report will involve making comments on the claims and evidence in the various areas of contribution of the applicant including the evidence of teaching performance compiled through the use of the standard Student Evaluation of Teaching (SET) questionnaire.

A copy of the report will be provided to the applicant at a meeting with the Head of School*, the Director of Research Institute or the Director for the Centre for Regional Engagement. The Head of School*, Director of Research Institute or Director for the Centre for Regional Engagement will sign a Head of School* report cover sheet to indicate that the report has been discussed with the applicant and then will forward it with the report to the Executive Officer.

The applicant may comment on the report from the Head of School*, Director of Research Institute or Director for the Centre for Regional Engagement. It is the applicant's responsibility to forward their comments on the report to the Executive Officer within the time-frame outlined on the [Comments cover sheet](#).

The report from the Head of School*, Director of Research Institute or Director for the Centre for Regional Engagement may provide information concerning the negotiated role and the expectations arising from that role agreed during performance management discussions. This may be relevant where an applicant's negotiated role under performance management results in a focus in a particular area/s of achievement and negotiated commitment results in a changed capacity to perform across all the required areas of achievement.

** Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager. The Executive Officer will request the Head of School report.*

7. Confidential Report from the Pro Vice Chancellor or Deputy Vice Chancellor (for Level D and Level E applications only)

The Pro Vice Chancellor or Deputy Vice Chancellor from the applicant's discipline is required to provide a confidential report in which comment is made about the applicant's claims and evidence across all the required areas of achievement. The Executive Officer will request the report from the Pro Vice Chancellor or Deputy Vice Chancellor.

8. External assessors' reports

At least two external assessors' reports from academics and/or professionals within the applicant's area of expertise are sought by the promotion committee for **short-listed** applicants as part of the process of promotion to Levels D and E. Such reports provide peer assessment of the claims made in the application against the criteria set out in the University's promotions process.

A listing of possible external assessors is prepared by the relevant Pro Vice Chancellor or Deputy Vice Chancellor. The Deputy Vice Chancellor: Research and Innovation then selects at least two external assessors for each short-listed applicant. **The applicant must provide their relevant Pro Vice Chancellor or Deputy Vice Chancellor with a copy of their application.**

In cases where the committee believes substantial clarification of issues arising from promotion committee discussions is necessary to reach a judgement, additional reports may be sought.

9. What to leave out

Applicants should not include testimonials, books, journal articles, software, works of art, musical scores, photographs or audiovisual materials.

Applicants should not include in the main body of the application, their CV or attach as an appendix bundles of student questionnaires or raw data from other evaluation processes. See Appendix 3, Section 1 for types of appropriate evidence to include for the area of Teaching and Learning.

Testimonials appended to the application will not be considered by the promotion committee and will be returned immediately to the applicant.

Appendix 1: Description of performance levels

The following examples are generic and require interpretation with regard to the discipline/professional area and other contextual factors that influence performance and the interpretation of levels of performance.

1 Satisfactory performance

Examples of satisfactory performance are as follows.

- Active engagement in critical analysis of personal teaching ability and learning outcomes of students. Ratings of teaching achievements by students and peers should demonstrate competence over a range of areas.
- Demonstrated application of the graduate qualities in an integrated manner in the delivery of courses.
- Active engagement in research and scholarship, normally evidenced by publications in refereed journals, books, conference proceedings, or appropriate non-print media.
- Regular participation in the administrative functions of the School and/or Division.
- Regular participation in the affairs of relevant professional bodies and community groups and/or professional practice and/or the development of continuing education programs for the profession.

2 High performance

Some examples of high performance are as follows.

- Evidence of leadership and/or innovation on more than a minor scale within the University.
- Formal evaluations of teaching and curriculum development consistently rated at 'above average' by stakeholders and evidence of sensitive application of evaluative material in attempts to improve student learning.
- Winning external grants for research, publication of refereed journal articles, books, book chapters and refereed conference proceedings.
- Active engagement in scholarly work of a high level and attainment of significant external recognition.
- An active and influential role in, for example, relevant professional bodies and/or community groups. Such leadership could be demonstrated by regular presentations at conferences and by the taking of a leadership role in relevant national and international organisations.

3 Excellent performance

Some examples of excellence at the highest level are as follows.

- Evidence that the applicants have consistently been 'in the front rank' of University teachers in their discipline. A distinguished record of achievement in teaching might also include in addition to 'excellent' or 'outstanding' ratings on evaluation forms, publications of high renown to do with University teaching in the applicant's field and evidence of notable leadership in this teaching. The applicant should have achieved national and/or international prominence as a result of these latter activities.
- Evidence of research and scholarly work at the highest level resulting in an international reputation, supported by the applicant's referees. Publications in refereed journals, books by commercial publishers, book chapters by commercial publishers.

- Winning NCG grants, membership of NH&MRC and membership on ARC panels.
- Assuming a leadership role, for example, by holding senior office in relevant professional bodies and community groups and being highly influential in this role; being the principal organiser of major national and international conferences, and/or giving invited keynote addresses at significant meetings and conventions.
- Successfully carrying out major administrative and leadership roles within the University and/or the higher education system.

Appendix 2: Format of the curriculum vitae

The CV should contain the following information. See website for [CV template](#).

PART A – should not exceed eight (8) pages in length

Personal details

- Full name.
- Details of current position.
- Contact information.

Academic qualifications

- Academic qualifications held.
- Further study being undertaken towards additional qualifications (if any).
- Where appropriate, a detailed case for equivalent accreditation or standing.

Employment History (start with current position and work backwards)

- Career summary of duties/positions within the University.
- A summary of work-related experience prior to joining the University.

Professional awards and distinctions

- Provide details.

Teaching and Learning (list activities in this area)

- List activities in this area.

Research Experience (list activities in this area)

- List activities in this area.

Knowledge Application experience (list activities in this area)

- List activities in this area.

Leadership experience (list activities in this area)

- List activities in this area.

PART B

List of Publications

Publications, which may provide evidence of attainment in Teaching and Learning, Research or Knowledge Application, should be organised into coherent groupings rather than a single chronological list.

It is expected that applicants will argue a case for the significance and/or peer valuing of the publications cited. The order of the following listing may not reflect significance and/or peer involvement in valuing, so where necessary applicants are advised to provide information about such matters.

The four publications that the applicant believes are representative of their most significant work should be marked with an asterisk.

Information on the ranking of journals/books using externally benchmarked lists (indicating the date and source of the ranking), can help panel members assess the standing of the journals (or publishers) included in your track record.

Books, Theses, Book Chapters (delete this selection if not applicable)

- Author(s), title, editor, publisher, year of publication, page numbers.

Refereed Journals (delete this selection if not applicable)

- Author(s), title of article, journal name, volume, number, pages, year.

Non-refereed Journals (delete this selection if not applicable)

- Author(s), title of article, journal name, volume, number, pages, year.

Refereed Conference Proceedings (delete this selection if not applicable)

- As for journals.

Non-refereed Conference Proceedings (delete this section if not applicable)

- As for journals.

Conference Posters/Abstracts (delete this section if not applicable)

- As for journals.

Reports (delete this section if not applicable)

- Reports commissioned by international, government, commercial and other agencies.

Media Statements/Interviews (delete this section if not applicable)

- As for journals.

Presentations, Seminars, Exhibitions (delete this selection if not applicable)

- As for journals.

Patents/License Agreements (delete this section if not applicable)

- Provide details.

Invited Plenary Addresses at Conferences (delete this selection if not applicable)

- As for journals.

In Press

- If the work has been accepted for publication, it should be identified as 'in press' with appropriate evidence of publishing details including:
 - the name of the Journal
 - the date of acceptance of the article
 - a copy of the letter confirming acceptance

Submitted

- If claiming that publications have been submitted, the date of submission must be included.

Work in Progress (delete this selection if not applicable)

- Work in progress may be mentioned, but it will be viewed as a current interest rather than evidence of scholarship.

Appendix 3: Areas of contribution

1 Teaching and Learning

The *Teaching and Learning Framework* (TLF)

<http://www.unisa.edu.au/ltu/staff/start/framework/default.asp>

is the university's touchstone document regarding its beliefs and value commitments about quality teaching and student outcomes. It establishes the conceptual and philosophical basis that underpins all other teaching and learning related policies, plans and activities.

This framework maintains the university's commitment to its 'Graduate Qualities' but also encourages experiential learning. Its primary theme is to make the student rather than teachers the focus of teaching and learning in the university's programs.

Applicants for promotion should be able to relate their teaching performance to the key tenets of this framework.

Excellence in this area of contribution involves the scholarship of teaching which includes:

1. The design of appropriate teaching and flexible learning environments and practices by:
 - acknowledging students' competencies when developing learning activities, assessments and resources
 - enhancing the development of the University's graduate qualities,
 - engaging students in their learning,
 - developing disciplinary knowledge
 - providing experiential learning opportunities
 - designing innovative, scholarly and coherent programs/courses
 - providing students with easy and informative access to program/course structures/processes/requirements
 - building in procedures which support student learning
 - ensuring clarity of aims and objectives for course components and assessment, and
 - developing and delivering online and other flexible teaching and learning modalities
2. Experience in teaching and course design, which might include
 - the ability to manage teaching and learning arrangements for a range of courses (areas) and year levels, and
 - the ability to adjust approaches to teaching in order to cater for different groups (eg off shore and indigenous students), student abilities (eg equity groups), and applications of technology within teaching (eg online teaching)
 - the ability to structure opportunities for students to explore new experiences and challenge their current beliefs
 - the capacity for students to see the relevance of what they are learning to professional and service based contexts
 - the ability to promote students' active engagement in the learning process
 - explaining things clearly
 - the capacity to encourage students to take responsibility for their own learning
 - being accessible and available to students
 - showing interest in your own teaching
 - applying content that is current, relevant and accurate

- designing courses and programs that are consistent with their stated aims
- showing an interest in students' learning needs and progress and encouraging and motivating them
- making the subject interesting
- providing meaningful and timely feedback
- responding to student feedback
- designing activities that are challenging, interesting and create opportunities for students to have fun
- ensuring students are able to demonstrate effective learning by designing and adopting appropriate assessment methods
- having high quality learning materials ready for students

3. Teaching ability and leadership

Teaching ability may be described by referring to a number of teaching functions to facilitate student learning. Standard characterisations of teaching functions (like orientating, motivating, presenting, clarifying, elaborating, consolidating, confirming) may be used to describe ability. Alternatively, applicants may use their own characterisation. Teaching ability also includes the use of appropriate methodologies and technologies to support the learning of individuals and groups of students.

Leadership in relation to teaching refers to activities directed towards developing methodologies and processes to be used by others, and/or working with peers to devise strategies for developing their teaching and curriculum development skills. Leadership in teaching includes enhancing:

- the scholarship of teaching and experiential learning
- the capacity to enhance disciplinary knowledge
- the internationalisation of the curriculum

Program Directors have a range of opportunities to demonstrate leadership in Teaching and Learning. The position description at http://www.unisa.edu.au/hrm/employment/recruitment/pro_directors.asp outlines a range of opportunities for

- academic leadership,
- the promotion of a culture of scholarship and excellence in teaching and student engagement, and,
- providing management and leadership in relationships with students undertaking the program and with employers, industry and professional associations that engage with graduates of the program.

4. Reflecting on, researching and promoting the improvement of teaching and learning so that teaching is seen as an insertion into the processes of research. This requires teachers to:

- critically review their own teaching, using evidence such as video tapes, student and peer feedback and student outcomes data and information
- make an appropriate contribution to the quality of teaching in the school/division through membership of teaching-related committees and research into the teaching/research nexus
- organise student project work around existing or developing staff research interests
- set students tasks and problems which encourage inquiry into discipline knowledge

- acknowledge the contribution that students make to academics' work through their literature searches, field data, dissertations and experiences
 - work closely with industry and employer groups to apply discipline knowledge to the workplace and to develop research skills and case studies for use in teaching.
 - conduct research on, and development of, teaching in a particular discipline, and
 - promote improvements in teaching and learning through establishing discipline-based interest groups that evaluate and generate innovations in teaching, student assessment, flexible delivery and in developing course materials
 - seek funded teaching grants and awards.
5. Good practice in the supervision of research students as evidenced by the teacher's:
- extent and quality of support for students undertaking research
 - ability to help with 'crisis points' in research
 - sensitivity to ethical issues in research and its supervision
 - establishment of individual learning contracts between the student and staff member for particular courses
 - contribution to structured programs, supervisor skill development
 - timely completion rates of students supervised.
 - regular monitoring of student progress
 - quality examination results
 - risk anticipation and management
 - clear and stated expectations
 - application of good interpersonal skills
 - academic support and guidance
 - prompt and constructive feedback
 - encouragement for publication/presentation by students within and post candidature
 - help with students' network/career plans
 - willingness to engage in own continuing professional development (developing knowledge)
 - mentoring role with new & associate supervisors (sharing knowledge)
 - contribution to institutional learning in research education

Useful references which elaborate on the attributes of leadership in teaching and learning are: Ramsden, Paul (1998). *Learning to Lead in Higher Education*. London: Routledge.

Marshall, S J (2006). *Issues in the Development of Leadership for Learning and Teaching in Higher Education*. Carrick Occasional Papers. Online at: http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_leadership_occasionalpaper_stephenmarshall_nov06.pdf

Scott G, Coates H & Anderson M (2008). *Learning Leaders in Times of Change: Academic Leadership Capabilities for Australian Higher Education*. University of Western Sydney, the Australian Council for Educational research, and the Australian Learning and Teaching Council. Online at: http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_leadership_uws_a cer_summary_june08.pdf.

2 Research

Contributions to *creating knowledge* involve the investigative activities of researchers in creating and discovering new knowledge. At other times, knowledge in particular fields results from connecting and drawing upon insights from other areas bringing a multidisciplinary approach. These areas of contribution are included in the definition of Research which covers the following areas:

- The conduct of disciplinary and interdisciplinary research activities including basic and pre-competitive applied research.
- Development of research based guidelines or recommendations for policy, contribution to professional meetings, conferences.
- Creative activities in the broad field of creative arts. Creative activities may include
 - individual exhibitions, publications or performances
 - significant venues or publishers for completed works
 - significant invitations to publish or exhibit
 - participation in, or receipt of, awards in recognised professional competitions
 - receipt of appropriate grants/scholarships
 - participation in significant joint exhibitions or performances
 - critiques, media review of work through curatorial reference, and
 - commissioning of work by significant bodies.

The following table provides **some** illustrative examples, the types of evidence and benchmarks that are useful in interpreting evidence for the area of Research. The table is not intended to cover all forms of activities and evidence that arise as staff undertake a wide variety of academic roles.

Staff are advised to give attention to providing specific information that enables the promotions committee to interpret the academic quality and broad impact of the research activity.

In reading the following table the applicant should explain their achievements with respect to the evidence provided. For example:

- the involvement of the applicant in any joint activity related to research – e.g. in the conception and writing of externally funded grant proposals, the role associated with the conduct of the research activity, the parts of any research that achieve outcomes that are the responsibility or key work of the applicant.
- the type of academic/peer review that takes place to evaluate research output and in achieving a research grant
- the involvement of the applicant in any joint publication (perhaps expressed in percentage terms or a description of the part or section for which the applicant was responsible)
- information on the implications of the order of authorship in refereed publications in the discipline area
- any information from indices such as journal impact factors and citation rates that relate to the quality of publications arising from the research.
- Information of the specific nature of any leadership role in team based or collaborative research
- the effective management of the research/research grant in meeting research output, supervision of research students or other researchers,
- reference to any evidence relevant to the gaining of research funding, the conduct of the research and the evaluation of the research processes used
- activities involving research degree supervision and mentoring other researchers
- invited presentations at national or international research conferences; invited Chair of conference sessions etc

- indicators of esteem within relevant research communities with evidence of invitations to join research assessment panels, memberships of journal boards etc

Area	Example	Standards/benchmarks	Evidence
Disciplinary and professional research.	Gaining independent or collaborative research awards and grants.	National grants e.g. ARC, NHMRC (etc). Competitive industry grants.	Awards/grants/ sponsorships for research activities
	Presentation and publication of research findings.	Extent of peer review processes.	National or international conference presentations
		Standing of publisher/ journal/peer review arrangements	Books, book chapters, refereed journal articles, non refereed journal articles, technical reports. Impact factor of journal
		Citations, critical reviews of work. Critical reviews of work.	Contributions to significant/peer recognised publications.

Area	Example	Standards/benchmarks	Evidence
Disciplinary and professional research. (cont.)	Research alliances with external bodies (eg industry, government etc)	Appropriateness and extent of alliance. Standing of the external body.	Funding grants received. Measures of significance of broad impact of research outcomes.
	Development of research policy or research directions for an area.	Best practice from leading research institutes/institutional bodies in the relevant areas. Impact/effectiveness of policy.	Examples of policies, strategic planning statements.
	Research capacity and leadership of research groups.	Personal leadership and management qualities.	Strategies and activities to enhance professional skills of colleagues. Support and direction to colleagues in obtaining research grants. Leadership of research teams and research students.
	Research degree supervision.	Code of good practice on supervision of students.	Successful and timely completions. Contribution of research outcomes to specified research directions.
Interdisciplinary research (note that this includes generic standards and evidence used above in the area of disciplinary and professional research).		Externally funded grants	Examples of encouraging and contributing to research input (skill/design) to groups from other disciplines or across the University. Contributions to multidisciplinary research teams.

Area	Example	Standards/benchmarks	Evidence
Creative activities.	Exhibitions	Invitations to exhibit. Standing of other exhibitors/standing of reviewers.	Reports/critical reviews of works within the exhibition.
	Patents		
	Publications		
	Invited/commissioned works.	Standing of the commissioning agency.	Reports/critical reviews of works.
	Awards in professional competitions.	Peer review panel standing/standing of previous award winners	Evidence acceptance of application and/or of award being granted.
Peer Esteem Measures			Editorial or consulting work for publishers/ journals. Visiting fellowships/ artist in residence.
		Invited/keynote lectures. Conference organisation: session chair	Status of conference Scope of conference (local / national / international)
			Acting as an examiner Scholarships/prizes Citations in media/ professional communications.
		Refereeing/assessment.	Status of journal/ book. Granting agency

3 Knowledge Application

Contributions to *applying knowledge* show how knowledge is responsibly applied to consequential problems. Such contributions may involve enterprise through financial arrangements of consultancies. At other times applying knowledge can serve institutional or professional communities or the broader community at large. Such contributions involve the scholarship of application. This area of contribution is termed Knowledge Application and covers the following.

- Professional consultancy. Areas of contribution could include
 - determination of new applications of existing knowledge
 - work-orientated activities with outside professional groups or organisations, and
 - the development of resources or techniques used by professions.
- Disciplinary and interdisciplinary research activities including basic and pre-competitive applied research.

- Creation and commercialisation of intellectual property (this may include the applicant's efforts to commercialise their research or contribution that they make through licensing or other forms of commercialisation).
- Professional service and advice to government and other service and civic agencies
 - appropriate specialist work undertaken for community groups (where membership or contributions resulted in University-related professional work bearing on the applicant's specialisation)
 - membership of groups where the applicant has acted as a professional adviser
 - formal and expert advice to legal and investigative agencies.
- Other evidence
 - receiving a national award such as an AO etc.

Where research and/or consultancy work is of a **confidential** nature, applicants are advised to provide appropriate details of the work and the means by which it can be corroborated and confirmed.

In each case, it is important that the work not only involves the application of knowledge and the solution of problems, but that it is usually made public and leads to the advancement of knowledge in the area. Publication could include reports and other similar written forms, patents, demonstrations, or other means enabling others to judge the quality of work.

The following table provides **some** illustrative examples, the types of evidence and benchmarks that are useful in interpreting evidence for the area of Knowledge Application. The table is not intended to cover all forms of activities and evidence that arise as staff undertake a wide variety of academic roles.

Staff are advised to give attention to providing specific evidence that enables the promotions committee to interpret the quality and impact of the activities claimed under Knowledge Application.

In reading the following table the applicant should explain their role and achievements with respect to the evidence provided. For example:

- the involvement of the applicant in any joint activity related to knowledge application – for example the applicant's role in writing proposals, any collaborative activity where industry/business is involved, any knowledge application activity that achieves outcomes that are the responsibility or key work of the applicant.
- the assessment process used to achieve funding to undertake consultancies, industry alliance activity, project
- the involvement of the applicant in any publication, project report, recommendations to industry, advice to formal private or public bodies/committees (include whether whole or part for which the applicant was responsible)
- any broad impact of the knowledge application for stakeholders outside academia involving return business, subsequent relevant consultancies, changed policy and practice of public and private bodies, development of new products or processes, attraction of any funds, development of spin-off activities
- evidence of broad impact of research e.g. economic, environmental, social
- any leadership activity of the applicant in team based or collaborative efforts
- effective management of the knowledge application activities in meeting milestones, supervision of research students or other researchers

- reference to any evidence relevant to the gaining of funding for knowledge application activities, the conduct of the consultancy/project and the evaluation of the processes used
- relevant activities involving directions and programs that required effective supervision practices of students or mentoring others
- information that establishes a sustained record of involvement

Area	Example	Standards/benchmarks	Evidence
Alliances with external bodies and industry partnerships.		Recognised best practice standards in partnership arrangements/outcomes.	Examples of alliances developed or assistance provided in developing alliances with industry. Value of grants.
	Industry research projects.	Non-competitive industry grants.	Repeat business Patents Development of new or improved products and/or processes Intellectual Property generated for industry
Professional Consulting	Consultancy project	Recognised expertise in consulting for external bodies. Satisfaction of employing/sponsoring agency. Generating new applications of existing knowledge or creating new knowledge. Development of new techniques or processes.	Examples of consultancy activities undertaken and their effectiveness. Patents. Creation and commercialisation of intellectual property. Value of consultancy.
Professional service and advice to government.	Membership of Advisory Boards.	Impact of application of specialist knowledge upon policy directions of government.	Interaction of governmental bodies.

Area	Example	Standards/benchmarks	Evidence
Professional service and advice to Service and Civic agencies.	Provision of formal and expert advice to legal and investigative agencies.	Impact of application of specialist knowledge.	Advisory board membership. Examples of professional/policy advice given. Membership of expert panels.
Professional service and advice to professional bodies/societies.	Specialist function on a professional board or society.	Impact of application of specialist knowledge upon policy and professional knowledge directions.	Membership of and contribution to professional bodies.
Commercialisation of research or contribution to licensing or other forms of commercialisation.	Assisting and participating in the development of research outcomes in order to attract industry investment and involvement. Participating in establishing licence agreements for the use of research outcomes. Participating in establishing a university spin-off company based on research outcomes.	Effective strategies for specialist knowledge application to commercial situations.	Documentation of proposals/meetings.

4 Leadership

Institutional, professional and community leadership and standing are recognition of, and practical expressions of excellence in an applicant's contribution to the mission of the University. This area of contribution is termed Leadership and covers the following areas.

- Contribution to the University's teaching and learning strategy.
- Leadership involvement in funded projects arising from the University Teaching and Learning framework or strategy.
- Leading discipline groups in projects to achieve specified University Teaching and Learning priorities.
- Significant contribution to School/Division/University Teaching and Learning Committees to achieve specific improvements in the teaching and learning practices of others.
- Leadership of research team or determining research directions for research concentration/centre.
- Specific contributions to the University's research and research education strategy

- Leadership in projects to achieve specified University Research and Research Education strategic outcomes
- Leading groups of staff in relation to enterprise developments involving the professional knowledge of the applicant.
- Leadership of other academics at an institutional, professional or discipline level including national and international communities.
- Contribution to institutional planning and/or governance.

Leadership and standing can be within the University or at state, national or international levels involving corresponding groups of academics and professionals. Leadership of groups can apply to Educational Development and Practice, Research, and Knowledge Application and applicants are required to provide evidence of how their leadership is recognised by the members of a group/discipline/research concentration/profession and demonstrate the impacts of their leadership upon the members of the group and, where appropriate, upon other communities.

Promotion to Associate Professor or Professor is based on recognition of leadership by achievement of peer group recognition of national standing in the field of expertise if applying for Associate Professor, or international standing in the field if applying for Professor. Applicants **must** demonstrate this standing as part of their application.

Appendix 4: Evidence of performance

1 Teaching and Learning

Teaching and Learning includes more than the performance of teaching – in addition to teaching students it can involve such activities as course and program development, maintenance, and evaluation, the mentoring activities related to teaching and learning improvement, involvement in the scholarship of teaching, and innovation in methodologies and mechanisms to provide learning experiences that promote the values of the University's teaching and learning framework. The provision of evidence that supports claims about such activities will involve a range of techniques.

Evidence for teaching performance within promotion applications comes from two main sources – student and peer ratings. Information from students that focuses upon the teaching of an individual staff member is provided through the Student Evaluation of Teaching instrument. Where a staff member is the sole teacher of a course the Course Evaluation Instrument also provides information about teaching performance along with other information about the experiences of students in studying the course. Information about teaching performance from peers arises when a staff member negotiates with a peer to provide feedback upon the staff member's teaching – this involves deciding on what will be observed, what standards ought be applied in making judgements and how the reporting will take place. A suitable choice of a peer to provide a peer evaluation report would be a staff member who is an acknowledged teacher with experience and standing in your field.

You are required to provide summaries of both the results from the application of the SET and peer evaluation. The university considers data from student and peers as important in establishing your performance in Teaching and Learning. Where the applicant has difficulty in providing such data, they need to construct an alternative case.

From your role as a teacher and researcher you will be aware of a range of methodological issues that arise when interpreting questionnaires and qualitative assessments made in peer appraisals. Such issues include whether an instrument measures what it claims to measure; whether the numbers of responses are sufficient and are representative enough to enable an interpretation to be made; whether the instrument is reliable and will yield similar results under similar conditions and so on. For appraisals of performance that involve peer judgements there are issues about 'subjectivity' and inappropriate judgements arising from miss-interpretations of standards or from the influence of factors that are regarded as extraneous to the judgement.

The SET, CEI and the peer evaluation reporting format have been accepted by the University Teaching and Learning Committee and their application yields information about aspects of teaching performance that are used with the University's code of good practice and at a national level in the GCEQ.

Where applicants wish to provide evidence from their **offshore teaching** they should endeavour to make arrangements to use the standard University of South Australia Student Evaluation of Teaching (SET) instrument and engage a peer review of their performance. Where circumstances make it difficult to satisfy these requirements applicants are invited to provide a brief explanation of the circumstances and provide alternative evidence that will support their claims about teaching performance.

In order to convince the panel of your level of teaching performance, you should provide a clear interpretation of the evidence. Your interpretation will generally have two components. Firstly, a component that argues for your teaching abilities using SET (and CEI) data and peer review. Secondly, a component that demonstrates how you have critically analysed your own performance, identified and implemented changes to improve student outcomes related to your teaching. You will need to explain how the changes to your practice arise from your analysis and how this connects with your scholarship of teaching.

It is important to note:

1. **Applicants must now report SET results using quartile comparisons and peer evaluation as indicated in the following tables.**
2. **To obtain excellence in the area of Teaching and Learning applicants are required to present all student feedback, summarised in the new format, for the six teaching periods prior to the application, and that applicants lodge a copy of the complete information (ie questionnaires, portfolios, peer-review instruments etc) with the executive officer of the relevant promotion committee so that information upon which the claim is constructed can be made available to promotion committee members where necessary.**

The subsequent sections contain details about the evidence required to support claims made about teaching performance and provide summarising tables that can be used in promotion applications. It also provides advice upon issues arising when interpreting data about teaching performance.

Interpretation of data from the Student Evaluation of Teaching questionnaire (and the Course Evaluation Instrument)

When considering the ratings of your performance by students through the SET you will need to take into account the following:

- these ratings are one of a number of sources of information about teaching performance.
- that feedback about perception of teaching performance is not an absolute or precise measure of teaching performance.
- the interpretation of feedback measures needs to take into account the context of the performance.
- that careful consideration is required where results are compared.
- the importance of trend analysis in shaping conclusions about performance.

Information about analysing CEI and SET feedback is available at:

<http://www.unisa.edu.au/ltu/staff/practice/evaluation/analyse.asp>

The University provides information about performance of teaching in broadly comparable contexts so that staff can relate their teaching performance to quartile points constructed from historical data from comparable contexts. This approach has been endorsed by the University Teaching and Learning Committee. **You are required to provide information that summarises your performance against the relevant quartiles in the tables below.** Obtaining this information is simple and access to your SET and the quartile ranking is controlled by the permissions that you provide. Information on using quartiles for comparing your SET results is available at:

<http://www.unisa.edu.au/ltu/staff/practice/evaluation/comparing.asp>

The minimum requirement is a summary of the results of applying the SET at least three times. The total number of student responses from applying the 3 applications of the SET should be 30 or more. If you are not able to meet these conditions due to special features of your teaching load (for example postgraduate teaching with low numbers, offshore teaching where use of the SET is yet to be established etc.) you should provide a brief explanation of the situation and the reasons why you are not able to meet these conditions. The condition of providing a summary of evaluation information that involves at least 30 students is similar to that used by the Australian Universities Teaching Committee as part of the information that is used to select winners of national discipline based teaching awards.

A typical summary would take the form below (the table provides examples):

Course Code	Course Name	Year	Teach Period	Number of Student Responses	Response profile to item 10 (in CEI/SET) (from strong disagreement to strong agreement)	Number of core items in bottom quartile	Number of core items in top quartile
10325	Advanced Practice	03	2	48	2:10:1:17:8	2	3
10325		04	5	17	etc	etc	etc
20986	Sociology2						

Please make a separate entry on the table for each teaching period.

The table is followed by an interpretation which highlights features of the table – for example there may be a course in which the ranking of all items is in the first quartile (when compared with other courses used for constructing the quartile points) or there may be other features of the results that are not captured by the table but are significant to the claim that is being made.

To obtain excellence in the area of Teaching and Learning, the evidence required for teaching performance is more extensive than that required to achieve satisfactory or high performance. You will need to summarise the results of all applications of the SET over (at least) the six teaching periods prior to your application and give details and summary results of all other evaluative activities that you have undertaken.

The Support Teaching Guide that explains the use of quartiles in comparing performance can be found through the following link:

<http://www.unisa.edu.au/ltu/staff/practice/evaluation/comparing.asp>

Interpretation of data from the Peer evaluation of teaching.

Peer review is a tool to provide you with additional data for you to use in your reflective and critical analysis of your teaching practice. As part of your evidence for teaching performance you are required to provide a summary of the results of at least one peer evaluation of teaching. A typical peer evaluation requires an applicant to negotiate with a peer about the amount and conditions under which teaching performance will be observed, the areas in which judgements are sought, the standards that will be used in making judgements (for example, an interpretation of the University's Code of Good Practice: Teaching) and the ways in which the evaluation will be reported.

The peer review may focus upon an instance of change in your teaching where the peer may comment on your capacities to apply scholarship of teaching in your discipline area and your ability for critical and reflective analysis of your performance in designing changes for improved teaching and learning outcomes. The peer evaluation may also comment on your abilities to monitor teaching and learning within the changed circumstances.

The intention here is to strengthen the option of the peer review providing evidence linked to critical and reflective analysis and to reinforce the notion that using a "feedback loop" (analysis, change, monitoring, further analysis) is a useful way of using the peer evaluation.

A typical summary for a peer evaluation would take the form:

Course	Name of Reviewer	Area/s of performance in which judgements about performance are sought	Total number of hours of evaluative activity	Other evidence considered (if any)

The table would be followed by summaries of judgements made with explanations of any special contextual circumstances that might have impinged upon performance.

In summary

In consideration of the peer review and SET data and after critical analysis, provide examples of the changes you have implemented and your progress in teaching. Demonstrate the impact of your critical reflection and continuous improvement process on your subsequent feedback results.

For example: the action plans you have implemented, how you have referred back to peer review and SET data in making future plans and the developmental progress of your teaching practice.

Information about peer evaluation and good practice in this area is available at:

<http://www.unisa.edu.au/ltu/staff/practice/evaluation/peer-review.asp>

Heads of Schools* are required to provide a report on each application for promotion from their School following consultation with other senior members of staff from the applicant's discipline in the School. The Director of the Centre for Regional Engagement and Dean Whyalla will provide a report on each application for promotion from staff at Whyalla following consultation. This will involve making comments upon the claims and evidence for such claims in the various areas of contribution of the staff member. Consequently, Heads of Schools* and the Director of the Centre for Regional Engagement and Dean Whyalla will need to see the evidence of teaching performance gathered from students.

[Advice about student ratings on teaching performance](#)

*** Note: In the event that a Head of School is applying for promotion, then the report will come from the line manager.**

Other evidence of teaching performance and evidence for achievements in Teaching and Learning

Other evidence for teaching performance from students can arise from the application of other teaching performance instruments or the use of other evaluative techniques such as focus groups to provide feedback about your performance. Clearly evidence from these sources can have a role in confirming the judgements that arise from the application of the SET and peer evaluation. It is also important to check the extent to which the SET and the peer evaluation provide consistent evidence of aspects of your performance.

You are advised to provide an appropriate summary table (similar to those above) that sets out key information such as the process that gave rise to the evidence and contextual features prior to providing an interpretation of the evidence.

One-to-One Teaching within Research Supervision Processes

One of the areas of contribution to Teaching and Learning is the one-to-one teaching that takes place when supervising research students (see page 24). You can demonstrate your abilities in

such direct teaching by linking your activities to benchmarks in the University's Code of Good Practice – Supervising Students. Focus on the teaching processes you practice in the area of Research and/or Knowledge Application. It is important that you make clear distinctions about the relevant performance where you cite supervision in Teaching and Learning as well as in Research so that you avoid duplicating performance statistics. You should be able to explain the linkages between the elements of your performance in these areas.

2 Research

Awards and grants

The applicant will need to show an ability to attract support for research (eg from internal University grants, external grant awarding bodies, or nationally recognised grant awarding organisations). Applications should indicate whether the applicant was a principal or co-investigator, the funds gained, and resulting publications should be referenced.

Research capacity and leadership of research groups

The applicant may demonstrate a capacity to lead others in research through involvement with research associates, research students, and any others in a group context.

Published material

Details on the listing of the various types of published materials have been provided in the section on procedures. In arguing for the significance of particular published works it is useful to provide information about the type of peer review prior to publication, and/or the subsequent use/citation of the work within the professional area or discipline.

Applicants should clearly identify the extent of their contribution to each work published jointly with other authors. It is expected that the personal contribution of the applicant to the published research listed will be a significant contribution, and made since joining the staff of this University or its antecedent institutions or since promotion to the present level. In addition, applicants are asked to **asterisk their four most significant publications** and are invited to make comment on their significance.

Conference papers

It is important to indicate whether the paper has undergone a review or refereeing process. Professional recognition can also be through keynote addresses, invited participation on conference panels, or by lecturing at other Universities, etc.

Works presented through other media

Evidence of creative and professional work undertaken in a non-print form can be through

- building and construction
- film, television, radio broadcasts and recordings
- exhibitions and performances
- dance and theatre, or
- other creative achievements.

Citations and critiques by others

Provide evidence of significant public critiques/reviews, acknowledgments of work by others, and where available, citations of work made by others in their publications.

Other evidence of scholastic esteem

Other evidence of scholastic esteem may include

- editorial or consulting work for publishers
- editorial work for journals

- visiting fellowships or professorships
- acting as a referee for journals, grants or awards
- examining theses
- involvement in joint research projects
- fellowships, scholarships or prizes awarded
- high-level consultancy reports
- experience and success in supervision of higher degrees
- leadership in research teams, and
- citations in the media.

3 Knowledge application

Technology transfer

Provide record of performance/attainment in the transfer of the results of research and development to industry and commerce, the professions and the wider community, including any patents held, and provide full details of research outcomes from consultancies undertaken.

Consulting

Provide evidence of major consulting projects undertaken. Include details such as the agency utilising the services, the nature and significance of the assignment, topic area(s) and duration of each project. Where research and/or consultancy work is of a **confidential** nature, applicants are advised to provide appropriate details of work, and the means by which it can be corroborated and confirmed.

4 Leadership

- Leadership through significant contribution to institutional planning and/or governance
 - applying professional expertise or discipline knowledge as a member and/or chair of University, Division or School Standing Committees, ad hoc committees and working parties
 - holding an appointment as a University, Division, Research Institute or School officer (for example Dean or Head of School/Research Institute)
 - holding an appointment as a University, Division, Research Institute or School officer (for example, Chair: University Research Ethics Committee, Chair: Research Degrees Committee)
 - being responsible, within a Division, for the organisation of symposia, for inter-Division liaison activities and other University functions.
- Contribution to the University's teaching and learning strategy
 - involvement with significant projects and journal publishing of practice in projects which are informed by the University teaching and learning strategy
 - introducing an innovation and leading its development, implementation and evaluation at various levels within the University, for example teaching and learning committees, with program and teaching staff
 - involvement in national or cross-institutional benchmarking projects that improve the quality of teaching and learning in a particular area
 - involvement in success with awards and grants provided by the Australian Universities Teaching Committee in areas consistent with the University's teaching and learning framework.

- Leadership of other academics at an institutional, professional or discipline level, including national and international communities
 - holding of office within professional associations, including the organisation and coordination of professional conferences
 - appointment to committees and bodies of government or other instrumentalities
 - leader of a team of researchers as Chief Investigator 1 on a Nationally Competitive Grant
 - supervisor of post doctoral fellows.

- Leadership of a research team or determining research directions for research concentration/centre.

- Leading groups of staff in relation to enterprise developments involving the professional knowledge of the applicant.

Appendix 5: Equal opportunity information for applicants

1. The University's Academic Promotion policy HR-26.3 state that applications will be assessed on merit. Applicants may comment on any past discrimination.
2. The definition of merit adopted by the University encompasses recognition of prior learning and of skills gained through various experiences other than traditional academic pursuits including family and community responsibilities. 'Merit' is defined as:

The extent to which each of the applicants has abilities, aptitude skills, qualifications, knowledge, experience (including community experience), characteristics and personal qualities relevant to the execution of the duties in question; and where relevant —

- the manner in which each of the applicants performed the duties or functions of any position, employment or occupation previously held or engaged in by the applicant, and
 - the extent to which each of the applicants has potential for development
3. Merit and achievement are to be assessed 'relative to opportunity'. Staff may include information in their application where:

Past discrimination in promotion processes may have impeded the ability of groups such as women and some cultural groups to progress in their chosen careers. Moreover, societal demands (for example, parenting responsibilities) placed upon some individuals may have also impeded their career prospects. Applicants are invited to comment in their application if they believe that such matters are relevant to their claims for advancement.

Applicants to which this clause particularly relates includes women, people from non-English speaking backgrounds, people with a disability and Aboriginal and Torres Strait Islander peoples.

The University acknowledges that a number of factors may affect academic career development so these factors should be brought to the attention of the promotion committee.

4. Outlined below are some issues pertaining to past discrimination that applicants may wish to address in their application for promotion. Applicants are advised that if they believe this clause is relevant to their application they should show:

(a) how their career development was affected by societal and other demands

- when they gained their first degree
- when they gained a higher degree and the responsibilities which prolonged this study
- the significant career gaps
- the length of time of family responsibilities and the range of responsibilities associated with different ages of children and aged relatives
- whether academic qualifications were gained before or after children were born
- the number of consultancies or publications
- the availability of a doctoral qualification in certain discipline areas (for example, Nursing, Fine Arts)
- a break in career due to migration or refugee status
- the country where initial qualifications were obtained, which may have been different to the western academic culture requiring adaptability and flexibility
- the country where publications were published
- overseas qualifications not recognised in Australia

- inability to access appropriate technical assistance (for people with a disability)

(b) that particular non-traditional skills and experience have contributed to their academic development

- Aboriginal and Torres Strait Islander peoples working within their communities
- unpaid work, which demonstrates either leadership and/or community service, for example: president of school council; financial management of a community organisation
- significant community responsibilities in their ethnic community where, for example, they support more recent immigrants or become representatives and advocates of that community in Australia.

5. The issues above are not meant to be exhaustive. They are intended to encourage applicants to reflect on their career history from a perspective which may include reference to skills and experience gained outside of 'traditional' academic pursuits; and/or recognise factors that may have interrupted the career development of applicants.

Applicants should specifically address these issues in a separate section of their application.

6. HR consultants within the Human Resources Unit are available to assist applicants with their application in relation to this matter.
7. There may be instances where a staff member believes the clause in #3 in this appendix is relevant to their application but the reason is of a personal and private nature and not appropriate to be set out in writing. In this situation the applicant may wish to contact the Director: Human Resources prior to submitting their application.

Human Resources Unit
May 1993
Revised March 2002
Amended March 2002
Amended March 2005
Amended March 2006
Amended February 2007
Amended February 2008

Promotions Application Check List
For Applicants Use Only

Have you	Read the document “Academic Promotion – Guidelines and Procedures”? Guidelines and Procedures can be found in the Information for Academic Staff Applying for Promotion in 2007 document on web.	<input type="checkbox"/>
	Completed all the categories on the cover sheet?	<input type="checkbox"/>
	Attached a copy of the coversheet to all copies?	<input type="checkbox"/>
	Contacted your referee’s and advised them that reports are to be into the executive officer by the closing date of applications. It is the applicant’s responsibility to ensure that referee reports are sent to the executive officer by the closing date of applications.	<input type="checkbox"/>
	Addressed the criteria sequentially?	<input type="checkbox"/>
	Addressed the skill base requirements?	<input type="checkbox"/>
	Appended your Curriculum Vitae?	<input type="checkbox"/>
	Not appended any testimonials or included any in the application?	<input type="checkbox"/>
	Included a footer on each page of application and CV which contains: applicant’s name, level applying for and page number?	<input type="checkbox"/>
	Kept to the page limits and type size?	<input type="checkbox"/>
	Used white paper and not bound or stapled your application?	<input type="checkbox"/>
	Had all applications/CVs 2-hole punched at left hand side?	<input type="checkbox"/>
	Submitted bulk collated copies of application and CV?	<input type="checkbox"/>
	Submitted separate applications if applying for more than one level?	<input type="checkbox"/>
	Submitted electronic copy of application on disk or CD (Microsoft Word Version 7) Promotion to Level D & E only	<input type="checkbox"/>
	Submitted copy of application to relevant Pro Vice Chancellor or Deputy Vice Chancellor. Promotion to Level D & E only	<input type="checkbox"/>

AFTER APPLICATION

	Submit response to Head of School Report to relevant executive officer (optional)	<input type="checkbox"/>
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IMPORTANT NOTICE TO APPLICANTS

Please ensure that you have read the document “Information for Academic Staff applying for Promotion in 2009”. This document is available from the promotions website:

http://www.unisa.edu.au/hrm/employment/promotion/acad_prom.asp

Applications which do not meet any of the above specifications will not be accepted. Such applications will be returned to the applicant and it will be the applicant’s responsibility to ensure that the application is re-submitted in accordance with the above specifications by the closing date of applications.



UniSA

PROMOTION APPLICATION COVER SHEET – **ACADEMIC**

Your Details

Family Name: _____

Other Names: _____ Title: _____

Division/ Institute/ Unit: _____

School/ Research Centre: _____ Campus: _____

Telephone contact – Work: _____ Home: _____

Address for all correspondence (bearing in mind final advice may be received in Nov-Dec):

Please tick box: Male Female Academic

Please mark the level and category you are applying for:

Level B Lecturer Level D Associate Professor

Level C Senior Lecturer Level E Professor

Specific area of expertise (Please nominate your main field of expertise and key descriptive words.)

Criteria for Promotion

The applicant is responsible for nominating their levels of performance across the promotion criteria. However, the committee may change the applicant’s assessment if they determine it will advantage the applicant’s case for promotion. The promotion committee will consider the strengths of an application against the required performance levels in the matrix below, seek external advice where required (Level D & E) and generate a committee assessment of performance for the applicant.

Performance in each criterion uses three generic descriptors: satisfactory, high and excellent.

The table below notes the minimum performance levels required for promotion to Levels B – E. Please nominate **your** performance profile for each area in the boxes on the next page. Refer to the **Information for Academic Staff Applying for Promotion in 2009** document for complete details of the requirements. Policy HR-26.3 also outlines the profiles of performance for the promotion levels.

Promotion	Teaching and Learning / Research / Knowledge Application	Leadership	Additional Rules
To Level B	Performance must be satisfactory in all areas.		Applicant may choose to provide evidence of leadership. Evidence of Teaching and Learning not required for research only positions.
To Level C	Performance must be either high in all areas or excellent in one area, high in another and satisfactory in the third area.	University, State and emerging National	Research only position does not require evidence in <i>Teaching and Learning</i> .
To Level D	Performance must be at least excellent in one area, high in the others.	University, State and National	High can only be replaced by excellent. In addition, research only position does not require evidence of <i>Teaching and Learning</i> .
To Level E	Performance must be at least excellent in one area, high in the others.	University, State, National and International	High can only be replaced by excellent. In addition, research only position does not require evidence of <i>Teaching and Learning</i> .

The profile of performance for this application is:

Teaching & Learning	Research	Knowledge Application

In each box mark one of the following:

S (satisfactory) or	H (high) or	E (excellent)
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*Please note leadership does not require you to identify a performance standard. (e.g. Excellent, High, Satisfactory)

Names of Referees:

		Office Use Only
1		
2		
3		

Name and contact address of Head of School/ Director of Research Institute/ Director of the Centre for Regional Engagement

Verification signature:

I have attached my application and completed all sections of this cover sheet.

Applicant's Signature

____ / ____ / 2009
Date

Please forward this page plus attached application to the appropriate Executive Officer by no later than 4:00pm - Monday, 13 July 2009.

This page is for applicant information only and does not need to be submitted with the application

Submission Information

Closing Date for Applications is 4:00pm – Monday, 13 July 2009

Final Date for submission of Head of School Report and Comments is 4:00pm Monday 10 August 2009

Level B and C

Level B Promotion Applications excluding the curriculum vitae are limited to **10 single sided A4** pages in **no less than Arial 12-point type, single line spacing**. Please submit original plus 7 copies to the relevant Executive Officer (see table below).

Level C Promotion Applications excluding the curriculum vitae are limited to **16 single sided A4** pages in **no less than Arial 12-point type, single line spacing**. Please submit original plus 7 copies to the relevant Executive Officer (see table below).

Please submit level B and C applications to the appropriate Division officer below:

EASS

The Executive Officer
Academic Promotions
Division of Education Arts and Social Sciences
Lindsay Sportman
Human Resources Officer
B1-62
Magill Campus
Email: lindsay.sportman@unisa.edu.au

ITEE

The Executive Officer
Academic Promotions
Division of Information Technology Engineering
& The Environment
Nadia Carapella
Manager: Human Resources
MC2-21
Mawson Lakes Campus
Email: nadia.carapella@unisa.edu.au

BUE

The Executive Officer
Academic Promotions
Division of Business
Louise Seaman
Manager: Human Resources
WL2-45
City West Campus
Email: louise.seaman@unisa.edu.au

HSC

The Executive Officer
Academic Promotions
Division of Health Sciences
Michelle Theeuf
Manager: Human Resources
P6-34
City East Campus
Email: michelle.theeuf@unisa.edu.au

Portfolios/Research Institutes

The Executive Officer
Academic Promotions
Human Resources Unit
Alison Plummer
Level 3, 101 Currie Street
Adelaide
Email: alison.plummer@unisa.edu.au

Level D and E

Level D and E Promotion Applications excluding the curriculum vitae are limited to **16 single sided A4** pages in **no less than Arial 12-point type, single line spacing**. Please submit original plus 12 copies and an electronic copy of your application on disk saved in Microsoft Word Version 7 to the Executive Officer.

Please submit level D and E applications to:

The Executive Officer
Academic Promotions
Human Resources Unit
Alison Plummer
Level 3, 101 Currie Street
Adelaide
Email: alison.plummer@unisa.edu.au



UniSA

PROMOTION APPLICATION COVER SHEET – **RESEARCH ONLY**

Your Details

Family Name: _____

Other Names: _____ Title: _____

Division/ Institute/ Unit: _____

School/ Research Centre: _____ Campus: _____

Telephone contact – Work: _____ Home: _____

Address for all correspondence (bearing in mind final advice may be received in Nov-Dec):

Please tick box: Male Female Research Only

Please mark the level and category you are applying for:

Level B Research Fellow	<input type="checkbox"/>	Level D Research Associate Professor	<input type="checkbox"/>
Level C Senior Research Fellow	<input type="checkbox"/>	Level E Research Professor	<input type="checkbox"/>

Specific area of expertise (Please nominate your main field of expertise and key descriptive words.)

Criteria for Promotion

The applicant is responsible for nominating their levels of performance across the promotion criteria. However, the committee may change the applicant’s assessment if they determine it will advantage the applicant’s case for promotion. The promotion committee will consider the strengths of an application against the required performance levels in the matrix below, seek external advice where required (Level D & E) and generate a committee assessment of performance for the applicant.

Performance in each criterion uses three generic descriptors: satisfactory, high and excellent.

The table below notes the minimum performance levels required for promotion to Levels B – E. Please nominate **your** performance profile for each area in the boxes on the next page. Refer to the **Information for Academic Staff Applying for Promotion in 2009** document for complete details of the requirements. Policy HR-26.3 also outlines the profiles of performance for the promotion levels.

Promotion	Teaching and Learning / Research / Knowledge Application	Leadership	Additional Rules
To Level B	Performance must be satisfactory in all areas.		Applicant may choose to provide evidence of leadership. Evidence of Teaching and Learning not required for research only positions.
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To Level E	Performance must be at least excellent in one area, high in the others.	University, State, National and International	High can only be replaced by excellent. In addition, research only position does not require evidence of <i>Teaching and Learning</i> .

The profile of performance for this application is:

Research	Knowledge Application

In each box mark one of the following:

S (satisfactory) or	H (high) or	E (excellent)
---------------------	-------------	---------------

***Evidence of Teaching and Learning is optional for research only positions.** (refer to the booklet, Information for Academic Staff Applying for Promotion in 2008, pg 7, Section 2.5 Research Only Applications)

- Please tick the box if you want evidence of teaching to be considered by the committee. Please refer to the [Research-only Minimum Standards for Academic Levels \(MSAL\)](#) to clarify the role of teaching for a research only position.

Names of Referees:

		Office Use Only
1		
2		
3		

Name and contact address of Head of School/ Director of Research Institute/ Director of the Centre for Regional Engagement

Verification signature:

I have attached my application and completed all sections of this cover sheet.

_____ / _____ / 2008
Applicant's Signature Date

Please forward this page plus attached application to the appropriate Executive Officer by no later than 4:00pm – Monday, 14 July 2008

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The Executive Officer
Academic Promotions
Division of Education Arts and Social Sciences
Lindsay Sportmann
Human Resources Officer
B1-62
Magill Campus
Email: lindsay.sportmann@unisa.edu.au

ITEE

The Executive Officer
Academic Promotions
Division of Information Technology Engineering
& The Environment
Nadia Carapella
Manager: Human Resources
MC2-21
Mawson Lakes Campus
Email: nadia.carapella@unisa.edu.au

BUE

The Executive Officer
Academic Promotions
Division of Business
Louise Seaman
Manager: Human Resources
WL2-45
City West Campus
Email: louise.seaman@unisa.edu.au

HSC

The Executive Officer
Academic Promotions
Division of Health Sciences
Michelle Theeuf
Manager: Human Resources
P6-34
City East Campus
Email: michelle.theeuf@unisa.edu.au

Portfolios/Research Institutes

The Executive Officer
Academic Promotions
Human Resources Unit
Alison Plummer
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Adelaide
Email: alison.plummer@unisa.edu.au

Level D and E

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Please submit level D and E applications to:

The Executive Officer
Academic Promotions
Human Resources Unit
Alison Plummer
Level 3, 101 Currie Street
Adelaide
Email: alison.plummer@unisa.edu.au