

Academic Promotions Criteria

The Academic Promotions Criteria are the University of Adelaide's reference framework for Promotion Committees making decisions in relation to academic promotion. Academic careers and roles differ considerably across the University and across disciplines and fields of study.

Though examples of outcomes for each area of academic activity detailed in the Academic Promotions Criteria elaborate on the *Classification Standards (Academic and Research-Only Staff)* contained included in *The University of Adelaide Enterprise Agreement 2023 – 2025* (the EA), the Academic Promotions Criteria are not intended to be an exhaustive list of all aspects of academic endeavour. Similarly, a promotion applicant will not be required to provide evidence against all of the criteria herein, however, it is expected that the evidence of their contributions and achievements substantially address the criteria appropriate to their position and the level to which they are applying.

The Academic Promotions Criteria are organised into three areas of academic activity as follows:

1. **Research** (*referred in the EA as “research, scholarship and creative activity”*)

In applying for promotion to a particular level, academic staff will need to provide evidence of excellence, impact and outcomes of their research activity, commensurate with their academic career path and their field of research, in a range of domains comprising:

- Research output and funding
- Discipline impact and esteem
- Translation, commercialisation and industry engagement
- Research supervision, research training and mentoring
- Research culture and leadership

2. **Education** (*referred in the EA as “teaching (and related duties) including supervision”*)

In applying for promotion to a particular level, academic staff will need to provide evidence of excellence and impact in educational outcomes, commensurate with their academic career path and their discipline area, in a range of domains comprising:

- Curriculum design
- Curriculum delivery
- Discipline knowledge, pedagogical knowledge and innovation
- Research supervision, research training and mentoring
- Education culture and leadership

3. **Engagement, service and leadership** (*referred to in the EA as “administration, service and leadership in the University” and “professional activity including service to the community”*)

In applying for promotion to a particular level, academic staff will need to provide evidence of the impact and outcomes of their contribution in relation to engagement, service and leadership in a range of domains comprising:

- Service to the community, external engagement and professional activity
- Citizenship behaviour and service to the University
- Leadership of self, others and the University
- Advancement of Aboriginal and Torres Strait Islander culture. Creating an inclusive and respectful environment for the success of Aboriginal and Torres Strait Islander staff and students

Note: Research supervision features in both research and education criteria, however, applicants may only use supervision as evidence once, and must choose between research or education.

RESEARCH DOMAINS	From Level A to Level B Associate Lecturer	From Level B to Level C Senior Lecturer	From Level C to Level D Associate Professor	From Level D to Level E Professor
Research output and funding	<ul style="list-style-type: none"> Participates in and contributes to, independent or team research activities. Undertakes research with limited supervision. Evidence of a developing program of research, including citations. Disseminates research results through discipline appropriate channels. Contributes to the design of research projects and preparation of funding applications. 	<ul style="list-style-type: none"> Makes independent and original contributions to research in her/his field. Makes a scholarly impact which is recognised by peers in the advancement of disciplinary knowledge. Presents at conferences and publishes creative works. Demonstrates a credible citation rate or peer recognition in the field of research. Research results that have been disseminated through channels and outlets that are considered prestigious by peers. Evidences the active pursuit of and evidence of some success in securing research income through competitive and industry funding programmes. Designs effective research projects. 	<ul style="list-style-type: none"> Makes independent and original contributions to research in her/his field of expertise which have a national impact. Demonstrates a sustained record of highly cited publications, conference presentations or creative works of at least national distinction, which is recognised by peers within the discipline. Evidences a consistent record of leadership and success in gaining research income including through nationally competitive grants and industry funding, at a high level for the field of research. Evidence of the active pursuit of and continued success in leading grant applications and securing external competitive grants. 	<ul style="list-style-type: none"> Makes independent and original contributions to research in her/his field of expertise which have a global* impact. Demonstrates a sustained record of publications, conference presentations or creative works of international* distinction. Publishes in prestigious, high quality journals and publications. Evidences an exemplary record of substantial research income at a level consistent with national leaders in the field of research Obtains national and/or international funding.
Discipline impact and esteem	<ul style="list-style-type: none"> Engages with and contributes to a scholarly research network. May referee for esteemed journals. 	<ul style="list-style-type: none"> Participates in a national or international research centre/network or research team. Is developing expertise to achieve national recognition in the discipline. Referees for esteemed journals. 	<ul style="list-style-type: none"> Evidences sustained collaboration with national and international researchers and research teams of distinction. Referees for and editor of esteemed journals, or assesses grant applications. Makes an outstanding contribution to the discipline through professional practice. Is recognised as an expert within the discipline within the University and nationally. 	<ul style="list-style-type: none"> Leads a national or international research centre/network or research team. Gives keynote presentations at significant and international* conferences or invited to be a visiting scholar at a high quality international university. Chairs or is a member of prestigious national and/or international (discipline) committees. Editor or Editor in Chief of esteemed journal. Elected to a learned academy.
Translation, commercialisation and industry engagement	<ul style="list-style-type: none"> Participates in existing collaborative partnerships. 	<ul style="list-style-type: none"> Demonstrates a capacity to build and develop collaborative research partnerships. Collaborates with industry and government stakeholders. 	<ul style="list-style-type: none"> Builds and maintains relationships with industry and government stakeholders, collaborating on behalf of the University. Participates in projects that support and enhance university links with industry and facilitate income generation. 	<ul style="list-style-type: none"> Demonstrates active identification and nurturing of new links with national and international industry and government contacts Manages relationships with key industry and/or government stakeholders on behalf of the University. Attracts major industry funding. Develops intellectual property and evidences the successful translation and commercialisation of research outcomes through contract research, licencing or assignment.
Research supervision, research training and mentoring	<ul style="list-style-type: none"> Demonstrates willingness to supervise or co-supervise HDR students. 	<ul style="list-style-type: none"> Actively develops and supervises or co-supervises HDR students toward successful completion 	<ul style="list-style-type: none"> It is normally expected that at Level D the applicant will evidence successful PhD completions. Evidences a sustained record of successful and timely HDR completions. 	<ul style="list-style-type: none"> It is normally expected that an applicant for Level E will be committed to and have completed many PhD students. Demonstrates additional HDR students have been attracted to the University based on scholarly research reputation.

			<ul style="list-style-type: none"> • Develops a reputation of scholarly research, which is attractive to HDR students. 	<ul style="list-style-type: none"> • Evidences a sustained record of successful and timely HDR completions.
Research Culture and Leadership	<ul style="list-style-type: none"> • Willingly participates in Early Career Researcher support programmes. • Demonstrates personal and research integrity and ethical practice. 	<ul style="list-style-type: none"> • Willingly participates in Mid-Career Researcher support programmes. • Recognised as an expert within a discipline, having an increasing impact at university level including through collaboration with other discipline areas. • Demonstrates a high level of personal and research integrity and ethical practice. 	<ul style="list-style-type: none"> • Makes an outstanding contribution to the research culture of school/faculty. • Leads major research programs and engages and supervises the work of other participants in significant research projects. • Collaborates with colleagues within and external to the University on major research projects. • Leads a culture of high integrity and ethical practice in research. 	<ul style="list-style-type: none"> • Mentors junior academic colleagues to obtain research income, including by joining junior colleagues to grant applications and including junior colleagues as a partner in contract research. • Actively develops supervision skills of junior colleagues by co-supervising HDR students. • Leads and fosters interdisciplinary research within and beyond the University. • Leads research collaboration with other universities internationally. • Makes an exemplary contribution to and fosters a culture of research excellence, including the highest standard of ethical research practices.

**national impact/distinction in disciplines unique to the Australian context.*

EDUCATION DOMAINS	From Level A to Level B Associate Lecturer	From Level B to Level C Senior Lecturer	From Level C to Level D Associate Professor	From Level D to Level E Professor
Curriculum Design	<ul style="list-style-type: none"> Evidence-based design and development of learning activities, assessments and content, with appropriate guidance. Benchmarks across subject or profession to ensure students' knowledge and skills reflect the cutting edge of their discipline. 	<ul style="list-style-type: none"> Leads teams in evidence-based design and development of learning activities, assessments and content, at the course level. Defines, maps and monitors the achievement of course learning outcomes, and implements course-level improvements that achieve positive student outcomes. 	<ul style="list-style-type: none"> Contributes significantly to, and may initiate and lead evidence-based design and development of learning activities, assessments and content at the program level, as part of a curriculum development team. Defines, maps and monitors the achievement of program learning outcomes, and implements program-level improvements that achieve positive student outcomes. 	<ul style="list-style-type: none"> Makes an outstanding contribution to evidence-based design and development of learning activities, assessments and content at program level curriculum design and development of coursework programs. Defines, maps and monitors the achievement of program learning outcomes, and implements program-level improvements that achieve excellent student outcomes. Leads strategic curriculum design and development at faculty and/or interfaculty and institutional level.
Curriculum Delivery	<ul style="list-style-type: none"> Demonstrates evidence-based educational practice, including in assessment and feedback and the use of learning technologies. Achieves positive student engagement, learning experiences and outcomes. Meets SELT expectation standards taking into account contextual considerations and receives positive peer review feedback (TRP). Responsive in a timely way to individual student learning needs. Applies institutional quality assurance processes and where relevant, standards set by accrediting bodies. Proactively monitors the student learning experience and responds appropriately to feedback. 	<ul style="list-style-type: none"> Demonstrates advanced expertise in evidence-based educational practice, including skill, experience and creativity in a range of pedagogies and assessment practices and in the effective use of learning technologies. Meets or exceeds SELT expectation standards taking into account contextual considerations and receives positive peer review feedback (TRP). Coordinates and manages courses effectively and demonstrates positive leadership in the role of course coordinator. Achieves positive student engagement, learning experiences and outcomes at course level. May coordinate sections of program(s) of study, such as majors, minors or Work Integrated Learning sections, demonstrating effective leadership in the coordinator role. 	<ul style="list-style-type: none"> Demonstrates exemplary expertise in evidence-based educational practice, including skill, experience and creativity in a range of pedagogies and assessment practices and in the advanced use of learning technologies. Achieves excellent student engagement, learning experiences and outcomes at course level. Exceeds SELT expectation standards taking into account contextual considerations and receives excellent peer review feedback (TRP). Coordinates and manages coursework programs effectively and demonstrates exemplary leadership in the role of program coordinator. Achieves positive student learning engagement, learning experiences and outcomes at program level. 	<ul style="list-style-type: none"> Demonstrates outstanding expertise in evidence-based educational practice, including skill, experience and creativity in a range of pedagogies and assessment practices and in the advanced use of learning technologies. Achieves outstanding student engagement, learning experiences and outcomes at course level. Substantially exceeds SELT expectation standards taking into account contextual considerations and receives outstanding peer review feedback (TRP). Coordinates and manages coursework programs effectively and demonstrates outstanding leadership in the role of program coordinator. Achieves excellent student engagement, learning experiences and outcomes at program level.
Discipline Knowledge, Pedagogical knowledge and innovation	<ul style="list-style-type: none"> Regularly undertakes continuing professional development in learning and teaching. Demonstrates sound knowledge of the discipline and its contemporary developments. Demonstrates evidence-based knowledge and critically reflective practice 	<ul style="list-style-type: none"> Undertakes learning and development to extend knowledge of the discipline and keep abreast of contemporary developments through scholarship/research. Demonstrates critically reflective practice and advanced knowledge in aspects of curriculum, learning and teaching in the discipline. Evaluates evidence and responds to feedback, e.g. SELT, PARD-P. 	<ul style="list-style-type: none"> Maintains deep knowledge of the discipline and keeps abreast of contemporary developments through scholarship/research. Demonstrates critically reflective practice and extensive advanced knowledge in curriculum, learning and teaching in the discipline. Evaluates evidence and responds to feedback, e.g. SELT, PARD-P. Implements improvements at program level. 	<ul style="list-style-type: none"> Maintains deep knowledge of the discipline and keeps abreast of contemporary developments through scholarship/research. Recognised at University and sector level for expert advanced knowledge in curriculum, learning and teaching in the discipline. May also be recognised as expert beyond the discipline. Demonstrates critically reflective practice and significant advances in pedagogical knowledge through scholarship/research with international impact.

	<p>in curriculum, learning and teaching in the discipline.</p> <ul style="list-style-type: none"> Adopts a set of practices to continuously improve personal teaching effectiveness. Evaluates evidence and responds to feedback, e.g. SELT, PARD-P. Implements improvements to own teaching. Undertakes continuing professional development in learning and teaching. Achieves professional accreditation (e.g. FHEA or equivalent). 	<p>Implements improvements at course or major level.</p> <ul style="list-style-type: none"> Innovates in own practice with positive impact on student outcomes, and demonstrates engagement with strategic educational innovation at program/faculty/University level. Publishes as lead or collaborating author in refereed edited books, journals and/or conference proceedings on learning and teaching. Has been nominated for, or received, school or faculty-level excellence in teaching. Collaboratively attracts competitive faculty- or University-level funding in learning and teaching (e.g. grants). Maintains a routine of continuing professional development in learning and teaching. Achieves professional accreditation (e.g. FHEA or equivalent). 	<ul style="list-style-type: none"> Contributes to significant advances in pedagogical knowledge through scholarship/research with national impact. Innovates in own practice and contributes to strategic educational innovation at program/faculty level. Contributes to the development of learning and teaching strategies and/or policies at school or faculty level. Plays a lead role in driving educational innovation in the discipline with sustained and positive impact on student engagement and outcomes. Publishes as lead or collaborating author in refereed edited books, journals and/or conference proceedings on learning and teaching. Has been nominated for, or received, University level and/or external awards for excellence in teaching. Individually or as lead of team attracts competitive University-level funding in learning and teaching (e.g. grants). Maintains a routine of continuing professional development in learning and teaching, and may contribute to leading continuing professional development for teaching at faculty or University level. Achieves professional accreditation (e.g. SFHEA or equivalent). 	<ul style="list-style-type: none"> Evaluates evidence and responds to feedback, e.g. SELT, PARD-P. Implements improvements at program level. Leads strategic educational innovation at faculty and/or University level with sustained and positive impact on student engagement and outcomes. Leads the development of learning and teaching strategies and/or policies at University level. Contributes to and/or leads high-impact strategic and/or policy initiatives nationally and/or internationally. Publishes as lead author in international refereed edited books, journals and/or conference proceedings on learning and teaching. Has received University level and/or external awards for excellence in teaching. Individually or as lead of team, attracts competitive external funding in learning and teaching (e.g. grants, consultancies). Maintains a routine of continuing professional development in learning and teaching, and leads elements of continuing professional development for teaching at University level. Achieves professional accreditation (e.g. PFHEA or equivalent),
Research supervision, research training and mentoring	<ul style="list-style-type: none"> Demonstrates willingness to supervise or co-supervise HDR students. 	<ul style="list-style-type: none"> Actively develops and supervises or co-supervises HDR students toward successful completion. 	<ul style="list-style-type: none"> Evidences a sustained record of successful and timely HDR completions. Develops a reputation of scholarly research, which is attractive to HDR students. 	<ul style="list-style-type: none"> Demonstrates additional HDR students have been attracted to the University based on scholarly research reputation. Evidences a sustained record of successful and timely HDR completions.
Education, culture and leadership	<ul style="list-style-type: none"> Demonstrates an attitude that inspires and motivates students. Demonstrates a professional attitude to role as an educator, e.g. displays a timely response to all education-related deadlines and requests. Demonstrates a student-centred approach and a conscientious and systematic focus on enhancing student learning. Demonstrates collegial behaviour supporting a positive culture of teaching 	<ul style="list-style-type: none"> Demonstrates an attitude that inspires and motivates students, and a well-defined student-centred teaching philosophy. Contributes to a positive collegial culture of educational excellence at school/faculty level, e.g. participates in and/or leads communities of practice in learning and teaching. 	<ul style="list-style-type: none"> Demonstrates an attitude that inspires and motivates students, and a well-defined student-centred teaching philosophy. Inspires and supports colleagues to develop, improve and innovate in their teaching. Mentors early-career academics in educational practice. Demonstrates leadership in promoting and maintaining rigorous educational standards, in improving student engagement and success, and in advancing a positive collegial culture of educational excellence at school/faculty level e.g. initiates and leads communities of practice in learning and teaching. Leads the review of internal teaching strategies and resources. 	<ul style="list-style-type: none"> Demonstrates an attitude that inspires and motivates students, and a well-defined student-centred teaching philosophy. Mentors mid-career academics in educational practice. Demonstrates sustained leadership in promoting and maintaining rigorous educational standards, in improving student engagement and success, and in advancing a positive collegial culture of educational excellence at faculty/University level. Leads the review of internal and external teaching strategies and resources. Demonstrates sustained leadership in scholarship/research and in professional development and other activity, in support of student learning e.g. PARD-P, TRP, and the University's Induction and CPD program.

	<p>excellence, e.g. participates in communities of practice in learning and teaching.</p>		<ul style="list-style-type: none"> • Demonstrates leadership in scholarship/research and in professional development and other activity in support of student learning e.g. PARD-P, TRP, and the University's Induction and CPD program. • Represents School on faculty-level education committees and working groups. 	<ul style="list-style-type: none"> • Represents School/Faculty at University level on education committees and working groups. • Strengthens and contributes to national dialogue in teaching and learning. • Advances cooperation and partnerships external to the University.
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ENGAGEMENT, SERVICE AND LEADERSHIP DOMAINS	From Level A to Level B Associate Lecturer	From Level B to Level C Senior Lecturer	From Level C to Level D Associate Professor	From Level D to Level E Professor
Service to the community, external engagement and professional activity	<ul style="list-style-type: none"> Evidences participation in University engagement and outreach activities. Shares discipline expertise by communicating scholarship through external events. Is a member of relevant disciplinary or professional/industry associations. Assists with organisation of seminars, conferences and activities for the profession. Veterinarian who is board eligible and has passed or is ready for specialist exam. Demonstrates the impact of their innovation on clinical practice. Maintains strong links with the profession Demonstrates the impact of their innovation on clinical practice. 	<ul style="list-style-type: none"> Evidences consistent and meaningful participation in University outreach and engagement activities. Shares discipline expertise by communicating scholarship through external events and through appropriate media channels. Is a member and office bearer of relevant disciplinary or professional/industry associations. Organises seminars, conferences and activities for the profession. Serves on relevant boards, government bodies and committees at a local and State level. Member of national and international learned societies Assists in clinical trials Makes significant contribution to clinical practice within clinical units/divisions and or local health networks. An established boarded specialist and clinical academic. Develops and runs specialised referral services 	<ul style="list-style-type: none"> Leads University outreach and engagement activities. Shares discipline expertise by delivering invited lectures at national forums and by providing regular media commentary related to discipline expertise and research. Contributes to disciplinary or professional/industry associations in executive roles. Organises national seminars, conferences and activities for the profession. Serves on relevant boards, government bodies and committees at a national level. Respected contributor to national and international learned societies. Expert involvement in national and/or international clinical trials Recognised as a leader within clinical units/divisions and or departments in local health networks. Participates in leading clinical research activities Recognised as an experienced specialist within their field Develops and supervises residency programs 	<ul style="list-style-type: none"> Leads and develops outreach activities in coordination with university initiatives. Shares discipline expertise by delivering invited lectures at international forums and evidences extensive media impact and/or engagement in public debate. Contributes to disciplinary or professional/industry associations executive roles at a national and international level. Demonstrates significant professional consultancy and advisory work for government agencies, community or private sector organisations and contribution to policy formulation at all levels of government. Represents the University on national or international bodies, reference groups or commissions. Demonstrates exemplary leadership through excellence in teaching, research and innovation in a clinical context Provides leadership of significant national and international learned societies. Leadership of national and/or International clinical trials. Leads clinical research contributing to significant changes in clinical and/or health policy. Leads or directs high performing clinical units/division and/or department within a local health network. Internationally recognised for outstanding impact and achievement and as an expert and leader in their discipline. Makes a significant contribution to the development of their specialty area, though leadership and participation on expert panels, examining boards and task forces.
Citizenship behaviour and service to the University	<ul style="list-style-type: none"> Models high standards of professional behaviour, aligned to University values and contributes to the development of a positive and collegial work environment. Participates in PDR and undertakes relevant development related to role and responsibilities. 	<ul style="list-style-type: none"> Models consistently high standards of professional behaviour, aligned to University values and effectively contributes to the development of a positive and collegial work environment. Participates in PDR and undertakes relevant development related to role and responsibilities. 	<ul style="list-style-type: none"> Models exemplary standards of professional behaviour, aligned to University values and actively contributes to the development of a positive and collegial work environment. Achieves effective, outcome-focussed chairing of department, school or faculty committees. Demonstrates sustained contribution to strategic initiatives, governance and policy development in the University. Evidences a track record of effective partner engagement in relation to research or philanthropic funding, or with regard to student placements and employment. 	<ul style="list-style-type: none"> Models exemplary standards of professional behaviour, aligned to University values and makes an outstanding contribution to the development of a positive and collegial work environment. Achieves effective, outcome-focussed chairing of school/faculty and university committees. Demonstrates sustained contribution to the development and implementation of school and faculty strategy and business plans, and to university governance and policy development. Evidences a track record of sustained and valuable partner engagement in relation to research or philanthropic funding, or with regard to student

			<ul style="list-style-type: none"> Participates in PDR and proactively undertakes relevant development related to role and responsibilities. 	<p>placements and employment, and/or contributions to the University's commercial interests and enterprise.</p> <ul style="list-style-type: none"> Participates in PDR and proactively undertakes relevant development related to role and responsibilities.
Leadership of self, others and the University	<ul style="list-style-type: none"> Contributes to the University at course level. Highly visible presence on campus. Consistently participates in departments/school/faculty activities and events. 	<ul style="list-style-type: none"> Contributes to the University at a program and school level including through membership of committees. Consistent and active participant in department/school/faculty activities and events and a visible presence on campus. Evidences the encouragement and enabling of junior colleagues and students. 	<ul style="list-style-type: none"> Contributes to the University at a school and faculty level including through membership of committees. Provides visible leadership to peers and colleagues through regular presence on campus and meaningful involvement in organising school, faculty and university events. Evidences a significant role in peer mentoring and the development of junior colleagues and students. Seeks out and readily assumes program convening, HDR leadership, school or faculty leadership roles. Demonstrates outstanding leadership and management of a department, school, centre or institute. 	<ul style="list-style-type: none"> Evidences support for and effectively communicates to colleagues, the University's strategy. Contributes to the University at a faculty and university level including through membership of committees. Provides visible leadership to peers and colleagues through regular presence on campus and meaningful involvement in University level activities, including in implementing the Faculty's strategic plan. Evidences a significant track record in successful peer mentoring and engagement in peer review. Seeks out and readily assumes portfolio, faculty or university leadership roles. Demonstrates outstanding leadership and management of a department, school, centre or institute.
Advancement of Aboriginal and Torres Strait Islander culture. Creating an inclusive and respectful environment for the success of Aboriginal and Torres Strait Islander staff and students	<ul style="list-style-type: none"> Undertakes culture-specific service to Aboriginal and Torres Strait Islander people within the University and broader community. (Aboriginal and Torres Strait Islander staff only) Demonstrated commitment to enabling Aboriginal and Torres Strait Islander students and staff to thrive and succeed Activities which enable access and are inclusive of Aboriginal and Torres Strait Islander staff, students and communities Contributions to the understanding of and respect for Aboriginal and Torres Strait Islander cultures, languages, knowledges and values 			