

Academic Promotion Policy and Procedure for Higher Education

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Document Owner	ECA Executive Committee		
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Relevant to	ECA teaching/academic staff		
Related Documents	Higher Education Industry Academic Staff Award 2020 Typical Duties for Academic Levels ECA Academic Promotion (Higher Education) Procedures		
Version	Change description	Approved by/date	Effective date
1.0	The previous policy has been replaced by the new policy from ECA. This policy includes the promotion procedures and Academic levels and duties. This policy has been harmonised across the 3 IHEs	Approved by ECA Executive Management Committee (EMC) on 26 April 2023	26 April 2023

1. Purpose and Scope

ECA aims to attract, appoint, retain and develop high quality academic staff to contribute to its ongoing development. It employs academic staff as specialists in their disciplines to advance its standing and activities through learning and teaching, scholarship and research, and leadership and service.

This policy recognises the importance of career development for academic staff members to enhance their capacity to remain active in their pursuit of knowledge, in their approaches to teaching, and in their contributions to the wider community. This policy is intended to ensure that the institution remains competitive with universities and other higher education providers in its ability to appoint and retain academic staff by providing them with the opportunity to apply for promotion. It is also intended to ensure principles of equity and fairness apply to the promotion of academic staff.

2. Scope

The policy applies to permanent academic staff for levels, B, C, D, and E. Applicants must be an employee of an ECA Australian entity. The policy does not apply to casual academic staff or employees designated as professional staff.

3. Definitions

Academic Level refers to the levels A, B, C, D and E as defined in the institution's *Typical Duties for Academic Levels* document. Academic Promotion refers to the advancement from one Academic Level to another Level based on merit.

Academic Promotions Committee refers to the Committee of ECA appointed on a yearly basis to consider applications for promotion.

Academic staff / teaching staff refers to permanent employees engaged in teaching and assessment of courses at the institution.

Institution (the) means an ECA higher education entity or higher education partner.

Leadership and Service refers to a range of activities both within and beyond the institution. It includes, but is not restricted to, serving on committees, coordinating units and courses, contributions to the profession through for example representation on external bodies, raising the profile of the institution and ECA in the community through other activities, contributing to policy and process, and contributing to building communities of practice.

Learning and Teaching refers to the activities directly involved in teaching and student learning, including the preparation and presentation of lectures, seminars, tutorials, laboratories and a variety of pedagogical experiences associated with online learning, the assessment of student learning, moderation processes associated with assessment and the supervision of students on placement. In the context of promotion consideration is not only given to the amount and range of activities the applicant is involved in but also to the quality of these activities as determined by student feedback, awards for teaching, and other evidence provided by the applicant.

Scholarship and Research refers to a range of activities as described in Attachment 1. In the context of promotion both the extent of engagement in and the quality of scholarship and research, especially in relation to national or international recognition, will be considered based on such measures as publication in national and international refereed journals, citations, research and teaching grants, invited addresses and conference presentations contributing to the development of research or teaching.

Unit means a unit of study in a higher education course or a unit of study, subject, module.

Weighting refers to the relative weight an applicant assigns to each of the three categories that must be addressed in all applications.

4. Principles

The following principles underpin the academic promotion policy:

4.1. Equity and Fairness

The stated policy and procedures document are designed to ensure the principles of equity and fairness apply to all academic staff.

4.2. Employment conditions

The policy is designed to ensure it meets the requirements of any awards that apply to the promotion of academic staff. The policy and procedures will be reviewed === by the ECA Executive and updated as necessary to ensure the requirements resulting from any changes to relevant awards are met.

4.3. Confidentiality

All ECA staff members who are involved in any aspect of ECA's academic promotions procedures, whether as applicants for promotion, as members of the Academic Promotions Committee or as external assessors of applications for promotions, will treat all matters concerning the promotion of staff, other than the announcements of promotions, with confidentiality.

5. Policy

- a. All academic staff are entitled to apply for promotion provided that the applicant has:

- held a permanent academic appointment for a period of at least one year or its part-time equivalent prior to the date for which the promotion would take place should the application be successful;
 - successfully participated in their institution's annual performance planning and review processes and can demonstrate the achievement of development goals appropriate to the higher level therein; and
 - made only one application in a promotion round at any level noting that the application will only be considered for the level applied for.
- b. It is expected that the applicant's supervisor will support the application, however, academic staff may choose to apply even without the support of their supervisor.
- c. Academic promotions are based on contributions by the individual to the institution and the wider academic and general community in three areas for which the weighting may vary across individual applications:
 - Learning and Teaching (Weighting range: 30 to 60%);
 - Scholarship and Research (Weighting range: 20 to 60%);
 - Leadership and Service (Weighting range: 10 to 30%).
- d. Applicants for academic promotion must nominate a specific weighting within the indicated bands supported by appropriate evidence to demonstrate their achievements in each area.
- e. Consideration is given mainly to achievements in each of the three areas since the applicant's appointment to the institution or last promotion, whichever is the more recent. Consideration will also be given to the applicant's overall achievements and general standing in the academic community.
- f. Standards of achievement for promotion to each of the Levels, B, C, D and E, will be benchmarked against the standards expected in other higher education institutions. The related document, *Typical Duties for Academic Levels* sets out the standards of achievement required for promotion to each level.
- g. The minimum requirement for promotion is that the applicant must:
 - meet the general standard of the level sought for promotion as specified in the relevant clauses of and related documents to this policy;
 - demonstrate an appropriate level of achievement across the three major areas of academic activity specified in 5(c); and
 - demonstrate high achievement in her/his current level of appointment.
- h. ECA acknowledges some applicants will be members of equity groups or from a background that needs to be well understood to assess their achievements. There may also be applicants where personal circumstances have restricted their time to achieve. Achievement relative to opportunity is a positive acknowledgement of what a staff member can and has achieved given the opportunities available to them and results in a more calibrated assessment of their performance. Performance outcomes will be considered in light of opportunities that have been available to applicants.
- i. Unsuccessful applicants have the right to appeal against the decision of the Promotions Committee based on procedural grounds only.

6. Records

Records in association with this policy will be kept in accordance with ECA's Records Management Policy and other relevant policies.

Confidential files of all applications, referee reports and other matters related to the implementation of the policy must be maintained according to relevant privacy processes.

7. Review

This policy is reviewed at a minimum of every two years by the policy owner (or designate) to ensure alignment to appropriate strategic direction and its continued relevance to ECA' current and planned operations.

The next scheduled review of this document is listed in the Version Control section.

Attachment A – Examples of Scholarship

Scholarship refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field. Within this context, the following represents examples of scholarly and research activity:

- peer reviewed scholarly output/publication/communication (e.g literature reviews, conference presentations, journal publications)
- scholarly review, original research or teaching practice that collectively contribute to course development
- synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)
- teaching practice engaging the latest ideas, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)
- contributions to relevant professional bodies or communities of practice (e.g. development of new standards, knowledge resources, codes of practice)
- active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review
- undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research
- undertaking advanced specialised practice or scholarly secondments.

Reference: *TEQSA Guidance Note: Scholarship. Version 3.0 (4 May 2022)*

Academic Promotion (Higher Education) Procedures

This document outlines the procedures academic staff and supervisors should follow in applying for academic promotion.

1. Process Overview

- a. No later than June of each year, the ECA Executive appoints the Academic Promotions Committee on advice from the ECA Chief Academic Officer (CAO).
- b. Applications for academic promotions will be considered by the ECA Academic Promotions Committee, which is a sub-committee of the ECA Executive Committee and chaired by the ECA CAO.
- c. The Academic Promotions Committee consists of the following members:
 - ECA CAO (Committee Chair);
 - one academic of ECA who holds level D or E appointment;
 - a Level E academic staff member from a non-ECA institution.
- d. The Chair of the Academic Promotions Committee calls for applications for promotion in July/August of each year with a closing date for applications set for the Friday closest to 15 September. The Chair convenes information sessions prior to the closing date.
- e. The Chair appoints an Executive Officer to carry out the administrative tasks associated with the work of the Committee. Following the closing date for applications, the Executive Officer of the Committee confirms with each of the applicants that their application has been received.
- f. Following the deadline for receiving referee reports, the Committee convenes to consider the applications along with referee reports and reach a decision for each applicant on the merits of promotion.
- g. In reaching each decision the Committee should aim to achieve a consensus but in the absence of such, a majority vote of the Committee is required to support or not support the promotion.
- h. The Chair is responsible for conveying the outcomes to applicants and respective business heads in writing. The business head is responsible for a formal announcement being made at the institutional level congratulating the successful applicant/s. The business head is also responsible for providing relevant documentation to ECA's HR team.
- i. The letter informing unsuccessful applicants of the decision includes an invitation to meet the CAO discuss the reasons for the application not being successful and provides feedback regarding how the staff member may strengthen a future application.

2. Applicant and Supervisor Procedure

- a. Following the call for applications, academic staff members who intend to apply for promotion and who are eligible to do so, should prepare their applications according to the requirements specified in the document, *Typical Duties for Academic Levels*.
- b. It is recommended that, prior to preparing an application, the academic staff member should seek their supervisor's support and advice. An application can however be submitted without the supervisor's support.
- c. Applicants are responsible for ensuring their applications are submitted by the nominated closing date. Late applications may be lodged only in exceptional circumstances and with the written approval of the Committee Chair.
- d. Applications must be made on the template available from ECA, which consists of a cover sheet (including personal details, academic qualifications or equivalences and employment history and incorporate provision for:
 - a written case for promotion, which should not exceed five pages, and

- curriculum vitae that includes evidence of achievements relevant to the level for which promotion is sought.

Applicants can also provide evidence of their claims when preparing their application for promotion. Supporting evidence should not exceed 15 pages in length (in addition to the five-page application length).

- e. Applications more than five pages (not including the CV) and supporting evidence more than 15 pages will not be considered. Applications must be written in single space with a font size no less than 10.5 point. Applications must comply with the weighting stated in section 5.1(b) of the policy. Applications that do not comply will not be considered.
- f. Applicants are required to address the three areas of academic activity, namely Learning and Teaching, Scholarship and Research, and Leadership and Service, paying particular attention to the relevant general standard and descriptors contained in the attached document, *Typical Duties for Academic Levels*. Applicants are advised to ensure information/evidence does not apply across more than one of the three areas of academic activity.
- g. Applicants should emphasise achievements over the last five years or since their last appointment or since appointment to the institution, whichever is the shorter period of time, but should also include a complete list of their achievements, publications, etc. over the course of their career.
- h. To support their case concerning achievements in *learning and teaching*, curriculum development and/or educational leadership, applicants must provide student feedback results for a selection of units taught in the last five years or since their appointment to the College and a summary of action taken in response to student feedback. Wherever possible, applicants are also encouraged to submit peer feedback in relation to learning and teaching.
- i. To support their case concerning achievements in *scholarship and research*, applicants must provide evidence of activity and dissemination including but not limited to publication in national and international refereed journals, citations, research and teaching grants, invited addresses and conference presentations contributing to the development of research or teaching. Other examples are provided in Attachment 1 of the *Academic Promotion (Higher Education) Policy*. Such evidence should not include material submitted but not yet accepted for publication or presentation at a conference.
- j. To support their case concerning achievements in *leadership and service*, applicants must provide evidence of activity including but not limited to course coordination, administrative responsibilities within the School or College above those expected at the current level, contributions to strategic and operational planning and/or policy development, membership and leadership of professional associations associated with the discipline of the applicant, participation in the work of government committees and consultancy to the media, industry and the relevant profession.
- k. Where relevant, applicants must provide evidence that indicates the stage reached in respect of current study for an academic award.
- l. Applicants must ensure that all material cited in the application is available to the Academic Promotions Committee if requested by the Committee.
- m. Academic staff should nominate for promotion to levels B and C should provide two referees best equipped to provide support in the areas stipulated for each level in attached document, *Typical Duties for Academic Levels*, and arrange for the referees to submit reports to the Executive Officer of the Committee by the deadline for receiving referee reports. Applicants for levels D and E will have three referees, with at least one external to the institution.
- n. Once the application is completed by the academic staff member, it should be submitted to the relevant supervisor for consideration and subsequent conveyance to the Academic Promotions Committee.
- o. The academic's supervisor must complete the section of the template regarding whether he or she supports the application with the justification for reaching this decision.
- p. The academic's supervisor is responsible for submitting the application to the Executive Officer, Academic Promotions Committee by the closing date for the round and for confirming with the applicant in writing (e.g., via email) that this has occurred.

- q. Applicants may withdraw their application at any time prior to the convening of the Academic Promotions Committee.

3. Achievement Relative to Opportunity

Applicants may include on their Application Form a statement (maximum 250 words) on any relevant personal circumstances which may have impacted their career. By assessing achievement relative to opportunity, applicants can demonstrate achievements given the opportunities available to them. This allows fairer consideration of the overall quality and impact of achievements by applicants given their personal circumstances and the related effect on overall time available, momentum, rate of productivity, and capacity to participate in certain activities.

Examples of factors applicants may wish to highlight include, but are not limited to:

- family or caring responsibilities (for example, primary carer for children, elder-care, illness of a partner or dependent);
- career breaks related to extended parental or carer leave;
- a temporary or permanent disability, or chronic medical condition (for example, a visual impairment or mental illness);
- relevant cultural expectations or circumstances (for example, the extent to which cultural norms and expectations support education and employment opportunities for women);
- periods of part-time work (for example, returning to work after the birth of a child); and/or absences due to ill health or injury (for example, recovering from a major operation);
- other relevant life events as relevant including but not limited to incidents of domestic and family violence, significant relationship breakdowns, end of life care or the death of a family member.

The statement should focus on the shortest of the following timeframes: past five years, the period since last promotion, or the period since appointment at the institution (unless an extension of time has been approved). The statement will facilitate the assessment of achievements relative to opportunity.

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

Applicants submitting a personal statement may provide supporting documents, if available. This documentation will only be provided to the Promotions Committee Chair. ECA commit to respecting the privacy of applicants who do not wish to disclose information on their circumstances within assessment documentation. Applicants can be assured that information disclosed will:

- only be used for the purposes of assisting in the assessment of the applicant's performance and achievements;
- be kept confidential.

4. Appeal Procedure

- a. Applicants who are not successful in gaining promotion may lodge an appeal with the Appeals Panel (convened by the ECA Executive Committee). Appeals must be based on one of two grounds:
- Failure by the Academic Promotions Committee to comply with the procedural requirements of the Policy.
 - Failure to observe the requirements of procedural fairness during the Academic Promotions Committee process.

Disagreeing with the merits of the decision does not constitute valid grounds for appeal.

- b. Appeals must be submitted in writing to the Chair of the Appeals Committee (appointed by and from the ECA Executive Committee) within 10 working days of receiving the written notification stating the application has been unsuccessful, stating clearly the grounds for the appeal including identifying from the applicant's perspective the failure of the Committee to comply with the procedural requirements of the policy or with procedural fairness more broadly.
- c. The Appeals Panel Chair will seek a written response to the appeal from the Chair of the Academic Promotions Committee, on behalf of the Appeals Panel, to be provided to the Appeals Panel Chair within 10 working days.

- d. The Appeals Panel Chair will then convene and chair a three-member Panel (normally two business heads of ECA's higher education entities or university partners). The Appeal Panel must have appropriate gender representation and not include any member who has had an involvement in any aspect of the application for promotion up to the point of appeal.
- e. The Appeal Panel will make a ruling and will convey the decision to Chair of the Promotions Committee and the appellant through the respective business head.

Typical Duties for Academic Levels

Preamble:

This document sets out typical duties associated with each academic level, A-E, in three areas of academic activity:

- Learning and Teaching
- Research and Scholarship
- Leadership and Service.

It is not intended that candidates for promotion must demonstrate achievement in relation to all areas specified below under the three areas of academic activity. The lists below specify a range of criteria on which to base applications for promotion. Candidates for promotion need to demonstrate that they are achieving levels of performance commensurate with the academic level to which they aspire and hence their applications should address a preponderance of the criteria below, reflective of and consistent with their workloads and the priorities identified for candidates in the annual performance planning and review process, as negotiated with their respective supervisors.

It should be noted that for the purposes of promotion, the weightings between each area for an individual academic may vary in accordance with the parameters described in the Academic Promotions Policy and should reflect the nature and extent of the workload required of the academic by the institution.

Level A

Typical Duties for Academic Level

A Level A academic will work with the support and guidance of more senior academic staff and is expected to develop his or her expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching and curriculum development at the institution at a level appropriate to his or her skills and experience, engage in scholarly, research and/or professional activities appropriate to his or her professional discipline, and undertake administration primarily relating to his or her activities at the institution. The contribution to teaching of Level A academics shall be primarily at undergraduate and, with a relevant Master's degree, at graduate diploma level.

Typical duties:

(Note: Similar duties may also be performed by other academic levels)

Learning and Teaching	Research and Scholarship	Leadership and Service
<p>Forms of learning and teaching duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Delivering quality learning experiences (on-campus, blended and/or online) including lectures, workshops, demonstrating, laboratory teaching, web-conferencing, clinical supervision, tutoring and/or work integrated learning • Assisting in student project supervision • Assessing student learning outcomes • Providing students with timely feedback and advice • Providing academic advice and mentoring students • Participating in assessment moderation activities • Undertaking unit administration • Undertaking professional development activities relevant to the evaluation and self-review of learning and teaching practice <p>As the Level A gains experience, he or she will demonstrate increasing autonomy and improvement in teaching in response to student feedback and guidance from more senior academic staff.</p>	<p>Forms of scholarship and research duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Developing a coherent program of research or scholarship individually or as part of a research group • Participating in applications for internal funding of research/scholarship projects in collaboration with colleagues • Beginning to publish in peer reviewed journals usually in collaboration with colleagues • Developing an early-career research/scholarship plan • Undertaking professional development activities to ensure up to date knowledge of developments in his or her discipline or professional field and incorporating this into learning and teaching • Participating as an active member in professional societies concerned with the advancement of learning and teaching and/or scholarship and research 	<p>Forms of leadership and service duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Contributing to the work and outcomes of institution committees and working parties • Developing external contributions to the profession and community • Participating at institution functions, including open days, orientation and information sessions • Undertaking community engagement activities • Undertaking specific projects and assignments

Level B

Typical Duties for Academic Level

A Level B academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching, a Level B academic will make an independent contribution through professional practice and expertise, and co-ordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake academic administration primarily related to his or her activities at the institution and may be required to perform the full responsibilities of and related administration for the co-ordination of an award program.

A Level B academic shall have qualifications and/or experience recognised by the institution as appropriate for the relevant discipline area. In many cases a position at this level will require a doctoral or masters qualification or equivalent accreditation and standing. In determining experience relative to qualifications, demonstrated teaching and curriculum development track records are taken into account.

Typical duties: (Note: Some duties may also be performed by other academic levels)

Learning and Teaching	Research and Scholarship	Leadership and Service
<p>Forms of learning and teaching duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Preparing quality materials and resources for on-campus, blended and/or online learning • Delivering quality learning experiences in on-campus, blended and/or online modes, including, but not limited to, lectures, demonstrations, laboratory teaching, web-conferencing, clinical supervision, workshops, tutoring or work integrated learning • Assisting with the supervision of student research projects • Developing and implementing a range of methods for assessing student learning that are demonstrably aligned with unit and course outcomes and AQF levels • Providing students with timely feedback and advice • Providing course advice and mentoring students • Leading and participating in assessment moderation activities • Coordinating Learning Units, including relevant administration duties 	<p>Forms of scholarship and research duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Developing a coherent program of research/scholarship individually or as part of a research group • Demonstrating progress in meeting research/scholarship plan milestones • Developing bids for internal research funding schemes • Participating in applications for funding of research/scholarship projects individually or in collaboration with colleagues • Establishing a record of publication in high quality, peer-reviewed journals • Undertaking professional development activities to enhance discipline, teaching and research/scholarship skills and knowledge • Participating as an active member in professional societies concerned with the advancement of learning and teaching and/or scholarship and research • Demonstrating evidence of up to date knowledge of developments in their discipline or professional field and incorporating such developments into learning and teaching practice and curriculum development • Presenting research/scholarship papers at national conferences 	<p>Forms of leadership and service duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Course coordination and contribution in course accreditation • Contributing to the work and outcomes of institution committees and working parties • Contributions to the profession and community • Advancing the reputation of the institution in the community - locally, nationally and internationally • Participating at institution functions, including open days, orientation and information sessions • Undertaking community engagement activities • Undertaking specific projects and assignments • Undertaking management and leadership duties, such as supervision of casual academic staff • Supporting the promotion and marketing of courses • Developing, organising and/or coordinating professional fieldwork, practica, clinical placements, and/or work integrated learning

<ul style="list-style-type: none">• Undertaking professional development activities relevant to the evaluation and self-review of learning and teaching practice• Collaborating in curriculum design at Unit and Course levels to ensure that compliance requirements with all relevant regulatory bodies are met, including professional accreditation standards, the Australian Qualifications Framework and the Higher Education Standards Framework administered by TEQSA	<ul style="list-style-type: none">• Submitting scholarship and research outcomes annually to for reporting purposes	
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Level C

Typical Duties for Academic Level

A Level C academic will make a significant contribution to the discipline at the national and/or international level. In research and/or scholarship and or/teaching and curriculum development, he or she will make original contributions, which expand knowledge or practice in his or her discipline.

A Level C academic will normally make a significant contribution to research and /or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours and postgraduate levels. He or she will normally play a major role or play a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the co-ordination of a large award program or a number of smaller award programs of the institution.

A Level C academic will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral or equivalent accreditation or standing. In determining experience relative to qualifications, teaching and curriculum development experience, experience in research, experience outside tertiary education, and professional contributions will be taken into account. In addition, a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.

Typical duties: (Note: Some duties may also be performed by other academic levels)

Learning and Teaching	Research and Scholarship	Leadership and Service
<p>Forms of learning and teaching duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Preparing quality materials and resources for on-campus, blended and/or online learning • Delivering quality learning experiences in on-campus, blended and/or online modes, including, but not limited to, lectures, demonstrations, laboratory teaching, web-conferencing, clinical supervision, workshops, tutoring or work integrated learning • Demonstrating evidence of research-led or research-informed teaching and learning practice • Demonstrating how his or her teaching methods or curriculum design have contributed to the enhancement of learning and teaching • Supervising Research Higher Degree students • Developing and implementing a range of methods for assessing student learning that are demonstrably aligned with unit and course outcomes and AQF levels • Providing students with timely feedback and advice • Providing course advice and mentoring students 	<p>Forms of scholarship and research duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Developing national and/or international recognition for scholarship and research in the discipline through publication • Implementing a coherent program of research/scholarship individually or as part of a research group • Demonstrating progress in meeting research/scholarship plan milestones and successfully managing research grants and funds • Leading as chief investigator or contributing as an associate in research/scholarship projects, including collaborations which yield new insights and opportunities • Applying scholarly and research expertise to innovation and invention, with appropriate involvement in the dissemination of outcomes to the profession 	<p>Forms of leadership and service duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Leading the coordination, evaluation and accreditation of course(s) • Chairing and /or contributing to the work and outcomes of institution committees and working parties • Supporting course-related student selection, admissions and enrolments • Advancing the reputation of the institution in the community - locally, nationally and internationally • Making significant contributions at institution functions, including open days, orientation and information sessions • Undertaking community engagement activities • Undertaking specific projects and assignments as required by the institution

<ul style="list-style-type: none"> • Leading and participating in assessment moderation activities • Coordinating course(s) and/or unit(s), including relevant administration duties • Undertaking professional development activities relevant to evaluation and self-review of learning and teaching practice • Collaborating and leading curriculum design at unit and Course levels to ensure that compliance requirements with all relevant regulatory bodies are met, including professional accreditation standards, the Australian Qualifications Framework and the Higher Education Standards Framework administered by TEQSA • Mentoring junior academic and casual staff in learning and teaching • Undertaking peer reviews of learning and teaching 	<ul style="list-style-type: none"> • Building the evidence-base and scholarship of learning and teaching through, for example, contributing to winning and participating in research grants, publishing research/scholarship results and developing policy • Winning bids for internal research funding schemes • Consolidating a record of publication in high quality peer-reviewed journals • Presenting research papers at national and international conferences • Undertaking professional development activities to enhance discipline, teaching and research skills and knowledge • Participating as an active member in professional societies concerned with the advancement of learning and teaching and/or scholarship and research • Mentoring junior academic staff in scholarship and research • Undertaking peer reviews of scholarship and research • Demonstrating evidence of up-to-date knowledge of developments in their discipline or professional field and incorporating such developments into learning and teaching practice and curriculum development • Undertaking research administration, such as reviewing ethics applications, and submitting scholarship and research outcomes annually for reporting purposes. 	<ul style="list-style-type: none"> • Undertaking other management and leadership duties • Providing leadership contributions to the profession and community organisations • Supporting the promotion and marketing of courses • Developing, organising and/or coordinating professional fieldwork, practica, clinical placements and work integrated learning • Managing the employment of appropriate casual teaching staff and providing relevant professional development and induction • Undertaking professional development to improve skills and knowledge in leadership, management and service
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Level D

Typical Duties for Academic Level

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.

A Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in his or her discipline. He or she will make original and innovative contributions to the advancement of scholarship, research, teaching and administration in his or her discipline.

A Level D academic will normally have the same skill base as a Level C academic. In addition, there is a requirement for academic excellence, which may be evidenced by an outstanding contribution to teaching and learning and/or scholarship and research and/or leadership and service to the profession.

Typical duties: (Note: Some duties may also be performed by other academic levels)

Learning and Teaching	Research and Scholarship	Leadership and Service
<p>Forms of learning and teaching duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Preparing materials and resources for on-campus, blended and/or online learning • Delivering quality learning experiences in on-campus, blended and/or online modes, including, but not limited to, lectures, demonstrations, laboratory teaching, web-conferencing, clinical supervision, workshops, tutoring or work integrated learning • Demonstrating evidence of research-led or research-informed teaching and learning practice • Demonstrating how his or her teaching methods or curriculum design have contributed to the enhancement of learning and teaching • Supervising Research Higher Degree students • Developing and implementing a range of methods for assessing student learning that are demonstrably aligned with unit and course outcomes and AQF levels • Providing students with timely feedback and advice • Leading and participating in assessment moderation activities • Providing course advice and mentoring students • Coordination of course(s) and/or postgraduate Unit(s), including relevant administration duties 	<p>Forms of scholarship and research duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Demonstrating progress in meeting research plan milestones and successfully manage research grants and funds • Demonstrating national recognition and developing international recognition for scholarship and research in the discipline through publication • Leading research projects as a chief investigator including collaborating with external groups to create new insights and opportunities • Applying scholarly and research expertise to innovation and invention, with appropriate involvement in the dissemination of outcomes to the profession • Building the evidence-base and scholarship of learning and teaching through, for example, winning and participating in competitive research grants, publishing research/scholarship results in refereed journals and books and 	<p>Forms of leadership and service duties as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Making a strong contribution to the governance and collegial life of the institution through a regular and accessible presence on campus, presentation of seminars, and leadership in learning and teaching and/or scholarship and research and/or service to the profession and the institution • Leading the development, management and co-ordination of a significant area of activity for learning and teaching (e.g. discipline leader), or scholarship and research (e.g. research group leader), or leadership and service (e.g. course convenor) • Leading the coordination, evaluation and accreditation of course(s) • Developing plans for implementing and evaluating courses, submitting tenders and funding proposals, managing budgets and leading staff effectively, collaboratively and efficiently • Chairing and /or contributing to the work and outcomes of institution committees and working parties • Advancing the reputation of the institution in the community - locally, nationally and internationally • Initiating and supporting media and public relations

<ul style="list-style-type: none"> • Demonstrating excellent and effective leadership of a large interdisciplinary area or academic program area or study year • Leading curriculum design at unit and course levels to ensure that compliance requirements with all relevant regulatory bodies are met, including professional accreditation standards, the Australian Qualifications Framework and the Higher Education Standards Framework administered by TEQSA, • Demonstrating evidence of innovations in course and unit design which have improved outcomes for students • Undertaking professional development activities relevant to evaluation and self-review of learning and teaching practice • Mentoring academic staff in learning and teaching • Undertaking peer reviews of learning and teaching 	<p>developing policy relevant to learning and teaching</p> <ul style="list-style-type: none"> • Contributing to the leadership of the discipline through membership of Editorial Boards and/or Editorial Teams of quality journals • Demonstrating an established record of publication in high quality peer-reviewed journals • Presenting research papers at national and international conferences • Giving invited keynote addresses at national conferences • Undertaking professional development activities to enhance research skills and knowledge • Participating as an active member in professional societies concerned with the advancement of learning and teaching and/or scholarship and research • Demonstrating evidence of up-to-date knowledge of developments in their discipline or professional field and incorporating such developments into learning and teaching practice and curriculum development • Undertaking research administration, such as reviewing ethics applications, and submitting scholarship and research outcomes annually for reporting purposes.. • Mentoring academic staff in scholarship and research • Undertaking peer reviews of scholarship and research 	<p>activities</p> <ul style="list-style-type: none"> • Making leadership contributions at institution functions, including open days, orientation and information sessions • Undertaking community engagement activities • Undertaking specific projects and assignments • Undertaking other management and leadership duties as required by the institution • Mentoring academic staff in leadership and service • Undertaking peer reviews of leadership and service • Supporting the promotion and marketing of Courses • Developing, organising and/or coordinating professional fieldwork, practica, clinical placements, and work integrated learning • Undertaking recruitment, appointment, confirmation, promotion and performance management processes for academic and institution staff • Supporting course-related student selection, admissions and enrolments • Managing the employment of appropriate casual teaching staff and providing relevant professional development and induction • Undertaking formal leadership roles for the profession and community organisations • Undertaking professional development to improve skills and knowledge in leadership, management and service • Developing and delivering external partnerships which enhance the institution's goals and add value to the work of the partner and to the broader community
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Level E

Typical Duties for Academic Level

A Level E academic will provide leadership and foster excellence in research, teaching, administration and policy development in the academic discipline within the institution and within the community, professional, commercial or industrial sectors.

A Level E academic will have attained recognition as an eminent authority in his or her discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A Level E academic will make original, innovative and distinguished contributions to scholarship, researching and teaching in his or her discipline. He or she will make a commensurate contribution to the work of the institution.

A level E academic shall have the same skill base as a level D academic but will be recognised as a leading authority in the relevant discipline area.

Typical duties:

(Note: Some duties may also be performed by other academic levels)

Learning and Teaching	Scholarship and Research	Leadership and Service
<p>Forms of learning and teaching activities as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Demonstrating a distinguished record of scholarly learning and teaching across all levels and appropriate contexts (including clinical teaching, where appropriate) at national and/or international levels • Demonstrating excellent and effective leadership of a large interdisciplinary area or academic program area or study year • Demonstrating leadership in maintenance of academic standards and in the development of curriculum and/or courses of study that ensure that compliance requirements with all relevant regulatory bodies are met, including professional accreditation standards, the Australian Qualifications Framework and the Higher Education Standards Framework administered by TEQSA • Demonstrating evidence of innovations in course and unit design which have improved outcomes for students • Supervising Research Higher Degree and Honours students 	<p>Forms of scholarship and research activities as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Providing intellectual leadership beyond her/his specific areas of scholarship and research • Leading a coherent program of research/scholarship through a research group • Undertaking effective and efficient management of research/scholarship projects and programs including budgets and staff • Demonstrating success in meeting research plan milestones and in managing research grants and funds • Being recognised as an eminent authority at the national level and developing an international reputation for scholarship and research in the discipline through publication • Leading as a chief investigator in research projects, including collaborating with external groups to create new insights and opportunities • Creating and sustaining long term research partnerships which have demonstrable outcomes • Demonstrating the successful application of scholarly and research expertise to innovation and invention, with appropriate involvement in the dissemination of outcomes to the profession 	<p>Forms of leadership and service activities as agreed with the Academic Head that may include but are not limited to:</p> <ul style="list-style-type: none"> • Making an outstanding contribution to the governance and collegial life of the institution, for example as Head of Discipline. • Leading the development, management and co-ordination of a significant area of activity for learning and teaching (e.g. discipline leader), or scholarship and research (e.g. research group leader), or leadership and service (e.g. course convenor or Chair of institutional committees) • Developing and implementing plans for designing and evaluating courses, submitting tenders and funding proposals, managing budgets and leading staff effectively, collaboratively and efficiently • Leading the coordination, evaluation and accreditation of course(s)

<ul style="list-style-type: none"> • Preparing quality materials and resources for on-campus, blended and/or online learning • Delivering quality learning experiences in on-campus, blended and/or online modes, including, but not limited to, lectures, demonstrations, laboratory teaching, web-conferencing, clinical supervision, workshops, tutoring or work integrated learning • Developing and implementing a range of methods for assessing student learning that are demonstrably aligned with unit and course outcomes and AQF levels • Demonstrating evidence of research-led or research-informed teaching and learning practice • Demonstrating how his or her teaching methods or curriculum design have contributed to the enhancement of the student experience and learning and teaching practice in the institution • Leading and participating in assessment moderation activities • Providing students with timely feedback and advice • Providing course advice and counselling and mentoring students • Mentoring academic staff in learning and teaching • Undertaking peer reviews of learning and teaching • Leading and undertaking professional development activities relevant to evaluation and self-review of learning and teaching practice 	<ul style="list-style-type: none"> • Building the evidence-base and scholarship of learning and teaching through, for example, winning and participating in competitive research grants, publishing research/scholarship results in refereed journals and books and developing policy relevant to learning and teaching • Contributing to the leadership of the discipline through membership of Editorial Boards and/or Editorial Teams of quality journals • Demonstrating an outstanding record of publication in high quality peer-reviewed journals • Presenting research papers at national and international conferences • Giving invited key note addresses at national conferences • Leading and undertaking professional development activities as required to enhance research skills and knowledge • Participating as an active member in professional societies concerned with the advancement of learning and teaching and/or scholarship and research • Demonstrating evidence of up to date knowledge of developments in their discipline or professional field and incorporating such developments into learning and teaching practice and curriculum development • Contributing to the leadership of research assessment activities, undertaking research administration, such as reviewing ethics applications, and submitting scholarship and research outcomes annually for reporting purposes.. • Mentoring academic staff in scholarship and research including advising on study design • Undertaking peer reviews of scholarship and research 	<ul style="list-style-type: none"> • Chairing and /or contributing to the work and outcomes of institution committees and working parties • Undertaking formal leadership roles for the profession and community organisations • Advancing the reputation of the institution in the community - locally, nationally and internationally • Initiating and supporting media and public relations activities • Representing the institution at academic, professional and civic functions and events • Making leadership contributions at institution functions, including open days, orientation and information sessions • Leading community engagement activities • Leading specific projects and assignments • Undertaking peer reviews of leadership and service • Undertaking other management and leadership duties as required by the institution • Mentoring academic and other institution staff in leadership and service • Leading and undertaking professional development to improve skills and knowledge in leadership, management and service • Leading recruitment, appointment, confirmation, promotion and performance management processes for leading academic and other institution staff • Leading the development and implementation of external partnerships which enhance the institution's goals, and add value to the work of the partner and to the broader community
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