

## Academic Staff Career Development Procedures

<b>Approving authority</b>	Executive Group
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<b>Document number</b>	2017/0000505
<b>Description</b>	<p>These procedures detail the elements for assuring career development for academic staff in the context of the University's commitment to developing and retaining high performing academic staff.</p> <p>These procedures are to be read in conjunction with the relevant Enterprise Agreement, the Academic Staff Career Development Framework, and the Probation Procedures for Academic Staff.</p>

### Related documents

[Academic Staff Career Development Framework](#)  
[Academic Staff Career Development Plan](#) (Word version)  
[Academic Staff Career Development Plan](#) (PDF version)  
[Academic Manager Career Development Plan](#) (Word version)  
[Academic Manager Career Development Plan](#) (PDF version)  
[Academic Staff Enterprise Agreement](#)  
[Academic Studies Program Policy](#)  
[Academic Studies Program Procedures](#)  
[Academic Staff Career Development Website](#)  
[Code of Conduct](#)  
[Performance Management of Academic Managers Policy and Procedures](#)  
[Probation Procedures for Academic Staff – Continuing Appointments](#)  
[Probation Procedures for Academic Staff – Fixed Term Appointments](#)  
[Promotion of Academic and Research Only Academic Staff Policy](#)  
[Promotion of Academic Staff Procedures](#)  
[Promotion of Research Only Academic Staff Procedures](#)  
[Staffing Delegations: Academic Groups](#)  
[Student Experience of Courses \(SEC\) and Teaching \(SET\)](#)  
[Our People Plan](#)

[\[Introduction\]](#) [\[Scope\]](#) [\[Procedures\]](#) [\[Career Development Evidence\]](#) [\[Career Development Planning\]](#)  
[\[Annual Career Development Discussion and Expectations\]](#) [\[Completing the Process\]](#) [\[Mid-Year Meeting and Regular Check-In\]](#) [\[Unsatisfactory Performance\]](#) [\[Delegated Authorities\]](#)

## 1. INTRODUCTION

The University's capacity for impact is reliant upon the talent and capability of its academic community along with their high quality contributions across learning and teaching, research and research training, scholarship, industry and community engagement and leadership.

The University is committed to enabling staff to reach their full potential by supporting staff and supervisors to engage in regular and meaningful performance conversations and developing fit for purpose leadership and development programs that build the necessary skills and capabilities required now and into the future.

The primary objectives of the Academic Staff Career Development review are to:

- a) support the continued high performance of staff and plan for career success and professional development in light of the advancement of the University's strategic objectives;
- b) enable staff and academic supervisors to engage in frequent and ongoing conversations to provide feedback on progress and, if required, establish new or revised objectives during the review cycle;
- c) review progress towards previously established objectives and outcomes and set specific annual objectives and outcomes in the context of the University's strategic objectives;
- d) reach agreement on proposed professional development activities or resources that will support academic career success;
- e) review and assign an appropriate work allocation profile; and
- f) review and approve leave plans for the following calendar year.

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## 2. SCOPE

This procedure applies to all academic staff employed by the University on a continuing or fixed term basis, including part time appointments of 12 months or more.

Academic manager positions (such as Heads of School/Department, Deans, and Directors of University Centres/Institutes) are covered by the [Performance Management of Academic Managers Policy and Procedures](#).

For academic staff on probationary appointments, these procedures should be read in conjunction with the Probation Procedures for Academic Staff.

Management of unsatisfactory performance or misconduct are separate and different to the Academic Career Development process. Nothing in the Career Development Framework or these procedures restricts or prohibits the University from taking action to address performance and/or conduct issues in accordance with the relevant Enterprise Agreement pertaining to staff of the University.

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## 3. PROCEDURES

### 3.1 Definitions and roles

*Academic Supervisor* – the supervisor will normally be the Head of School/Department or Research/Institute Centre Director. However another academic staff member classified at Level D or above may be appointed by the Dean (Academic) as supervisor of one or more staff members or groups of staff.

The staff member has a right to request a different supervisor. Staff must apply, in writing, stating the reason for the request to the Dean (Academic).

*Staff Committee* – as defined in the University Staff Committee Constitution. Staff Committee will make recommendations to the relevant Pro Vice Chancellor on confirmation of appointment for staff members up to and including Senior Lecturer.

*Senior Staff Review Committee* – as defined in the current Academic Staff Enterprise Agreement. Senior Staff Review Committee is established by the Pro Vice Chancellor to make recommendations to the Deputy Vice Chancellor (Academic) on confirmation of appointment for Associate Professors and Professors.

### 3.2 Timing

The Academic Staff Career Development cycle corresponds with the calendar year (1 January to 31 December) in line with the University's [planning cycle](#) to effectively align individual and collaborative goals with the School/Department/Centre/Institute, Group and University strategic objectives.

The Academic Staff Career Development cycle operates on a two to five year forward cycle that allows for long-term goal setting over the full cycle, with progress towards these goals broken down into annual objectives with measurable outcomes for each objective. The annual cycle includes identification of professional development activities.

This process is intended to be dynamic and interactive and includes provision for mid-cycle and annual adjustments based on changing priorities. Its application builds on the University's core [values and commitments](#) and behaviours as outlined in the [Code of Conduct](#).

### 3.3 Academic Career Development Cycle

The Career Development cycle includes five key areas:

<i>Stage</i>	<i>Description</i>
<p>Review of long-term goal/s, appraisal of the completed review period and setting and planning of objectives for the forthcoming year.</p> <p><i>(October/November)</i></p>	<p>Academic staff member completes the draft plan including identifying long-term goals, documenting progress and outcomes against previously established annual objectives for the completed review period, drafts objectives and outcomes for the forthcoming review period.</p> <p>Documentation is submitted to the academic supervisor for consideration by the end of November each year.</p>
<p>Supervisors consider and review documentation.</p> <p><i>(December)</i></p>	<p>Supervisors consider and review documentation and request additional information if required to assist in the annual performance and career planning discussion.</p>
<p>Annual performance and career planning discussion.</p> <p><i>(January/February)</i></p>	<p>Supervisor and staff member meet to discuss long-term career goals, progress towards previously established objectives and outcomes and plan development activities for the next twelve months.</p> <p>Staff member and supervisor share feedback and learnings, discuss next year's workload and agree on priorities for the forthcoming twelve months. They consider any particular difficulties or equity considerations that may have impacted on outcomes. Agree on leave plans and any proposed changes to the work allocation profile.</p> <p>The staff member is responsible for making any changes to the plan at the conclusion of the meeting.</p> <p>Supervisor and staff member finalise the plan for the forthcoming review period. Supervisor provides overall comments on performance during the last twelve months and recommends any proposed work profile change for approval by the Head of School/Department or Director, University Research Centre/Institute.</p> <p>In the case where a staff member requires improvement in any area of academic emphasis or overall, the staff member and supervisor should prepare a draft Career Development Plan for consideration by the Head of School/Department or Director, University Research Centre/Institute and/or Dean (Academic).</p> <p>In the case where a staff member is likely to be found unsatisfactory, refer to <a href="#">9. Unsatisfactory Performance</a>.</p>

Closing the annual process (end February)	The academic staff member will complete all documents and upload into the University's performance management system for future reference.  Human Resources will provide reports on completions by end March each year.
Mid-Year check-in (June)	Supervisors should meet with staff regularly throughout the year to provide informal and constructive feedback on progress towards goals, objectives, and outcomes and discuss career progress.  At a minimum, academic supervisors should meet with staff at least once per year in addition to the annual review meeting (the mid-year check-in) to review progress, establish new or revise existing goals or objectives and to recommend development activities where required. Formal documents are not required for this meeting unless requested by the supervisor.

At any time during the year the supervisor may request a review meeting where the supervisor considers there may be performance issues. In this case, the staff member and supervisor will meet to discuss those concerns and agree on a reasonable period for improvement. Similarly, at any time a staff member may request a meeting with their supervisor to discuss career goals, progress, plans and request professional development.

The Group Pro Vice Chancellor, may, in consideration of special circumstances for a staff member at the level of Professor, recommend to the Deputy Vice Chancellor (Academic) for approval of an alternate performance review process and deferral of the requirement for submission of an ASCD plan.

### 3.4 Outcomes from the annual review discussion

- a) the staff member and academic supervisor will complete the plan ensuring that the objectives and outcomes for the forthcoming review period and proposed professional development activities and/or resources will support the academic staff member for career success;
- b) the academic supervisor will consult with the relevant Institute/Research Centre Director, Dean (Research) or Dean (Learning & Teaching) where applicable, to obtain advice and/or support for the proposed research / scholarship or learning & teaching objectives and outcomes;
- c) where the academic Supervisor is not the Head of School/Department or University Research Centre/Institute, the original copy is to be provided to the Head for review and approval of the work allocation profile and proposed leave application(s) for the following year;
- d) original copy of the staff members Academic Staff Career Development Plan will be sent for filing on the staff member's personnel file and the staff member should retain an electronic copy of the completed plan for reference.

Where concerns about performance arise they should be raised as soon as practicable after they are identified, and steps made to address the issues as required in the relevant Academic Enterprise Agreement.

Where the Academic Supervisor considers that the staff member's performance requires improvement in any area of academic emphasis, additional support should be provided to the staff member to enable successful achievement of the agreed objectives and outcomes for the forthcoming review period.

The management of unsatisfactory performance or misconduct are separate and different to the Academic Staff Career Development process, refer [9. Unsatisfactory Performance](#).

### 3.5 Academic staff member does not submit their Career Development Plan:

A staff member who fails to complete their plan, will be notified in writing by their Academic Supervisor to submit the document by a specified date and that failure to do so may result in disciplinary action in accordance with the relevant provisions of the Academic Enterprise Agreement.

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## 4. CAREER DEVELOPMENT EVIDENCE

A range of documents supporting the staff member's contributions across their academic career (learning and teaching, research, scholarship, service and engagement) are collated in conjunction with the Career Development plan.

These documents are used to provide additional evidence of the staff member's performance against the agreed long-term goals, objectives and outcomes and should include:

- SET/SEC data that is used as a basis for discussions around learning and teaching quality and innovation and/or required development;
- other evidence of teaching evaluation, including if applicable, peer reviews.
- a copy of the academic staff members Researcher Profile accessed via the Research Dashboard;
- evidence of industry or community engagement, where necessary; and
- academic CV (may be requested by the supervisor, especially in cases where a new supervisory arrangement commences).

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## 5. CAREER DEVELOPMENT PLANNING

Each staff member's Career Development Plan should be aligned with the University strategic plans, Group strategic and operational plans and School/Department/Research Centre work area goals.

Established career goals and annual objectives are to be consistent with:

- the Position Classification Standards (PCSS) for Academic Staff and/or Minimum Standards for Academic Levels – Research Academic Staff (MSLAs);
- academic expectations set by the Group and relevant conditions of appointment;
- the academic staff members work allocation.

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## 6. ANNUAL CAREER DEVELOPMENT DISCUSSION AND EXPECTATIONS

Academic staff and supervisors meet to discuss and develop two to five year career goals, reflect on achievements over the past twelve months, and determine objectives and outcomes for the forthcoming year.

**The staff member is required to:**

- prepare their Career Development Plan in accordance with these procedures, including providing the supervisor with the necessary information at least four weeks prior to the scheduled meeting;
- reflect on their two to five year career goals and ensure alignment of their annual objectives with those of the School/Department/Centre and Group and the University's strategic plan,
- participate positively in the annual review meeting and attend any staff briefing sessions related to the process;
- work with the supervisor to finalise the Career Development Plan and to undertake any revisions as required;
- complete any follow-up actions required to address any areas as identified as requiring improvement;
- encourage the giving and receiving of regular and constructive feedback with the supervisor.

**The supervisor is expected to:**

- schedule the annual meeting and prepare for and conduct the meeting in accordance with the procedures;
- undertake the necessary supervisor training, where relevant, related to career success;
- provide ongoing, regular and constructive feedback to staff, advise their staff on available development options and relevant career support;
- assist the staff member to finalise Career Development Plan ensuring alignment to the School/Department/Centre/Institute, Group and University goals;
- review current leave arrangements and consider and recommend/approve (within delegation) leave plans for the following calendar year;
- monitor staff workloads in accordance with the Teaching Allocation Guidelines;
- together with the staff member complete the Career Development Plan and report on the outcomes of the year-end meeting for submission to the Head of School/Dean (Academic), when the supervisor considers that the staff member's performance requires improvement in any area of academic emphasis;
- take any follow up action on matters agreed at the meeting including ensuring the arrangement of training and development. Where the supervisor is not the Head of School/Department or Director, University Research Centre/Institute any training and development proposals are to be confirmed by the Head of School/Department/Centre/Institute;
- provide overall comments on the employee's performance, noting any equity/diversity or personal circumstances that may have impacted on the staff member's ability to achieve the established objectives or outcomes for the current period.

**The Head of School/Department or Director, Research Centre/Institute is required to:**

- provide clear direction to staff and supervisors on expected deliverables and annual indicators for the School/Department/Centre/Institute, including communicating the applicable Group-specific requirements;
- with advice from the relevant portfolio Deans, provide guidance for improving the effectiveness of teaching and learning, research and research training, scholarship, engagement and leadership outcomes;
- ensure that supervisors have attended the necessary training; and
- support staff for high performance.

The University expects all staff to display collegiate and professional behaviour. In cases where the supervisor, Head of School, Director, Research Centre/Institute or Dean have concerns about the professional behaviour of the staff member, then feedback should be provided to the staff member and the matter dealt with in accordance with the relevant Academic Enterprise Agreement.

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## 7. COMPLETING THE PROCESS

At the conclusion of the annual meeting the staff member and supervisor are required to finalise the documentation/process through the relevant online system.

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## 8. MID-YEAR MEETING AND REGULAR CHECK-IN

At a minimum, it is expected that, academic supervisors should meet with staff at least once per year in addition to the annual review meeting (the mid-year check-in) to review progress, establish new or revise existing goals and recommend development activities where required. Formal documents are not required for this meeting unless requested by the supervisor.

In addition to this meeting, supervisors are encouraged to meet regularly with staff throughout the year to provide informal and constructive feedback on the staff member's progress towards goals, timelines and outcomes set at the annual review and to revise or add new goals/objectives or priorities as required. Progress towards the staff member's career goals should also be discussed and any barriers to development or resource requirements can be addressed at this time.

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## **9. UNSATISFACTORY PERFORMANCE**

The process for the management of unsatisfactory performance and misconduct is different and separate from the Career Development Framework and these procedures.

It is not the intention of these procedures to be used as the primary mechanism to identify or address issues of unsatisfactory performance for disciplinary purposes. Where concerns about performance arise they should be raised as soon as practicable after they are identified, and steps made to address the issues as required in the relevant Academic Enterprise Agreement.

If the overall performance of the staff member is identified as unsatisfactory, it will become necessary to cease the Academic Career Development process as outlined in these procedures and commence the unsatisfactory performance process prescribed in the relevant Enterprise Agreement.

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## **10. DELEGATED AUTHORITIES**

Academic staff career development procedures are the responsibility of all academic staff.

The responsibility for assessing academic performance are set out as follows:

### **Vice Chancellor**

- Decision on reviews of a recommendation by the Deputy Vice Chancellor (Academic) to take disciplinary action in cases of unsatisfactory performance.

### **Deputy Vice Chancellor (Academic)**

- Decision on action to be taken in cases of unsatisfactory performance.

### **Group Pro Vice Chancellor**

- Recommend to Deputy Vice Chancellor (Academic) action to be taken in cases of unsatisfactory performance.
- Recommend and approve the deferral of the Career Development review for Professors in special circumstances.

### **Dean (Academic)**

- Recommend to the Pro Vice Chancellor action to be taken in cases of unsatisfactory performance.
- Approval to appoint an alternative academic supervisor when requested by the staff member.

### **Head of School/Department or Director, University Research Centre/Institute**

- Where Head of Element is the academic supervisor, provision of comments regarding overall performance.
- Approve changes to work allocation profile.

### **Academic Supervisor (where not Head of Element)**

- Provision of comments on overall performance.
- Recommendation to Staff Committee in cases of unsatisfactory performance.
- Recommend changes to work allocation profile as appropriate.