

## ACADEMIC STAFF PROMOTION POLICY

<b>Policy Category</b>	<b>Policy/guideline/procedure/rules</b>		
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<b>Contacts</b>	policy@imc.edu.au		
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### 1. PURPOSE

Australian National Institute of Management and Commerce (hereafter the Institute) is committed to providing opportunities for existing academic staff to pursue careers that are personally and professionally satisfying while at the same time consistent with the mission and needs of the Institute in respect of teaching, scholarship, engagement and service. The Institute views the provision of reward and recognition for excellence as an essential component of ongoing staff improvement. It is consistent and transparent processes of promotion that helps the Institute achieves its strategic and staffing objectives. The purpose of this policy is to provide a framework that supports the application and approval of academic promotion. The policy informs both prospective applicants and the Academic Promotions Committee of essential principles.

### 2. SCOPE

This policy applies to all continuing and fixed-term academic staff, whether full-time or part-time, who seek promotion to: Level B (Lecturer), Level C (Senior Lecturer), Level D (Associate Professor) or Level E (Professor). This policy does not apply to sessional academic staff. There is a separate policy relating to Honorary and Adjunct Academic Staff.

### 3. DEFINITIONS

**Academic Staff** are staff appointed by the Institute to positions encompassing operational requirements with core responsibilities that include teaching, scholarship, and engagement.

**Achievement relative to opportunity** relates to the assessment and acknowledgement of what a staff member has achieved relative to expectations of a position classification and within the context of school circumstances and personal situation.

**Boyer Framework** is a widely accepted framework<sup>1</sup> that defines scholarship as being comprised of four main categories:

*Scholarship of discovery* that includes original research that advances knowledge;

*Scholarship of integration* that involves synthesis of information across disciplines, topics and/or time;

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<sup>1</sup> The Boyer model of scholarship is referenced by TEQSA as "...a framework for higher education providers to consider scholarship..." TEQSA Guidance Note: Scholarship (12 December 2018) p. 1.

*Scholarship of application* that involves engaging and sharing scholarship output with peers both within the Institute and in the wider community; and

*Scholarship of teaching and learning* that involves the systematic study of teaching and learning processes.

**Engagement** encompasses internal service (which includes, for example, contribution to working groups and committees, participation in student related activities, student and staff mentoring) and external professional and community engagement (which includes, for example, representing the Institute in relevant professional and academic bodies, provision of expertise to government/industry, engagement with the academic community and engagement with the wider community through media commentary).

**Merit** refers to a staff member's knowledge, skills, expertise and experience in relation to requirements for a particular position.

**Promotion** is the advancement to the next highest classification level.

**Research** is the creation of new knowledge and the use of existing knowledge in new and creative ways to generate new concepts, methodologies and understandings. For the purposes of this policy it is considered to be a key element of scholarship.

**Scholarship** is activity concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in disciplinary knowledge through original research. Scholarship is based on the Boyer Framework that includes four main interrelated categories of scholarship. The Institute values all forms of scholarship.

**Scholarship of Teaching and Learning** is scholarly activity which includes advances in ways of teaching and learning in the field and advances in professional practice. Evidence of the scholarship of teaching and learning includes but is not restricted to; the creation of teaching resources including textbooks and case study books, development of innovative curriculum, presentations at teaching and learning conferences and workshops, and engagement in discipline specific and pedagogical research projects and publications.

**Teaching** is a process, requiring mastery of both content and pedagogy, that provides opportunities for students to achieve learning outcomes.

#### **4. PRINCIPLES**

4.1 Promotion processes will adhere to equal opportunity principles by applying merit-based criteria and ensuring all decision-making is fair and socially inclusive. The Institute will not discriminate, directly or indirectly, on any grounds as specified by anti-discrimination legislation including:

- Age;
- Disability;
- Marital status;
- Political affiliations;

- Pregnancy;
- Race, ethnicity or national identity;
- Religious beliefs;
- Sex, gender or transgender status;
- Sexual orientation.

4.2 Promotion will be on the basis of the applicant’s qualifications and/or experience and evidence of achievement in Teaching, Research, Scholarship and Engagement as relevant to the promotion criteria for the academic level. Claims of performance and achievement must be supported by evidence and, where possible, externally validated.

4.3 The Institute expects that Scholarship will yield benefits for the Institute. Scholarship will be inclusive of the four categories of scholarship as outlined in the Boyer Framework.

4.4 Academics will need to demonstrate evidence of achievement in Teaching, Research Scholarship, and Engagement in their promotion applications.

4.5 Promotions to Level E can only be achieved where the staff member has demonstrated excellence in Research in addition to evidence of achievement in Teaching, Scholarship and Engagement.

4.6 All staff involved in academic promotions, including external referees, will maintain confidentiality at all times. Only the Chair of the Academic Promotion Committee will provide feedback to applicants concerning decisions of the Committee.

4.7 The Promotions Committee shall follow the Institute’s Academic Staff Promotion Procedure as endorsed by the Institute’s Academic Board from time to time.

## 5. RELATED DOCUMENTS

- i. *Academic Promotion Procedure*
- ii. *Academic Quality Assurance Policy*
- iii. *Academic Staff Appointment and Promotion Guidelines*
- iv. *Academic Staff Recruitment, Selection and Appointment Policy*
- v. *Academic Staff Recruitment, Selection and Appointment Procedure*
- vi. *Conflict of Interest Policy*
- vii. *Workload Model*

### Version Control

Historical Version	Approved by	Approval Date
2016.08	Academic Board	16 August 2016