5.23 PROGRESSION OF ACADEMIC STAFF - LEVEL A-B

PURPOSE

UTS is committed to the ongoing skills and career development of staff. UTS recognises that academics at the early stages of their careers have special needs in relation to the support and development required to grow into their roles and pursue a fulfilling career. Thus, early career academics participate in a two-year staff development program tailored to their needs and discipline and factored into their workload. The ability to manage workloads and balance the demands of teaching, research and contributions to the University and community are critical to long-term success in an academic career. Over time, academics are expected to develop across all three areas of activity. However, an academic at level A seeking to build the foundation of an academic career is not expected to develop or contribute equally across all three areas. While staff at level A are expected to demonstrate a willingness to contribute to the academic, and/or corporate life of the University, the emphasis is on developing their teaching and research at the early stages of their careers. Bearing this in mind, these guidelines outline the University’s expectations for academic staff to progress from level A to level B.

ELIGIBILITY

All full-time, part-time and sessional level A academic staff who meet the following service requirements will be eligible to apply for progression to level B:

- 12 months continuous service at UTS (excluding casual service and leave without pay), or
- six months continuous service following the date of notification of an unsuccessful application.

Staff on probation who have been notified that there are impediments to the continuation of their employment will not be eligible to apply for progression.

PERFORMANCE AND DEVELOPMENT AND THE ROLE OF ACADEMIC SUPERVISOR

All academic staff have an Academic Supervisor for the purpose of the UTS performance and development process. A critical part of the Supervisor’s role is to lead, guide and develop academic staff. Through the University’s performance and development scheme, Supervisors are expected to provide guidance, information and feedback to staff. All academic staff have a responsibility to engage with the performance and development process, take ownership of their career development and performance outcomes, and prepare documentation required for the process (ie Workplans and Performance Review Reports) with their Supervisor.

The documentation produced during the performance and development process will be provided as evidence for the progression process.
CRITERIA

For progression from level A to B a staff member must demonstrate that he/she has satisfied the following criteria:

(a) qualifications
(b) performance in the following areas of academic activity and high personal standing:
   • teaching and educational development (also collectively referred to as teaching in these guidelines)
   • research, scholarship, creative work and/or the advancement of knowledge (also collectively referred to as research in these guidelines)
   • engagement and partnership and academic management/administration (also collectively referred to as service in these guidelines)

1. Qualifications

For progression to level B the staff member will have qualifications and experience recognised by the University as appropriate to perform all the duties of a Lecturer in the relevant discipline area.

Subject to the norms of the discipline, the following qualifications will be required:
   • possession of a doctorate or substantial progress towards a doctorate; or
   • documentary evidence of a research component as part of a higher degree, or
   • presentation of a body of evidence which shows equivalence with appropriate qualifications.

In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or technical achievement.

In disciplines where there is an expectation that academic staff will possess a doctoral qualification, applicants for promotion will be expected to possess a doctorate. Because of the nature of their work, research focused applicants must have a doctorate.

2. Performance

Competent or satisfactory performance is expected of all academics at level A. However, it is insufficient for progression. In order to progress, an academic's performance must be consistently higher than that of a competent level A academic. What is required is a sustained contribution at the higher level and high personal standing. However, as mentioned above, a staff member is not expected to demonstrate a high level of achievement in all three areas of academic activity (teaching, research and service). For early career academics at level A it would normally be expected that the emphasis would be on developing their profile in teaching and research.

The staff member’s overall performance should:
(i) consistently exceed that normally expected of a level A academic
(ii) demonstrate the staff member’s capacity to perform at the level of Lecturer
(iii) demonstrate the staff member’s capacity to pursue a successful academic career as evidenced by, for example:
   • the commencement of an academic portfolio (this is an organised record of an academic’s experiences, achievements and professional development over a period of time. It consists of a collection of documents which illustrate the variety and quality of work that is done, along with the
the academic’s reflections on these documents and his/her development over time

- the ability to achieve an appropriate balance between teaching, research and service over time
- the ability to make linkages between these three areas and understand how one can inform the other
- the ability to form productive relationships and work collaboratively and in teams

(iv) reflect at least competent performance across each of the three areas of academic activity (a)-(c) described below. It is recognised that some academic staff have an approved role or workload specialisation which does not require them to contribute to all three areas (a)-(c) (e.g. research-focused academics and education-focused academics). Such staff will be expected to demonstrate competent performance and a higher level of productivity and quality in the areas of specialisation required by their role.

(v) demonstrate high personal standing as described in (d) below.

Examples are given below of the types of achievement expected in each of the three areas of academic activity and in personal standing in order to achieve progression to level B. Please note that these are indicative only and staff are not expected to list achievements against all examples, nor does the list below provide an exhaustive list of possible achievements.

(a) Teaching and educational development
Staff will demonstrate skill in, and commitment to, teaching and educational development. Applications for progression must include teaching evaluations over the last two years, unless continuous service is for a lesser period across the full portfolio of the applicant’s subjects (except for those research-focused academics who are not required to perform teaching or supervisory duties).

Other evidence may include, for example:
- peer review or benchmarking of teaching methods, assessment approaches, learning aids, teaching materials, etc
- independent teaching performance enabling appropriate learning outcomes from students
- the ability to establish an effective learning environment through an understanding of how students learn and how best to encourage learning
- a sound understanding of student expectations and capabilities and the selection of up-to-date and innovative teaching methods and curriculum materials appropriate to the subject and the students
- alignment of teaching, learning and curriculum practice with the UTS Model of global practice-oriented learning
- quality and currency of and innovative approaches to subject, course or program content
- appropriate use of course content and design to foster the valuing and awareness of international, multicultural, gender, indigenous and other diverse perspectives
- quality of material presented
- appropriate and effective assessment methods which include explicit outcomes and criteria and provide formative feedback to students
- systematic approach to providing effective student consultation
- responsibility for aspects of practical work, field trips, placement of students in mandatory work experience etc
- capacity to contribute to the effective fostering of internationalisation including intercultural engagement
• embedding support for students in academic literacy or numeracy within the curriculum
• dissemination of innovative and/or research inspired teaching and/or educational development.

(b) Research, scholarship, creative work and/or the advancement of knowledge
Staff will be expected to provide evidence of independent research, scholarship, creative work and/or professional practice as appropriate to their discipline. The level, impact and quality of work is critical; quantity alone is not sufficient. Applied research and commercialisation of research are acknowledged within this area.

Evidence might include, for example:
• maintaining awareness of current developments in their field and embodying these in their teaching in an authoritative way
• the application of knowledge in original ways to problems of acknowledged importance, or new expressions of knowledge or creative insight in areas which are aligned with the University’s research strategy
• authorship of books, articles, papers, publications in electronic form, patents or inventions, scripts, exhibition or performance catalogues, scholarly translations either refereed or supported by other evidence of peer recognition,
• authorship, direction or execution of performances, productions, exhibitions, or designs appropriate to the discipline or medium concerned and with independent reviews or other evidence of peer recognition
• demonstrated potential for establishing collaborative industry links and/or productive research contacts with industry and/or the professions
• participation in externally funded research, teaching and learning, industry or artistic projects (present, past, source, team and amount of funding)
• contribution to professional practice, acknowledged by appropriate peer recognition
• successful involvement in approved consultancy work in terms of its contribution to the advancement of knowledge and/or its applications, and of professional practice. Such consultancy work must be conducted in accordance with Council Directives for UTS Commercial Activities.
• invitations to address scholarly or professional meetings and conferences etc.

(c) Engagement and partnership and academic management/administration
Engagement and partnership refers to collaboration with, contribution to and the formation of relationships with external organisations, industry partners, professions and the community which are mutually beneficial and enhance the reputation of UTS. Academic management/administration refers to contributions to the administration, management and corporate life of the faculty/unit and/or University.

Activities associated with paid private practice or consultancy as defined in the UTS Outside Work Directive (HR Manual 7.8) will not be considered as evidence under this area (or any other area).

Evidence of this would include, for example:
• awareness and understanding of the University’s strategic directions and objectives and their contribution to these
• participation and reliable performance in administrative duties or committee work
• ability to contribute to policy formulation within the staff member’s academic unit
• involvement in consultative and decision-making processes within the staff member’s academic unit
where appropriate, initiation or active maintenance of linkages between the University and external groups or employers of graduates
active participation in student recruitment or support activity (e.g. school visits, open days, career fairs, academic liaison officer, activities under the widening participation strategy) and graduations
maintenance of linkages between the University and external groups or employers of graduates,
involvement in professional bodies or community groups relevant to the staff member’s area of academic activity
public intellectual engagement, contributing to the profile and reputation of UTS within government, industry, the professions and the broader community.

(d) Personal standing
Staff are expected to have a high personal standing in terms of workplace behaviour, including ethical and professional behaviour, respect for others, a collegial approach and support for equity and diversity in the University community. Applicants for progression must demonstrate that they:

• contribute to developing effective, collegial, supportive and productive working relationships within and external to UTS
• act in the interests of UTS
• independently and collaboratively, set and achieve objectives consistent with the strategic objectives of UTS
• contribute to the creation of an environment which enhances equity and respects diversity at UTS
• comply with the requirements of laws and University policies, directives, procedures and guidelines, and generally act as a good corporate citizen.
• actively model high standards of professional and ethical behaviour
• look for opportunities to improve quality and effectiveness and devises improved approaches and methods (ie PDRI)
• reflect on and seek guidance on performance and embraces opportunities for personal / professional growth or development

APPLICATIONS
Eligible staff may apply to their supervisor at any time for progression.

Applications must include:
• dependent upon length of service, a copy of the staff member’s two most recent planning and review report/s or probation plan and review report/s
• dependent upon length of service, teaching evaluations over the last two years across the full portfolio of the applicant’s subjects (except for those research focused academics who are not required to perform teaching or supervisory duties).
• a statement addressing the criteria (maximum of three pages)
• a curriculum vitae including a list of publications and/or other material attributed to the staff member
• when an application has previously been made, the ways in which the staff member has developed since the last application.

Applicants should complete the application cover page available at http://www.hru.uts.edu.au/remuneration/promo/overview.html and attach it to their application and forward it to their Supervisor.
CONSIDERATION OF APPLICATION AND APPROVAL PROCESS

To be approved, an application requires support from the Supervisor and Dean, and approval of the Senior Deputy Vice-Chancellor.

Supervisor
The Supervisor will meet with the staff member to discuss the application.

If the Supervisor believes that the staff member meets the criteria for progression, the Supervisor makes a written recommendation to the Dean (on the application cover page).

If the Supervisor is of the view that the staff member does not meet the criteria for progression, the Supervisor will:
(i) advise the staff member in writing (with a copy to the Dean)
(ii) meet with the staff member to provide advice on the strengths and weaknesses of the staff member’s case for progression and discuss strategies that may result in a successful application in the future; and
(iii) forward application and cover page to HRU for filing.

Dean
The Dean may return the application to the Supervisor for further consideration or to obtain further evidence of performance. The Dean either indicates support or not for the Supervisor’s recommendation.

If the application is supported, the Dean forwards the application and recommendations to the Senior Deputy Vice-Chancellor.

If the application is not supported by the Dean then it will be returned to the Supervisor to take actions (i)-(iii) under the heading “Supervisor” above.

Senior Deputy Vice-Chancellor
The Senior Deputy Vice-Chancellor may return the application to the Supervisor and/or Dean for further consideration or to obtain further evidence of performance.

If the application is approved, the Senior Deputy Vice-Chancellor forwards the application to HRU for action and filing.

If the application is not approved by the Senior Deputy Vice-Chancellor then it will be returned to the Supervisor to take actions (i)-(iii) under the heading “Supervisor” above.

NOTIFICATION
The staff member will receive written notification of the result of her/his application within two months of its submission to the Supervisor.

Notification of an unsuccessful application will be provided in writing by the Supervisor.

Notification of a successful application will be provided by HRU in the form of a revised contract of employment at level B. In order for the progression to take effect, the contract of employment must be signed.
EFFECTIVE DATE FOR PROGRESSION
Subject to the staff member signing the revised contract of employment for appointment to level B (see section, "Notification"), progression will be effective from the pay period commencing on or after the date of approval by the Senior Deputy Vice-Chancellor.

Where a successful applicant is serving a probationary period, the remaining period of probation will be waived and a continuing appointment or continuation of a fixed-term appointment at level B confirmed. As provided in the academic enterprise agreement where an applicant is serving a probationary period leading to a continuing appointment and has not served at least half of the probationary period, continuing appointment will become effective from the date the 50% service period has been met, provided performance continues to be satisfactory.

FEEDBACK
The Supervisor will meet with unsuccessful applicants to provide feedback on why they were not progressed to level B. The staff member may also request a meeting with the Dean or Senior Deputy Vice-Chancellor to seek feedback.

APPEAL
The staff member may lodge an appeal on the basis of process within seven days of receiving written advice that they do not meet the criteria for progression to level B. The appeal will be handled in accordance with the University's current arrangements for appeals against academic promotions decisions (as set out in the Academic Promotion Directive). The appeal committee will meet twice per year to consider any appeals.

FURTHER INFORMATION AND ADVICE
Staff are encouraged to seek further information and advice from their supervisors. Information may also be sought from Client Services and Support, Human Resources Unit.
## APPROVALS

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<th>EFFECTIVE DATE</th>
<th>10 December 2013</th>
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<td>REVIEW DATE</td>
<td>2016</td>
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<tr>
<td>ACCOUNTABLE OFFICER</td>
<td>Director, Human Resources</td>
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<tr>
<td>CURRENT INCUMBENT</td>
<td>Beverley Bosman</td>
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<tr>
<td>IMPLEMENTATION OFFICER</td>
<td>Client Services and Support</td>
</tr>
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<td>CONTACT NO</td>
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## REVISION/MODIFICATION HISTORY

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<thead>
<tr>
<th>Date</th>
<th>Current title</th>
<th>Summary of changes</th>
<th>Approved / rejected</th>
<th>Approval authority</th>
<th>Resolution or file number</th>
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<tr>
<td>03/05/2005</td>
<td>Progression of Academic Staff - Level A-B Guidelines and Procedures</td>
<td>New Guidelines and Procedures</td>
<td>Approved</td>
<td>PVC (Teaching &amp; Learning)</td>
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<tr>
<td>12/12/2011</td>
<td>Progression of Academic Staff - Level A-B Guidelines</td>
<td>Guidelines and procedures incorporated into one document. Updated to reflect recent changes to Academic Promotion Directive. Rescission of Progression of Academic Staff - Level A-B Procedures.</td>
<td>Approved – effective from 1 January 2012</td>
<td>Senior Deputy Vice-Chancellor</td>
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<td>10/12/2013</td>
<td>Progression of Academic Staff - Level A-B Guidelines</td>
<td>Updated to align with Education Focused Academic Roles Directive and Academic Promotion Directive</td>
<td>Approved</td>
<td>Director, HR (also endorsed by SDVC)</td>
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