

Academic Equity Development Program

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Description	The Academic Equity Development Program provides eligible academic (including research only) staff with support to conduct sustained activities to further their development as scholars, researchers, teachers and/or practitioners. It is awarded to individual staff in recognition of their achievement and their potential to achieve, despite previous career disadvantage related to an attribute or life responsibility.

Related documents

- [Academic Staff Review Policy and Procedures](#)
- [Academic Studies Program Website](#)
- [Academic Equity Development Program Application Form \(Word version\)](#)
- [Delegations Policy](#)
- [Delegations Procedure](#)
- [Delegations Register](#)
- [Code of Conduct](#)

External Links:

- [Anti-Discrimination Act 1991 \(Qld\)](#)

[\[Introduction\]](#) [\[Policy\]](#) [\[Process\]](#) [\[Delegated Authorities\]](#)

1. INTRODUCTION

The Academic Equity Development Program provides recognition of achievement for staff with one or more nominated attributes or life circumstances and responsibilities, including:

- Family responsibilities;
- First Peoples (Aboriginal and Torres Strait Islander);
- People with disabilities;
- People from culturally and linguistically diverse backgrounds;
- People who are sexually or gender diverse; and
- Women.

The Program provides support to conduct sustained activities to further the development of staff and in doing so it recognises the career disadvantage that some staff experience as a result of their personal attribute/s or life responsibilities.

In accordance with the Anti-Discrimination Act 1991, family responsibilities of a person means the person's responsibilities to care for or support:

- a dependent child of the person; or
 - any other member of the person's immediate family who is in need of care or support.
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2. POLICY

2.1 Program

Each year, approved staff members will be given support to enhance progress towards the completion of research higher degrees or to facilitate other research or teaching development projects which have been inhibited either directly or indirectly as a result of past disadvantage.

In many instances this support will involve release from teaching for one trimester, however it is recognised that redressing disadvantage requires flexible responses. Therefore, funding provided may be used to support appropriate programs or resources that will support the individual applicant's academic advancement.

Deans (Academic) will consider applications for staff members from within their academic group and will forward recommended programs to the Deputy Vice Chancellor (Engagement) for final approval. Applications may be considered throughout the calendar year. The amount provided for each supported program will be approximately \$20,000.

Funding for one program per academic group will be provided by the University Equity Committee annually, through the Deputy Vice Chancellor (Engagement). Academic Groups may provide funding for additional programs as required. Funding may be directed to the School/Department to cover teaching release or may be allocated directly to the recipient to support research or related activities, or a combination of both.

Staff members participating in the Academic Equity Development Program are not on leave, and will continue to receive their usual salary.

A staff member who is a recipient under this Program is required to provide the University with a final report upon the completion of their program. This report should be submitted to the Head of Element and Dean (Academic).

2.2 Scope and Eligibility

This policy applies to staff who have experienced disadvantage as the result of possessing one or more of the following attributes and/or life responsibilities:

- Family responsibilities;
- First Peoples (Australian Aboriginal and Torres Strait Islanders);
- People with disabilities;
- People from culturally and linguistically diverse backgrounds;
- People who are sexually or gender diverse; and
- Women.

2.2.1 Disadvantage

The disadvantage must be related to one of the attributes above and may include such things as:

- interruptions and disruptions to career progress through family responsibilities;
- lengthy periods of insecure academic employment;
- lack of access to research leave such as Academic Studies Program ([ASP](#)) due to contract or interrupted employment;
- difficulties in accessing opportunities, which has impeded research or career progress;

- cultural and/or language differences which have added complexity to research processes.

2.2.2 Employment eligibility

To be considered for a Program, the staff member must:

- be an academic staff member at level A or B (Associate Lecturer, Lecturer, Research Fellow A or B);
- have been employed by the University for three years or more;
- be performing satisfactorily under the [Academic Staff Review](#);
- be able to provide a credible proposed program of academic work;
- demonstrate the value of the program, in terms of their professional development and the expected benefits for the University;
- in the past three years, not have received any other significant form of teaching release (eg [ASP](#), Group support); and
- in the past five years, have not been the recipient of support under this Program (including ASED/PTASDSS/ VCASDS).

Ideally, applicants should be in a continuing position. In exceptional circumstances consideration may be extended to staff who hold a minimum contract of two years, either full-time or part-time with the University, and which extends beyond the proposed period of teaching release.

2.3 Types of activities and support

A program of activities may include:

- research and authorship;
- progress towards or completion of a formal relevant research higher degree;
- research or other activities which will improve teaching and learning strategies;
- practice as an artist or performer

Forms of support may include, but are not limited to:

- teaching release;
- funding to present papers at interstate or international conferences; and
- participation in developmental programs such as those conducted by Griffith English Language Institute or related agencies.

3. PROCESS

3.1 Applications

Eligible staff members are invited to submit applications directly to the Dean (Academic) for consideration at any time throughout the calendar year. Applications should be for programs of work in the following trimester or following calendar year.

The Dean (Academic) will forward recommended programs to the Deputy Vice Chancellor (Engagement) for final approval, through the relevant Group Pro Vice Chancellor.

The staff member is responsible for providing all information requested in the application and any relevant, additional information.

Heads of Element are expected to use discretion and confidentiality in the provision of comments which will form part of the application to the Dean.

As outlined in the application form, applications should clearly connect the equity consideration/s with previous career hardship, and the proposed program of works should clearly articulate how the program will assist to redress previous disadvantage.

3.2 Criteria

The Dean (Academic) will assess applications based on the following four criteria:

- evidence of significant disadvantage in terms of career progress, which occurred directly or indirectly as a result of inequitable access to opportunities. (Weighting of 50%)
- the extent to which participation in the program is likely to redress stated disadvantages and promote career development. (Weighting of 30%)
- the coherence, clarity, completeness and achievability of the proposed program of research (including projects in visual and performing arts), higher degree study, or teaching and learning project OR the nature of the activity for which support is sought. (Weighting of 10%)
- the evidence of the applicant's ability to achieve the planned outcomes. (Weighting of 10%)

3.3 Approval

The Deans decision (recommendation for approval or otherwise) will be communicated to each applicant, providing brief reasons for the outcome. The relevant Head of Element will also be notified of the outcome.

Recommendation of successful programs will be made by the Dean (Academic) to the Deputy Vice Chancellor (Engagement), through the relevant Group Pro Vice Chancellor.

3.4 Variations by a staff member to an approved Academic Equity Development Program

3.4.1 Changes to approved program

Staff members must advise their Head of Element of any variations to the approved program as early as possible. Major variations affecting the purpose, objectives and outcomes of the program require the approval the Dean (Academic).

3.4.2 Variations due to sickness or injury

A staff member who becomes sick or injured during a scholarship period must notify the Head of Element of the period of the incapacity and provide a medical certificate in accordance with the University's sick leave provisions.

Where the staff member's incapacity prevents them from completing the scholarship as scheduled, the Dean (Academic) may approve an extension if it is convenient in terms of the operational requirements of the Element, or authorise other action.

3.4.3 Cancellation or postponement

A staff member must advise their Head of Element if they are unable, for personal reasons, to proceed with an approved program. The Dean (Academic), on the recommendation of the Head of Element, will determine whether the commencement of the program can be postponed. If the period of the postponement is more than a year, the program will be cancelled and the staff member will need to reapply in the future.

3.5 Reporting

Within two months of completion of the program, a final report must be submitted to the Head of Element and Dean (Academic). This report should demonstrate accountability for the activities undertaken during the release period.

The report should be written in academic lay terms, so that non-specialists can understand it. The following headings must be used when compiling a Program Completion Report:

- Title of the program and summary of the purpose;
- The work performed and the locations of the work.
- Progress and actual outcome made during program (identify conference papers, publications etc);
- Outcomes still to be achieved and time lines; and
- Academic achievements and anticipated benefits to the University and the individual.

3.6 Resignation or retirement

After receiving an Academic Equity Development Program release, the University expects that a participating staff member will remain with the University for a period at least equal to the length of their program, or financial recompense may be sought.

4. DELEGATED AUTHORITIES

The delegate is as listed in the [Delegations Register](#), as amended from time to time.
