Academic Promotions
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1. Purpose and scope
The University of South Australia Academic Promotion Policy sets out the principles that underpin a fair and transparent academic promotion process for all eligible academic staff.

The Academic Promotion Guidelines provide detailed information about the academic promotion process and should be read in conjunction with the policy.

The guidelines apply to all participants in the academic promotion process.

The Academic Promotion website provides further information including key dates, advice and links to supporting documents and training. 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.

2.1 Re-applications
A staff member whose application for promotion is unsuccessful may not apply for promotion in the following year without the written approval of:

- the divisional Pro Vice Chancellor, in the case of applications to Level B or Level C
- the Vice Chancellor, in the case of applications to Level D or Level E.

3. The promotion schedule
Promotion rounds will be held annually with applications normally opening in March and closing in June.

Each year Human Resources will announce the opening of that year’s academic promotion round. The announcement will include:

- information on how to access and submit the online application through the internal UniSA staff vacancies (via the staff portal);
- a link to the academic promotion website;
- the closing date for applications;
- details of information sessions designed to assist staff with their application for promotion.

Applications will not be accepted after the closing date.

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

Successful promotion to a higher academic level does not infer entitlement to continuing or further employment for those staff members on a fixed-term staff contract.

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 academic excellence and performance at or above world-class standard, within the relevant discipline area. It covers leadership and its impact relevant to the promotion level applied for and the three areas of contribution: research, teaching and learning, and engagement.

Excellence is to be demonstrated over a sustained period and evidenced by the quality of leadership and the three areas of contribution and their significance as measured by their impact and influence.

The expectations outlined in the Core Attributes of UniSA Staff give meaning to UniSA’s strategic intent to engage and lead and, where relevant, applicants should reference how they demonstrate these qualities.

Applicants must provide evidence that they are already performing at the level to which they are seeking promotion and demonstrate an upward trajectory and capacity in performance that would warrant promotion to the next level.

Applicants who hold a Teaching and Research Academic appointment must address leadership and all three areas of contribution: teaching and learning, research, and engagement.

Applicants who hold a Research Academic appointment must address leadership, and the research and the engagement criteria. Research Academic applicants who have contributed to teaching are encouraged to address the teaching and learning criterion.

Applicants who hold a Teaching Academic appointment must address leadership, and the teaching and learning and the engagement criteria. Teaching Academics who have contributed to research may also address the research criterion.

Applicants can only apply for promotion outside of their substantive role in exceptional circumstances and prior written approval is to be gained from the:

- the divisional Pro Vice Chancellor, in the case of applications to Level B or Level C;
- the Vice Chancellor in the case of applications to Level D or Level E.

4.1.1 Teaching and learning

Crossing the Horizon, UniSA’s strategic action plan 2013 – 2018 states that UniSA will ‘design and deliver curriculum that is relevant and of high quality, delivering excellent outcomes for graduates in an educational environment that allows our students to make the most of their student experience’.

Academic staff engaged in teaching will display a genuine commitment to student learning, ensuring that graduates 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 curriculum that aligns with current disciplinary and professional practice and engages students through active learning experiences.

UniSA academic staff will display leadership in the design and delivery of engaging curriculum, will model and drive excellence in 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.
- That are best practice in the use of technology-enabled teaching and learning approaches

- Teaching and supporting student learning;
  - Through various instructional modalities (internal and external)
  - 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 of the school/ division/university;
- 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 the university’s approach to teaching and learning through leadership of course and program teams;
- Supporting the development of colleagues’ teaching practice through leadership in peer review processes;
- Constructive contributions to school/division/university 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, flipped classrooms;
- Recognition of teaching efficacy through formal summative peer review process;
- Demonstrated use of student and 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 the university’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;
- Teaching awards;
- Gaining competitive internal and external teaching and learning grants that result in improved practice;
- Delivery of professional development for others in the area of teaching and learning;
4.1.2 Research

UniSA’s research vision is for research inspired by challenges and opportunities, partnered with end-users and communities, and underpinned by excellence.

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 have a spirit of enterprise, be outward facing, responsive and shape national and international research directions. Research leaders will 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.

Crossing the Horizon states that UniSA will ‘engage meaningfully with its peers, industry and the community, undertaking research that is informed, leading edge and relevant. Our focus will be on the quality and relevance of our research outputs, not the inputs’. The Research and Innovation Strategic Plan: Inspired Partnered Excellence builds on this vision as the University of Enterprise; we aspire to be a national leader not just in creating knowledge but also in translating it into real world outcomes.

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 the university’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, 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 a group, a centre, a school, an institute or a division, the university or for the nation as a whole;
• Leading a multidisciplinary research or creative practice collaboration or team, at a state, national or international level;
• Constructive sustained contributions to school/division/university 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;
• 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;
• Invitations to sit on external local/national/international committees relevant to the research field.

4.1.3 Engagement
The University of South Australia’s teaching and research connect strongly with the issues facing its local, national and international stakeholders. UniSA will engage with society beyond the classroom and campus by building on its strong social mission and commitment to the societies it serves.

Engagement encompasses:
• Contributions to community and professional organisations, government and non-government agencies, industry, business and the general community in Australia or 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;
• Contributions to the university as a 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 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 the university’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 have 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 division and university-level governance and management committees that are integral to the achievement of the university’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;
• Leading key division and university governance and management committees, including ad hoc issue-based division and university-wide 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.

Evidence under this criterion will vary according to the level of promotion. Examples include:
• Involvement in commercialisation of research outcomes or spin-out companies;
• 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;
• The quality and extent of contributions to university governance and management and to the university community.

4.2 Expectations of performance
Applicants with a Teaching and Research Academic appointment or a Research Academic appointment should consider the minimum standards for academic levels (MSAL) as a guide to the experience, duties and level of contribution expected. Applicants with a Teaching Academic appointment should refer to the Teaching Academic Standards of Performance for details on expectations.

Position descriptions and academic classification standards also provide information about expected academic performance for all positions.

As academic staff progress through promotion levels there is an expectation that they can demonstrate (where relevant) a sustained increase in:
• The interplay between their teaching, research, and engagement;
• The quality and impact of their teaching and their contribution to all aspects of learning and teaching;
• The quality and impact of their research;
• The scope and quality of their engagement with industry and/or practice;
• The scale and influence of their contribution in the discipline, the university or the wider community;
• The scope of their leadership;
• Mentorship and team participation and involvement; and
• Their local, national and international reputation and standing.

Professors and Associate Professors are expected to lead by example through their strong leadership capabilities, the quality and effectiveness of their teaching, greater research outputs, the high standard of their engagement, and through mentoring of more junior staff. Senior academics are also expected to demonstrate leadership in these areas.

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

The academic promotion process should form part of the wider performance development and management (PDM) process.

4.3 Performance 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 circumstances, work arrangements, career histories and overall time available may have affected opportunity and productivity, while ensuring that the quality and impact of achievements are demonstrated to the required standard. If an applicant would like to submit a one-page performance 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 *Information for applicants and promotion panels: assessment of performance relative to opportunity*.

Academics on maternity or parental leave, who met the promotion criteria, are strongly encouraged to apply for promotion.

### 4.4 Weighting the areas of contribution

Applicants must highlight the strengths of their performance and build their case for promotion by allocating a weighting to each criterion.

Weightings should reflect the applicant’s judgement about their overall contribution, based on their assessment of the quality, quantity, leadership and impact of their work. Those activities weighted most heavily by the applicant will receive a greater weighting in the assessment of the overall merit of the case.

Applicants should seek advice from their Head of School/Director about the allocation of weightings.

The concept of weightings should not be confused with workload; the focus of weightings is on achievements and outcomes and their impact and influence.

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

<table>
<thead>
<tr>
<th></th>
<th>Teaching and Research Academic appointments</th>
<th>Research Academic appointments</th>
<th>Teaching Academic appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>30-50%</td>
<td>0-20%</td>
<td>60-90%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>30-50%</td>
<td>60-90%</td>
<td>0-20%</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>10-30%</td>
<td>10-30%</td>
<td>10-30%</td>
</tr>
</tbody>
</table>

*Promotion panels may vary an applicant’s weighting if that will benefit the applicant.*

In exceptional circumstances, a promotion panel may accept a higher weighting for engagement and subsequent change to teaching or research (where applicable). This is subject to email confirmation by the Head of School/Director that the weighting better reflects the applicant’s agreed performance plan and outcomes and written approval by the Vice Chancellor accepting the *case to vary the engagement weighting*.

### 5. Promotion panels

The composition of panels will be such that they can assess applications with expert judgement and provide specialist advice and recommendations to the Chair. Consideration will be given to gender, cultural and discipline diversity. 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 the UniSA College and the Teaching Innovation Unit, will 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 HR), 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 Human Resources, will establish a panel to evaluate applications for Level B and Level 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 Human Resources consultant responsible for academic promotion to perform the duties of an executive officer.

5.2 University senior promotion panel
The Vice Chancellor, through Human Resources, will establish a university-wide senior promotion panel to evaluate applications for Level D and Level 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 Chancellorsiv;
- The Executive Director: People, Talent and Culture (or nominee);
- The senior Human Resources 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 an applicant or panel member is 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 the applicant’s academic achievements;
- A report by the Head of School/Director;
- The applicant’s 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 performance at other institutions), with attention predominately paid to the previous five years. If an applicant has been appointed to the university within the previous five years, the panel will consider previous work however, the main focus will be impact and achievements at UniSA. If an applicant has been promoted within the previous five years, the panel will focus predominantly on impact and achievements since their last promotion.

6. The application process

Applicants are expected to discuss their intention to apply for promotion with their Head of School/Director as well as the Pro Vice Chancellor (for Level D and E) before submitting an application.

6.1 Preparation of the application by the applicant

The components of the application submitted by the applicant include:

- The weighting for each criterion, within the defined parameters (contained in the online form);
- An up-to-date academic curriculum vitae;
- A peer review of teaching report (where applicable);
- A copy of the applicant’s performance relative to opportunity statement (where applicable);
- Commentary on achievements over the past five years (four-page limit);
- Level E applicants, commentary on how you exemplify the Core Attributes (one-page limit);
- Details of the applicant’s nominated referees.

These documents are submitted electronically via the university’s e-recruitment system.

The components of the application to be attached by Human Resources

- A copy of the applicant’s Academic Staff Activity report (see 6.1.5 below);
- Details of the university’s nominated referees.

6.1.1 The weightings for each criterion

Applicants submit their weightings in an embedded text box that forms part of the online application process. See section 4.4 above for further information about weightings.

6.1.2 The curriculum vitae

The curriculum vitae (CV) is an important part of a promotion application and provides a summary of the applicant’s career activities to date. There is no set template or page limit for the CV; however, applicants should include a footer on each page that includes their name, level applying for, and the page number. An example template of the CV is available on the academic promotion website.

6.1.3 Peer review of teaching

Applicants engaged in teaching (Teaching Academics or Teaching and Research Academics) must submit a formal recent peer review of teaching report as evidence of their teaching quality. Research Academics including a weighting against the teaching and learning criterion may submit a report if desired.

It is recommended that you speak with your Head of School as soon as possible if you will require a summative peer review of teaching for your academic promotion application. Any requests must be submitted no later than THREE weeks prior to the closing date for promotion.

The summative peer review process is managed by the Teaching Innovation Unit (TIU). Further information about peer review can be found on the university’s summative peer review website.
6.1.4 Performance relative to opportunity statement (where applicable)
Applicants who wish to submit a performance relative to opportunity statement may upload a one-page document outlining their case. Further information about preparing a statement can be found in the Information for applicants and promotion panels: assessment of performance relative to opportunity.

6.1.5 The academic staff activity report
Staff access a copy of their academic staff activity report by clicking on the ‘staff activity report’ link, which is also available on the academic promotion webpage. It is recommended that you access the report as soon as possible. The reports will be unavailable for ‘self-service’ from TWO weeks prior to the closing date for promotion. It is important that applicants visit and read the academic activity report – definitions and help on the Business Intelligence and Planning (BIP) SharePoint site.

It is the applicant’s responsibility to review the report and ensure that it is accurate and complete. Any queries or concerns regarding the report must be made to BI@unisa.edu.au no later than THREE weeks prior to the closing date for promotion.

As part of the online application process applicants must tick the relevant box to confirm that they have reviewed their reports. To ensure the most current version is available a copy of the academic activity report will be requested by the senior HR consultant responsible for academic promotion and attached to each application by Human Resources and Business Intelligence and Planning after the closing date.

6.1.6 Commentary on achievements
The commentary on achievements should focus on the last five years. It allows the applicant to indicate what they consider their most significant achievements in teaching and learning, in research, and in engagement, the quality of those achievements (against international standards) and their influence or impact and the quality and impact of their leadership. Promotion panels will pay particular attention to information or evidence that can be corroborated.

The commentary is limited to four single-sided A4 pages (for Level E applicants see also 6.1.6-b) and it should comprise:

- An executive summary outlining the applicant’s approach to teaching and learning and/or their research directions, the focus of their engagement activities, the major high-level achievements in each of these areas and the relationships between them.

- Commentary on the quality and impact of the applicant’s performance in each of their areas of contribution and of their leadership. This commentary should include explanations of research income, publications, areas of contribution to the university, supervision of higher degree students and impact in the classroom on student attraction and retention.

- Where relevant applicants should reference how they met the expectations and demonstrate the qualities outlined in the Core Attributes of UniSA Staff, which give meaning to UniSA’s strategic intent to engage and lead.

- Teaching Academic applicants are encouraged to structure their commentary on achievements using the five criteria identified in the Quality teaching framework for teaching excellence. The criteria are fundamental to demonstrate quality teaching. 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 – Level E
From 2017, applicants to Level E must include an extra page (page 5) to their four-page commentary on achievements. Applicants should refer to the Level E - Core Attributes self-assessment guide and provide
a self-assessment of how effective they have been in modelling and realising the Core Attributes of UniSA Staff.

Formatting of the commentary on achievements:
To enable panels to read the application with ease the following formatting must be followed:

- limited to four single-sided A4 pages (plus for Level E applicants one extra single-sided A4 page (page 5) on the self-assessment on the core attributes)
- no smaller than Calibri or Arial 11-point type
- single-line spacing
- at least one blank single line between each paragraph
- margins of no less than 2 centimetres
- include a footer on each page with the applicant’s name, level applying for and page number.

6.2 Referees
A referee is an expert in the relevant academic or professional field who can provide the panel with an independent and balanced assessment of the applicant’s standing in the field and on their achievements in one or more of the three areas of contribution: research, teaching and learning or engagement and on their leadership (where relevant). Community, industry or other relevant stakeholders may be nominated as referees to provide comment on achievements in the engagement category.

The emphasis is on ensuring that high-quality independent referees are obtained. Perceived, potential or actual conflicts of interest should be avoided.

Referees who have worked closely with an applicant (i.e. on joint research or publications, or as close recent work colleges or in supervisory positions) are not considered independent and should be avoided.

References may be sought for shortlisted applicants only.

Referees nominated by applicants
The names and contact details of potential referees should be submitted as part of the application using the nominated referees template found on the academic promotion website.

Applicants are strongly advised to discuss their nominated referees with their Head of School/Director before submitting their application.

Applicants may indicate the names of up to four people who they do not wish to assess their application and the reasons why.

Applicants will provide:

- **Level B** – names and contact details of two people who may act as a referee. One may be from UniSA but care should be given to demonstrated ‘independence’.
- **Level C** – names and contact details of three people who may act as a referee. One may be from UniSA but care should be given to demonstrated ‘independence’.
- **Level D** and **Level E** – names and contact details of four people who may act as a referee. All referees must be external to UniSA and at least two 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’.

Applicants should not request written reports from their nominated referees but should contact them to establish their willingness and availability to make an assessment if requested by the panel.
After the closing date, the senior HR consultant responsible for academic promotion is responsible for requesting referee reports, for providing a copy of the full application and the preferred UniSA template for referee reports, and for the associated follow up.

University-nominated referees

The applicant’s Head of School/Director will 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.

The requirements are:

- **Level B** – two referees.
- **Level C** – two referees.
- **Level D** and **Level E** – three referees. At least two should be international.

The relevant Pro Vice Chancellor will consider the list of referees nominated and may provide names of additional referees. If applicable, the Chair may seek further recommendations from the panel.

The names of university-nominated referees are provided to the panel in confidence.

After the closing date, the senior HR consultant responsible for academic promotion will request the university-nominated referees from the Head of School/Director and the relevant Pro Vice Chancellor.

6.3 Report from the Head of School/Director

Following the submission of an application, the senior HR consultant responsible for academic promotion will request a report from the applicant’s Head of School/Director.

The Head of School/Director may consult with senior UniSA colleagues. Senior colleagues are considered those who hold a higher position than the applicant and preferably at Level D and above. When asking senior colleagues 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 the applicant’s achievements relative to opportunity and on the applicant’s evidence in the areas of contribution. It should also include any other relevant information that may assist the panel including, when relevant, verification of claims made by the applicant.

For Level E applicants the Head of School/Director will also respond to the statement of claims made in relation to how the applicant has modelled and realised the Core Attributes of UniSA staff.

A copy of the Head of School/Director will be provided to the applicant, via email, by the senior HR consultant responsible for academic promotion.

The applicant may respond once in writing to the report by emailing their comments, within **two weeks**, to the senior HR consultant responsible for academic promotion. Further response from the Head of School/Director is not required.
6.4 Submission of significant information after the closing date
Applicants may submit new information until the first meeting date of the relevant panel, for the purpose of:

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

The first meeting date will be available on the academic promotion website or from the senior HR consultant responsible for academic promotion. The new information should be submitted via email to the senior HR consultant responsible for academic promotion. 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. The new information should be submitted to the senior HR consultant responsible for academic promotion via email, who will forward to the relevant Chair for their consideration and determination.

6.5 Applications for promotion to different levels
Normally a staff member would make a single application for promotion to the level above their current substantive position but it is possible for a staff member to make separate applications to different levels in the same promotion round. In this case, the applicant must submit separate applications, which address the criteria for each level to which they 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 an application. 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 an applicant has provided compelling evidence that the criteria have been met.

Where an application is unsuccessful at the shortlisting stage, the panel may choose to move straight to the ‘notification of outcomes and feedback’ step before finalising the rest of the applications. This notification process will follow the formal process outlined below.

B: References (if required)
References may be sought for shortlisted applicants only.

Where relevant, referees will be selected to take account of the applicant’s 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 the applicant (at least one of the applicant’s nominated referees will be contacted), the Head of School/Director and the Pro Vice Chancellor. A panel may identify and seek reports from other referees with relevant expertise, as it considers appropriate.

The senior HR consultant responsible for academic promotion will provide the selected referees with the full application excluding the nominated referee list and the UniSA academic activity report.
Referees will be asked to comment on the achievements and output of the applicant in one or more of the three areas of contribution and on leadership. Referees will be provided with a template and asked to declare any potential conflict of interest and to indicate where the applicant is placed, in their view, compared to other peers at the same level in the field.

Reports from referees will be confidential and only those directly concerned with the processing and assessment of applications will view the reports.

**C: Applicant interview (if required)**

Applicants may be interviewed to clarify aspects of an application or issues arising from referee reports. The proposed dates of the interviews will be provided on the [academic promotion website](#) or may be requested from the senior HR consultant responsible for academic promotion.

The decision to interview or to not interview does not mean that an applicant has 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 HR consultant responsible for academic promotion will write to the applicant providing them with the details of their interview. In the case that an applicant is 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 the applicant’s 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 all applicants and their Head of School/Director, in writing, of the outcome of their application.

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

Notification of outcomes will normally occur in the first week of December.

Applicants who are unsuccessful will be offered the opportunity to meet with the nominee(s) of the relevant panel to obtain advice to assist with future performance discussions and applications. The relevant Head of School/Director or Pro Vice Chancellor (for levels D and E applicants) will be invited to attend the meeting.
8. Confidentiality
All participants in the process will treat all materials and deliberations relating to academic promotion applications in the strictest confidence. With the exception of referee undertakings, panel members will not discuss applications or panel recommendations outside of the panel meetings.

CROSS REFERENCES:
Crossing the Horizon
Academic Promotion Policy
University of South Australia Enterprise Agreement 2014

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i A copy of the approval must be emailed to the senior HR consultant responsible for academic promotion.
ii ‘Director’ refers to the Director Research Institute, or Director: Teaching Innovation Unit (TIU), or the Academic Director and Deputy Head of UniSA College.
iii A copy of the approval must be emailed to the senior HR consultant responsible for academic promotion.
iv If a Division has no applicants for level D or level E then the Chair and the relevant PVC will decide whether the Division needs to be represented after the initial shortlisting meeting.
v From 2016, inclusion of a peer review of teaching report is mandatory for all Teaching Academic and Teaching and Research Academic applications. Research Academics including a weighting against the teaching and learning criterion may submit a report. From 2017, the UniSA summative peer review of teaching process managed by the Teaching Innovation Unit is the preferred report. However, if an academic has undertaken an appropriate and robust peer review of teaching and it is not reasonable to obtain a new summative peer review report for this round, an alternative report may be provided instead. Note any peer review of teaching report must be NO OLDER than 1 January 2015 for the 2017 round.
v 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 (right hand side of screen) to make any required changes to your postal address.