



University of
South Australia

Academic Promotions

GUIDELINES FOR 2019 APPLICANTS



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1. Purpose

As Australia's University of Enterprise, UniSA is deeply committed to developing a workforce that is diverse, high performing and one in which talented people thrive. Our enterprising culture fosters innovation through global, national and state links to our academic, research and industry partners. Academic promotion acknowledges that our academic staff contribute to the achievement of UniSA's mission and strategic goals in distinct ways and provides them with an opportunity to progress their career by demonstrating their personal achievements in support of the University's growth.

The University of South Australia [Academic Promotion Policy](#) sets out the principles that underpin a fair and transparent academic promotion process and the *Academic Promotion Guidelines* provide detailed information about the academic promotion process.

The [Academic Promotion website](#) provides further material to support the process including key dates, links to supporting documents and information about preparation and support. The website is updated throughout the promotion round and should be visited regularly.

2. Eligibility

Continuing and fixed-term academic staff, whether full-time or part-time, who meet the promotion criteria can apply for promotion to:

- Level B
- Level C
- Level D
- Level E

If you are on a fixed term contract and you are successful in your promotion application this means that we have recognised the quality and impact of your work but it doesn't mean that UniSA can guarantee you another contract or continuing employment.

2.1 Re-applications

If you have been unsuccessful in your application for promotion in the previous year, you are not eligible to apply for promotion in the next round (ie you need to wait a year) unless you have the prior written approval (see [approval to reapply](#) form¹) of:

- your Pro Vice Chancellor, for people applying to Level B or C
- the Vice Chancellor, for applications to Level D or E.

3. The promotion schedule

Promotion rounds will be held annually with applications opening in March and closing in June.

People, Talent and Culture will announce the opening of the academic promotion round and share;

- information on how to access and submit your application online through UniSA's job vacancies (e-recruit system)
- a link to the [academic promotion website](#)
- the [closing date](#) for applications
- details of [information sessions](#) designed to help you prepare for your application for promotion.

Applications will not be accepted after the closing date.

¹ A copy of the approval needs to be emailed to the senior consultant responsible for academic promotion on UniSA-AcademicPromotion@unisa.edu.au.

Promotion will be effective from 1 January of the following year.

In exceptional circumstances, the Vice Chancellor may convene a University-wide promotion panel to consider an application outside the normal process.

4. The framework for promotion

4.1 Criteria for promotion – areas of contribution

The academic promotion process is designed to recognise your sustained academic excellence and performance at or above world-class standard, within your discipline area. It covers the quality, impact and influence of your leadership and of your work across research, teaching and learning, and engagement depending on the type of academic role you hold at UniSA (ie Teaching, or Research, or Teaching and Research).

You will need to provide evidence that demonstrates you are already performing at the level to which you are seeking promotion and evidence of an upward trajectory in your performance.

At UniSA, the how of what you do and the impact that you have on other people is as important as the knowledge you bring. The [Core Attributes of UniSA Staff](#) (Core Attributes) define UniSA's expectations for how our people will lead and engage with each other. As part of your application, you will have an opportunity to explain how you demonstrate these qualities and this will be considered by the panel (see page 12 of the guidelines for more information).

If you hold a **Teaching and Research Academic appointment** you need to address leadership, the Core Attributes and all three areas; teaching and learning, research, and engagement.

If you hold a **Research Academic appointment** you need to address leadership, the Core Attributes and the research and the engagement criteria. If you have contributed to teaching you are also encouraged to address the teaching and learning criterion.

If you hold a **Teaching Academic appointment** you need to address leadership, the Core Attributes and the teaching and learning and the engagement criteria. If you have contributed to research you may also address the research criterion (note: research into the 'scholarship of teaching' is addressed under the teaching and learning criterion).

Promotion outside your substantive role will only be supported in exceptional circumstances based on prior written approval (see [approval to apply outside of substantive role](#) form²) from:

- your Divisional Pro Vice Chancellor, for applications to Level B or C
- the Vice Chancellor for applications to Level D or E.

4.1.1 Teaching and learning

As Australia's University of Enterprise, UniSA is committed to building a culture of innovation, [providing enhanced educational offerings](#) and an outstanding student experience.

Academic staff engaged in teaching will display a genuine commitment to student learning, developing graduates that are globally employable and have the knowledge, skills and qualities to contribute to the challenges of the future. High quality teaching is evident through innovative active learning curriculum that provides digitally enabled learning experiences and includes research-driven teaching approaches that are aligned with current disciplinary and professional practice.

² A copy of the approval needs to be emailed to the senior consultant responsible for academic promotion on UniSA-AcademicPromotion@unisa.edu.au.

UniSA academic staff will display leadership in the design and delivery of engaging curriculum and programs with a strong professional emphasis and in partnership with industry. Academics will model and drive excellence in enterprising teaching in their discipline and will demonstrate a positive influence in the University's teaching and learning environment.

Activities in this area may include:

- Designing and planning learning activities;
 - That are industry-relevant and at the forefront of professional practice globally
 - That are best practice in the use of technology-enabled teaching and learning approaches
- Teaching and supporting student learning;
 - Through various instructional modalities (internal, external and online)
 - Through engaging students and providing rich and varied learning experiences
- Assessing and providing feedback to students;
 - That is timely, provides clear academic advice and enables students to make informed judgements about their performance
 - Using a range of assessment strategies aligned with the course objectives
- Developing supportive learning environments;
 - That demonstrate inclusive teaching practices
 - That prepare students to be adaptable and to enter the workforce in their discipline
- Integrating scholarship, discipline research and professional learning activities;
 - By linking curricula to high quality research
 - By supporting and promoting professional learning in self and in colleagues.

Leadership in teaching and learning can be demonstrated in areas such as:

- Effective contribution to the implementation of the University's approach to teaching and learning;
- Leading initiatives to improve the learning environment and teaching practice at UniSA;
- Mentoring junior staff to enable them to understand and develop excellence in teaching practice and scholarship of teaching research;
- Leading funded and unfunded projects relevant to the University's approach to teaching and learning and its priorities;
- Improving educational practice and outcomes in accordance with UniSA's approach to teaching and learning through mentoring junior staff and leadership of teaching teams;
- Supporting the development of colleagues' teaching practice through leadership in peer review processes;
- Constructive contributions to teaching and learning committees;
- Leading the design and implementation of national learning and teaching projects;
- High-quality national and international contributions for example, reviewing curricula at other universities, invited presentations at national or international conferences.

Evidence under this criterion will vary according to the level of promotion. Examples include:

- Effective teaching practice drawing on a range of instructional strategies such as online, blended, digitally enhanced and flipped classrooms;
- Recognition of teaching efficacy through formal summative peer review process;
- Demonstrated engagement with and use of student and formative and/or summative peer evaluation data to improve teaching practice;
- Curriculum innovation which leads to improved student learning outcomes e.g. academic performance, attrition rates, course experience, grade distribution;
- A history of student evaluation of teaching at a level commensurate with UniSA's aspirations;

- Student recruitment, including subgroups such as equity or international;
- Student retention/performance, including subgroups such as equity or international;
- Graduate employability, including subgroups such as equity or international;
- Positive feedback from employers, professional bodies or primary/high schools;
- Scholarship of teaching research that informs quality teaching practice(s);
- Professional practice that informs new teaching curricular and/or is brought back into the classroom to enhance the student experience and outcomes;
- Students being exposed in the classroom to the very latest technologies and practices being utilised or tested by industry and the professions and/or or cutting edge research aligned to their discipline;
- Teaching awards, citations and/or Fellowships (local, national and international);
- Gaining competitive internal, external, national and international teaching and learning grants that result in improved practice;
- Delivery of professional development for others in the area of teaching and learning;
- Invitations to give keynote addresses at national and international forum and conferences;
- Invitations to contribute to other higher education institutions or relevant community/industry/government/international committees and associations;
- Institutional, national or international reputation for contributions to pedagogy.

4.1.2 Research

UniSA's [research vision](#) envisages research inspired by challenges and opportunities, partnered with end-users and communities, and underpinned by excellence. The [Research and Innovation Strategic Plan: Inspired Partnered Excellence](#) builds on this vision. As the University of Enterprise, UniSA aspires to be a national leader not just in creating knowledge but also in translating it into real world outcomes.

The University's researchers will partner across disciplines, with academic collaborators and with end-users to anticipate and solve the complex issues our stakeholders and wider communities face.

Research productive academic staff will be able to demonstrate a spirit of enterprise, be outward facing, responsive, and shape national and international research directions. Research leaders will mentor other staff and harness the talents of diverse teams, from research students to distinguished professors; to create the foundations of research excellence and the critical mass needed to sustain powerful academic collaborations and end-user partnerships. This research will in turn inspire new research directions and drive the delivery of research-informed teaching.

Research in teaching and learning will be judged against the same standards as research in any discipline.

Activities in this area may include:

- Disciplinary and interdisciplinary: thematic research; basic and applied research; creative practice and critique;
- Effective and long term engagement with UniSA's peers, research end-users, industry, or the community, to solve real end-user informed problems through basic or applied research;
- Delivering quality, relevant research outputs that contribute to the research performance of UniSA;
- Communication that disseminates research to non-academic audiences;
- Partnering with industry and research end-users to define research directions and support translation of research into new policy, services or products;
- Innovative, outcomes-focused, relevant engagement and research;
- Recruiting, educating and training research students;
- Collaborating with or supervising post-doctoral fellows and early career researchers;

- Innovation in the design, development and evaluation of education and training programs for research degree students and early career researchers;
- Developing strategies to form strong collaborative and productive relationships between research concentrations and with key international research partners.

Leadership in research can be demonstrated in areas such as:

- Effective contribution to the University's research strategy;
- Leading research projects and creative practices consistent with UniSA's research strategy;
- Building and sustaining a high-quality research team that includes research students and early career researchers;
- Building our research capacity by growing teams, mentoring junior staff, embedding research integrity, modelling diversity and harnessing the capabilities of all people;
- High-quality research supervision within a vibrant and outward facing research environment;
- Active engagement in research-informed teaching that inspires our undergraduates;
- Contributing effectively to changes in research policy or strategic research directions for the University or for the nation as a whole;
- Leading a multidisciplinary research or creative practice collaborations or a team, at a state, national or international level;
- Constructive sustained contributions to UniSA's research;
- Constructive contributions to key external research-related committees over a period of time;
- Reputation and standing as a researcher or creative practitioner within and beyond the University;
- Serving as a thought leader nationally and internationally to shape research directions.

Evidence under this criterion will vary according to the level of promotion. Examples include:

- Gaining competitive research income and contract research income;
- Publication in quality journals and/or books or development of quality creative artefacts;
- Contributing to a quality ranking of world-standard or above in a research field;
- Research that is connected to and informs UniSA teaching practice and programs;
- Being regularly invited to present guest lectures because your research informs UniSA's programs or it is recognised as being impactful and relevant to industry, the profession or society;
- Training research students who publish, complete in a timely fashion and gain employment;
- An approach to research and publication outputs that supports the research goals of UniSA and adds value to the University and its reputation;
- Creating academic impact as evidenced by strong citations in citation-rich disciplines;
- Effective and productive multidisciplinary and thematic collaborations with external bodies at a state, national or international level which may include joint funding or jointly supervised students;
- High-quality research that has made a demonstrable contribution to the economic, social, cultural and environment benefit of society;
- Prizes, awards and invitations to convene or present at symposia, which reflect international recognition in a research field;
- Development and licencing of new products or processes with commercial potential;
- Feedback from collaborators, research end-users, industry and/or professional bodies;
- Delivery of professional development for others in the area of research;
- Invitations to sit on external local/national/international committees relevant to the research field.

4.1.3 Engagement

UniSA's strategy to differentiate ourselves as [Australia's University of Enterprise](#) means that our teaching and research need to connect globally with the issues facing our stakeholders. At UniSA, we engage with society beyond the classroom and campus by building on our strong social mission and commitment to the societies we serve on a global scale.

Engagement encompasses:

- Contributions to community and professional organisations, government and non-government agencies, industry, business and the general community in Australia and internationally that have impact and that add value to the University;
- Partnerships that are mutually beneficial, enhance the University's reputation and contribute to the achievement of its goals and success;
- Contributions to the UniSA community, through work and activities that do not necessarily relate directly to an individual's workload;
- Working with research end-users to identify and define research directions or projects;
- Partnering with research end-users in a meaningful way that facilitates the impact of research;
- Supporting research end-users in transforming products, services or policies;
- Engagement with industry that leads to patents, commercialisation and licensing;
- Collaboration that results in real social impact.

Activities in this area may include:

- Using expert knowledge, techniques and processes to support the development of communities and industries consistent with UniSA's values and strategic directions;
- Initiating and building strategically relevant relationships with external partners;
- Establishing and nurturing collaborations that have positive outcomes for the University's research, creative practice or education programs;
- Providing formal advice through membership of external committees and boards that are consistent with the University's strategy and values;
- Contributing to public lectures, talks and external activities that add to the public knowledge of the discipline and has a positive impact on the reputation of the University;
- Providing formal advice to Government through delivery of policy, position papers and by sitting on boards or strategic committees;
- Communicating with research end-users so they want to connect and remain connected with UniSA;
- Helping research end-users to incubate projects, disruptive technologies and ideas that will lead to outcomes with real world impact;
- The translation of research outcomes into products and services that create a commercial return and have a positive impact on society;
- Participation in activities that support colleagues and the University to evaluate and improve practice for example a reviewer for summative peer review of teaching;
- Participating in University governance and management committees that are integral to the achievement of UniSA's goals.

Leadership in engagement can be demonstrated in areas such as:

- Leading initiatives that are of mutual benefit to the University and its industry, government or community partners;
- Leading collaborative community or industry development projects;
- Developing strategic partnerships and collaborations with industry and the community;

- Actively supporting peers and mentoring junior staff to guide and develop their skills in areas of strength for example online education, in class teaching, or writing of quality research papers etc;
- Leading key University governance and management committees, including ad hoc issue-based working groups;
- Leading teams that engage in innovation and outcomes that have commercial potential or translate into actual commercial returns;
- Strategic involvement in external UniSA events or sponsorships in a way that adds impact and value to research or contributes to the learning outcomes of students;
- Reputation and standing as an expert, a public commentator, an advisor or a consultant that adds to the reputation of UniSA.

Evidence under this criterion will vary according to the level of promotion. Examples include:

- Involvement in commercialisation of research outcomes or spin-out companies;
- Engagement with your professional body or industry that provides tangible benefits to our students for example greater opportunities for placements or employment;
- The impact of contributions to government or other policy;
- Election or nomination to boards of companies or other significant entities such as statutory authorities or committees;
- Adoption of research outcomes by industry, government or communities;
- A record of constructive contributions to professional societies or academies;
- Invitations to publish in trade journals or other professional outlets (other than academic publications);
- A reputation of being easy to partner with and for delivering real outcomes and impact;
- Acknowledgment of providing (informal) quality leadership and guidance through mentoring and peer support;
- The quality and extent of contributions to University governance and management and to the University community.

4.2 Expectations of performance

If you hold a Teaching and Research Academic appointment or a Research Academic appointment, the [minimum standards for academic levels \(MSAL\)](#) are a useful guide to the minimum experience, duties and level of contribution expected. If you hold a Teaching Academic appointment, you should refer to the [Teaching Academic Standards of Performance](#) for details on expectations.

The Research Benchmark Framework (RBF) will form part of the academic promotion process from next year (2020).

Position descriptions and the [academic classification standards](#) also provide information about expected academic performance as do the performance management and development conversations with your Head of School/Director³.

For you to progress through the academic promotion levels there is an expectation that you can demonstrate (where relevant) a sustained increase in the:

- interplay between your teaching and learning, research, and engagement;
- active engagement with and demonstration of the qualities described in the [Core Attributes of UniSA Staff](#);

³ Director refers to the Director Research Institute, or Director: Teaching Innovation Unit (TIU), or the Academic Director of UniSA College, the Director: Research and Innovation Services or the Academic Director: UniSA Online, or equivalent.

- range of activities that support UniSA's ambition to Australia's University of Enterprise
- quality and impact of your teaching and your contribution to all aspects of learning and teaching;
- quality and impact of your research;
- scope and quality of your engagement with industry and/or practice;
- scale and influence of your contribution in the discipline, the University or the wider community;
- scope of your leadership;
- mentorship, coaching and team participation and involvement you engage in; and
- way you are perceived by peers - your local, national and international reputation and standing.

At UniSA, if you are applying for promotion to **Level D or E** it is important to recognise that Professors and Associate Professors are expected to lead by example through strong leadership capabilities, compelling and authentic modelling of the Core Attributes, discipline leadership for UniSA that has real impact, the quality and effectiveness of teaching, greater research outputs, the high quality standard of your engagement, and through mentoring more junior staff. If you are applying for **Level C**, we expect you to demonstrate leadership in these areas and for **Level B**, your leadership can still be emerging.

If you have had a significant career in industry and/or practice prior to joining the University and you can demonstrate the attributes of an academic (relative to the level being sought and the length of university career), you may be assessed by a benchmark that takes into consideration the impact and quality of your whole career.

The academic promotion process should form part of your wider [performance development and management](#) (PDM) conversation.

4.3 Achievement relative to opportunity

Applications for promotion are assessed on merit and in accordance with the University's [equal opportunity](#) policy.

Promotion panels will consider how your personal circumstances, work arrangements, career history and overall time available may have affected your opportunities and achievements, while ensuring that the quality and impact of achievements are demonstrated to the required standard. If you would like to submit a one-page *achievement relative to opportunity* statement, it can be uploaded as part of the application. See *preparation of the application* section 6 below on how to do this.

For further guidance, please refer to the [Assessment of achievement relative to opportunity: information for applicants and promotion panels](#).

Academics on, or recently returned from, maternity or parental leave, who meet the promotion criteria, are strongly encouraged to apply for promotion.

4.4 Weighting the areas of contribution

In order to highlight the strengths of your achievements and build your case for promotion you need to allocate a weighting to each criterion.

Weightings should reflect your judgement about your overall contribution, based on your assessment of the quality, quantity, leadership and impact of your work. Those activities that you weight most heavily will receive a greater weighting in the assessment of the overall merit of the case.

It is important to seek advice from your Head of School/Director about the allocation of weightings. The concept of weightings should not be confused with your workload; the focus of weightings is on your achievements and outcomes and their impact and influence.

The weights need to total 100% and sit within the following boundaries:

	Teaching and Research Academic appointments	Research Academic appointments	Teaching Academic appointments
Teaching	30-50%	0-20%	60-90%
Research	30-50%	60-90%	0-20%
Engagement	10-30%	10-30%	10-30%
<i>Promotion panels may vary the weighting if that will benefit you.</i>			

In exceptional circumstances, a promotion panel may accept a higher weighting from you for engagement and a subsequent change to the teaching or research weighting (where applicable). This is subject to email confirmation by your Head of School/Director that the weighting better reflects your agreed performance plan and written approval by the Vice Chancellor accepting your case to vary the weightings (see [approval to vary the weightings](#) form⁴).

5. Promotion panels

Panels will assess applications and provide advice and recommendations to the Chair. All applications will be provided to the panel in electronic form by the executive officer.

Applicants to Level B and C from outside the Division structure, for example UniSA College, UniSA Online, Research and Innovation Services and the Teaching Innovation Unit, need to submit their application to the Division promotion panel that is most relevant to their discipline background.

At the discretion of the Chair (in consultation with the senior consultant responsible for academic promotion), panel members may in exceptional circumstances submit their comments in writing, attend remotely (ie teleconference) or tender an apology for a meeting or a part of a meeting.

5.1 Division panels

Each Division, through People, Talent and Culture, will establish a panel to evaluate applications for Level B and C. The Division panels will schedule their first meeting to take place after the first meeting of the senior promotion panel.

The panel will comprise:

- The Pro Vice Chancellor (Chair);
- The Dean Academic, or equivalent;
- The Dean Research, or equivalent;
- One academic member at Level D or above from within the Division, nominated by the Division Pro Vice Chancellor and appointed for a period of two years;
- One academic member at Level D or above from another Division, nominated by the Vice Chancellor and appointed for a period of two years;
- If required, the Chair may in exceptional circumstances nominate an extra or alternative academic member at Level D or above;
- The senior consultant responsible for academic promotion to perform the duties of an executive officer.

⁴ A copy of the approval needs to be emailed to the senior consultant responsible for academic promotion on UniSA-AcademicPromotion@unisa.edu.au.

5.2 University senior promotion panel

The Vice Chancellor, through People, Talent and Culture, will establish a University-wide senior promotion panel to evaluate applications for Level D and E.

The panel will comprise:

- The Vice Chancellor or nominee (Chair);
- At least one external member, at Level E Professor (or equivalent);
- The Provost & Chief Academic Officer;
- The Deputy Vice Chancellor: Research and Innovation;
- Four Divisional Pro Vice Chancellors⁵;
- The Executive Director: People, Talent and Culture (or nominee);
- The senior consultant responsible for academic promotion to perform the duties of an executive officer.

5.3 Conflict of interest

Applicants and panel members should declare to the Chair any conflict of interest that has the potential to influence the promotion outcome. If you are uncertain whether an actual or potential conflict of interest exists, advice should be sought from the Chair. The Chair will take appropriate action where necessary to ensure impartiality and the integrity of the assessment process.

5.4 The basis for decision making

Promotion decisions will be determined based on evidence provided through:

- A detailed record of your academic achievements;
- A report by your Head of School/Director;
- Your response to the Head of School/Director's report (optional);
- Independent referee reports for shortlisted applicants, if required;
- Requested support material, if required;
- Independent expert advice, if required;
- Interview, if required.

Promotion panels will take a 'whole of career' approach (including your achievement at other institutions), with attention predominately paid to the proceeding five years. If you have been appointed to the University *within* the previous five years, the panel will consider your earlier work however, the main focus will be your impact and achievements since beginning at UniSA. If you have been promoted *within* the previous five years, the panel will focus predominantly on your impact and achievements since you were last promoted.

6. The application process

It is expected (and considered very important) that you will discuss your intention to apply for promotion with your Head of School/Director as well as with your Pro Vice Chancellor (for Level D and E) before submitting your application.

6.1 Preparation of the application by the applicant

The components of the application that you submit electronically via the UniSA e-recruitment system:

- The weighting for each criterion, within the defined parameters (contained in the online form);

⁵ If a Division has no applicants for Level D or E, then the Chair and the relevant PVC will decide whether the Division needs to be represented after the initial shortlisting meeting.

- An up-to-date academic curriculum vitae;
- A peer review of teaching report (where applicable);
- A copy of your *achievement relative to opportunity* statement (where applicable);
- *Commentary on your achievements and self-assessment on the core attributes* (five single-sided A4 pages - four [pages 1-4] for the *commentary of your achievements* plus one page [page 5] on the *self-assessment on the core attributes* [see 6.1.6 and 6.1.6-b below]);
- Details of your nominated referees (contained in the online form).

The components of the application to be attached by People, Talent and Culture

- A copy of your Academic Staff Activity (ASA) report (see 6.1.5 below);
- Details of the University's nominated referees.

6.1.1 The weightings for each criterion

An embedded text box forms part of the online application process where you submit your weightings. You don't need to include them in your commentary or curriculum vitae. See section 4.4 above for further information about weightings.

6.1.2 The curriculum vitae

The curriculum vitae (CV) provides a summary of your career activities to date. There is no set template or page limit but an [example template of the CV](#) is available on the academic promotion website. You need to include a footer on each page that has your name, level applying for, and the page number.

6.1.3 Peer review of teaching

If you are engaged in teaching (Teaching Academics or Teaching and Research Academics) you need to submit a recent formal peer review of teaching report (no older than 3 years), as part of the evidence of your teaching quality. The UniSA [summative peer review of teaching](#) process managed by the Teaching Innovation Unit (TIU) is the preferred report. If you are a research academic and you are including a weighting against teaching you may submit a report if you want to, but it isn't compulsory.

It is recommended that you speak with you Head of School/Director as soon as possible if you will require a summative peer review of teaching (SPRT) for your academic promotion application. Any requests should be submitted no later than three weeks prior to the closing date for promotion to ensure that your peer review is completed in time for you to attach it to your application.

Further information about peer review can be found on the TIU's [summative peer review website](#).

6.1.4 Achievement relative to opportunity statement (where applicable)

If you want to submit an achievement relative to opportunity statement you can upload a one-page document outlining your case. Further information about preparing a statement can be found in the [Assessment of achievement relative to opportunity: Information for applicants and promotion panels](#).

6.1.5 The academic staff activity report

You can access a copy of your *academic staff activity report* (ASA) by clicking on the [staff activity report](#) link. This link is also available on the [academic promotion webpage](#). It is recommended that you access the report as soon as possible to make sure that it is accurate (ie nothing is missing that you expected to see and/or nothing is added that doesn't 'belong' to you).

The [academic activity report – definitions and help](#) site developed by Business Intelligence and Planning (BIP) will explain what is or isn't included in your ASA. Any queries are emailed to BI@unisa.edu.au and it is recommended that you do this no later than three weeks prior to the closing date for promotion to make sure that the updates can be verified (if needed) and then made to your report.

As part of the online application process you need to tick the relevant box to confirm that you have reviewed your report. To ensure the most current version of your report is available for panels, a copy of will be requested by the senior consultant responsible for academic promotion and attached to your application after the closing date.

6.1.6 Commentary on your achievements

The commentary on your achievements should focus on the last five years (although you can refer to things that are older than this if they provide context for your recent achievements). This commentary allows you to indicate what you consider to be your most significant achievements and the quality, influence and impact of those achievements and of your leadership across all relevant areas. Promotion panels will pay particular attention to information or evidence that can be corroborated.

The commentary is limited to five single-sided A4 pages (see also 6.1.6-b *commentary of the core attributes* for information about the fifth page). The first four (4) pages should comprise:

- A short executive summary.
- Commentary on the quality and impact of your achievements in each of your areas of contribution (teaching and learning, research, and engagement) and on your leadership. This should include explanations about your major achievements, your research income, publications, scholarship of teaching, areas of contribution to the University, supervision of higher degree students and impact in the classroom on student attraction and retention.
- If you are a Teaching Academic, you are encouraged to structure your commentary on achievements using the five criteria identified in the [Quality teaching framework for teaching excellence](#). Guidance on the use of this framework for promotion purposes is outlined in the [Teaching Academics – a guide to building a case for promotion](#) resource.

6.1.6-b Commentary on core attributes

From 2018, you need to include an extra page (page 5) to your commentary on achievements and provide a self-assessment of how effective you have been in modelling and realising the [Core Attributes of UniSA Staff](#). Information on what we are looking for can be found in the [Core Attributes self-assessment](#) template.

If you are applying for **Level D or Level E**, you need to provide clear evidence of your leadership at UniSA, particularly demonstrating how you mentor and lead junior staff and develop their capabilities and how you actively provide discipline leadership for UniSA that has real impact. We're not just looking for the role you played, such as, 'I lead this project' or 'I was program director', but for you to demonstrate the impact you had and the value you added through your leadership.

Formatting of the commentary on achievements:

To enable panels to read the application with ease the following formatting needs to be followed:

- Five single-sided A4 pages (four for the *commentary of your achievements* plus one A4 page (page 5) on the *self-assessment on the core attributes*)
- no smaller than Calibri or Arial (*not Arial narrow*) 11-point type
- single-line spacing with at least one blank single line between each paragraph
- margins of no less than 2 centimetres
- include a footer on each page with your name, level applying for, and page number.

6.2 Referees

An academic promotion referee is an expert in your academic or professional field who can provide the panel with an independent and balanced assessment of your standing, on your achievements and on your leadership (where relevant). Community, industry or other relevant stakeholders may be nominated as referees to provide comment on achievements in the engagement category.

Referees who have worked closely with you (i.e. on joint research or publications, or as close recent work colleges or in supervisory positions) are not considered *independent*. The emphasis is on ensuring that high-quality independent referees are obtained. You will need to avoid perceived, potential or actual conflicts of interest in your nominations.

The names of potential referees for academic promotion are different from the types of referees you would choose if you were applying for a position (job) at UniSA. Information on this difference and how to choose referees can be found in the FAQ section on the [academic promotion website](#).

References may be sought for shortlisted applicants only.

Referees nominated by applicants

You submit the names and contact details of potential referees as part of the application using the relevant segment in the online application form. You are strongly advised to discuss your nominated referees with you Head of School/Director.

Applicants will provide:

- **Level B and Level C** – names and contact details of three (3) people who may act as a potential referee. One may be from UniSA but care should be given to demonstrate independence.
- **Level D and Level E** – names and contact details of four (4) people who may act as a potential referee. All referees need to be external to UniSA and at least two (2) should be of international standing.

Adjuncts are considered external referees for the purpose of academic promotion and but care should be given to demonstrate independence.

To ensure independence is maintained, applicants are asked not to contact their nominated referees, or provide them with a copy of your application or other supporting materials. The senior consultant responsible for academic promotion will request referee reports, should they be required, after the closing date.

University-nominated referees

Your Head of School/Director will also provide the names and contact details of potential referees. All should be external to UniSA, demonstrate independence and differ from the list provided by the applicant, which is one of the reasons it is important to discuss with your Head of School/Director who you are considering putting forward as potential referees.

The requirements are:

- **Level B and Level C** – two referees. Referees should be of national standing, at least one should be external to South Australia, and both should be external to UniSA.
- **Level D and Level E** – three referees. At least two should be international and all should be external to UniSA.

The names of University-nominated referees are provided to the panel in confidence and if applicable, the Chair may seek further recommendations from the panel.

After the closing date, the senior consultant responsible for academic promotion will request the University-nominated referees from the Head of School/Director.

6.3 Report from the Head of School/Director

Following the submission of all the application(s), the senior consultant responsible for academic promotion will request a report from your Head of School/Director.

Your Head of School/Director may consult with senior UniSA colleagues. Senior colleagues are considered those who hold a higher position than you and preferably at Level D and above. When asking them to be involved in preparing the report, Heads of School/Directors need to be aware of potential conflict of interest and ensure that the information gained is relevant to the academic promotion application.

The report should include comments on your achievements relative to opportunity and on the evidence you have provided in the areas of contribution. It should also include any other relevant information that may assist the panel including, if needed, verification of claims you have made.

The Head of School/Director will also respond to the statement of claims made in relation to how you have modelled and realised the *Core Attributes of UniSA staff*.

A copy of the Head of School/Director report will be emailed to you by the senior consultant responsible for academic promotion. If you want to provide any further context to statements made in the report you can email your comments back to the senior consultant, within one week (don't forget that the panels have a lot to read, so you don't need to send back a 'thank you' statement for tabling). Further response from your Head of School/Director is not required.

6.4 Submission of significant information after the closing date

You may submit new information, via email to the senior consultant responsible for academic promotion on AcademicPromotion@unisa.edu.au, for the purpose of:

- Clarifying or updating achievements foreshadowed in your application, for example, acceptance of a grant application or publication submission;
- Providing new information about unanticipated events and/or significant achievements that significantly strengthens your case for promotion, for example an external teaching award.

It is recommended that any new information is provided at least a week before the panel meets ([panels and key dates](#) are on the academic promotion website). Any superficial or editorial changes to an application will not be accepted.

In exceptional circumstances, new information about significant achievements may be accepted for consideration until the panel has concluded deliberations.

6.5 Applications for promotion to different levels

Normally you would make a single application for promotion to the level immediately above your current substantive position but it is possible for you to make separate applications to different levels in the same promotion round. In this case, you need to submit separate applications, which address the criteria for each level to which you are seeking promotion.

7. The assessment process

7.1 Promotion stages

A: Initial assessment for shortlisting

Panel members will review and consider all applications in the current round against the policy and criteria to determine if there is a prima facie case to shortlist you. The panel may request additional support material, if required, to assist with its decision.

A panel may recommend for promotion without the need to seek further information or referee reports if it is satisfied that you have provided compelling evidence that the criteria have been met.

If you are unsuccessful at the shortlisting or subsequent stages, the panel may choose to move straight to the 'notification of outcomes and feedback' step and let you know the outcome before finalising the rest of the applications.

B: References (if required)

References may be sought for shortlisted applicants only.

Where relevant, referees will be selected to take account of your leadership and work across the three areas of activity: teaching and learning, research and engagement.

Panels will choose referees from the names put forward by you (at least one of your nominated referees will be contacted) and the Head of School/Director. A panel may identify and seek reports from other referees with relevant expertise, as it considers appropriate.

The senior consultant responsible for academic promotion will provide the selected referees with your commentary on achievements and curriculum vitae.

Referees will be asked to comment on your achievements and outputs in one or more of the three areas of contribution and on leadership. They will be provided with a template and asked to declare any potential conflict of interest and to indicate where you are placed, in their view, compared to other peers at the same level in the field.

Reports from referees will be confidential and a copy won't be provided to you. Only those directly concerned with the processing and assessment of applications will view the reports.

C: Applicant interview (if required)

You may be interviewed to clarify aspects of your application or issues arising from referee reports. The proposed dates of the interviews are provided on the [panels and key dates page on the academic promotion website](#).

The decision to interview or to not interview does not mean that you have been either unsuccessful or successful. It is only after all parts of the process have been considered and completed that the panel will make the final recommendations.

The senior consultant responsible for academic promotion will write to you to provide you with the details of your interview. In the case that you are legitimately unavailable then a reasonable alternative time or option may be negotiated.

D: Panel recommendations

Panels will recommend for or against promotion once the referee reports (if required) and extra support material (if required) have been reviewed and any required interviews have been finalised.

The University senior promotion panel may choose to confer a specific title in recognition of the focus and achievements of your work. For example, Industry Associate Professor / Professor or Clinical Associate Professor / Professor.

E: Endorsement

Division promotion panels will forward their recommendation to promote to the Provost & Chief Academic Officer and the Chair: Academic Board for endorsement. Promotion decisions will be forwarded to Academic Board for noting.

The University senior promotion panel will forward its recommendation to promote to University Council for endorsement.

F: Notification of outcomes and feedback

Following endorsement by the relevant authority, the Executive Director: People, Talent and Culture will inform you and your Head of School/Director, in writing, of the outcome of your application.

The letter will be sent to the address listed on your MyUniSA site⁶.

Notification of outcomes will normally occur, no later than the last week of November.

If you have been unsuccessful you will be offered the opportunity to meet with the nominee(s) of the panel to obtain advice to assist with future performance discussions and applications. Your Head of School/Director (for Level B or C applicants) or Pro Vice Chancellor (for Levels D or E applicants) will be invited to attend the meeting.

8. Confidentiality

All participants in the process will treat all materials and deliberations in the strictest confidence. With the exception of referee undertakings, the seeking of further support material or expert advice, panel members will not discuss applications or panel recommendations outside of the panel meetings.

9. Timelines

Key dates 2019

Applications open - Wednesday 27 March 2019

Applications close - 5.00pm Friday 21 June 2019

Notification occurs - last week in November

Promotion is effective for successful applicants - 1 January 2020

CROSS REFERENCES:

[Academic Promotion Policy](#)

[University of South Australia Enterprise Agreement](#)

⁶ To check your postal address is correct: logon to [myUniSA](#), click on the **My Details** button, then select the **Personal** tab. Click on the **MyHR – Personal details** link (top right hand side of screen) to make any required changes to your postal address.

10. Checklist

Preparation	
	Spoken with your HoS/Director
	Spoken with your PVC (applicants going for D or E)
	Identified your referees - don't approach the person to ask if they would be a referee (just put names forward in the relevant section on the online application form) <i>* tip: has to be 'independent', so if you don't know who to choose have a conversation with your Dean: Academic, Dean: Research and your HoS/Director</i>
	Know what weightings you want to use <i>* tip: they get embedded in the online form and don't have to go into your commentary</i>
	Gone online to have a look at the online application form <i>* tip: fill out the basic information early such as your staff ID & name.</i> <i>* tip: if you load an early document you can load a new version over-the-top</i>
	Reviewed your Academic Staff Activity report <i>* tip: read the information about what should appear on it and if anything is missing email BI@unisa.edu.au</i>
Documents to attach or prepare	
	Academic curriculum vitae <i>* tip: a template you can use (but you don't have to) is on the website</i>
	Commentary on achievements (five-page limit: 4 pages on your achievements, plus 1 page on the Core Attributes) <i>* tip: have you included a footer with you name, level applying for and page number?</i>
	Commentary on how you exemplify the Core Attributes (one-page limit: this is page five of the commentary on achievements) <i>* tip: the core attributes self-assessment template is on the website</i>
	A peer review of teaching report <i>* tip: Teaching Academics and Teaching and Research Academics need one</i>
	A copy of the applicant's achievement relative to opportunity statement (<i>where applicable</i>)
Documents to send to academic promotion inbox (only if applicable)	
	Approval to reapply <i>tip: if you were unsuccessful last year (2019) you have to have this form</i>
	Approval to vary weighting <i>tip: only if you want to change your engagement weighting</i>
	Approval to apply outside of substantive role <i>* tip: very rarely used - normally a T&L academic who has been seconded to a long-term research role due to major reoccurring funding</i>
Academic promotion team requests and attaches after the round closes on Friday 21 June 2019	
	Academic Staff Activity report (they all get run at the same time)
	Head of School/Director report (academic promotion team will email you a copy when they receive it before the first committee meeting)
	Comment from you on your HoS/Director report (only if you want to provide one)
	University's list of nominated referees
	Referee reports