

ACADEMIC STAFF APPOINTMENTS AND PROMOTIONS GUIDELINES

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1 PREAMBLE

Australian National Institute of Management and Commerce (hereafter the Institute or IMC) appoints and promotes academic staff in the belief that each staff member brings a distinctive set of skills to further the Institute's mission of delivering high-quality education courses and impactful research outcomes. The Institute's workforce plan provides opportunities for new and 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. The purpose of this guideline is to inform intending applicants for advertised positions, academic staff seeking promotion, and appointments and promotion committees of the ethos embedded within the Institute's workforce plan and its practical implementation within the workplace.

2 DEFINITIONS

Academic Selection Committee means the committee tasked with formally assessing applications for academic positions and making recommendations on appointments to the Council.

Academic Staff means staff appointed by IMC to positions encompassing operational requirements with core responsibilities that include teaching, scholarship, and engagement.

Boyer Framework means a widely accepted framework¹ that defines scholarship as being comprised of four main categories:

Scholarship of discovery that includes original research that advances knowledge;

¹ 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 integration that involves synthesis of information across disciplines, topics and/or time;

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.

Discrimination means when a person is treated less favourably than others due to the person's circumstances, characteristics or beliefs.

Engagement means 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 IMC 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 means a staff member's knowledge, skills, expertise and experience in relation to requirements for a particular position.

Recruitment means the process of attracting suitable applicants for employment at IMC.

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

Scholarship means an 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 expressly includes advances in disciplinary knowledge through original research (separately defined above). 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 means a 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.

Selection means the process of identifying the best and most appropriate candidate for a particular position.

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

3 APPOINTMENT CLASSIFICATIONS

To enable academic staff to reach their potential as teachers, scholars, and leaders, the Institute offers career pathways that allow academic staff to work in ways that best suit their talents and interests. In particular, the Institute offers two types of appointments: a "teaching focused" appointment and a "teaching and scholarship" appointment.

The type of appointment for an advertised position will be explicit in the position description, duties, and selection criteria.

3.1 Teaching focused

Staff appointed to a teaching focused position are expected to apply most of their required working hours to teaching and related matters, with remaining hours applied to scholarly activities related to teaching and learning and, where appropriate, internal and external engagement. As a guide, the relative proportions are teaching 80 - 90%, scholarship 10%, and engagement 0-10%. It is expected that scholarly activities will be in the category of "Scholarship of Teaching". Other than in exceptional circumstances, a teaching focused appointment is not available at Academic Level E.

3.2 Teaching and Scholarship

Staff appointed to a teaching and scholarship position are expected to apply more of their required working hours to scholarship than teaching focused appointments. As a guide, the relative proportions are teaching 60-70%, scholarship 20-30% and internal and external engagement 0-10%. A teaching and scholarship appointment is available at all academic levels.

4 TEACHING WORKLOADS

Other than in exceptional circumstances, the following will apply to appointments at the Institute.

4.1 Teaching focused

A full-time teaching load is 12-16 hours of classroom activity or the equivalent in digitally delivered teaching activity during a typical working week within each teaching term. There are three teaching terms each year. The required teaching hours equate to three or four postgraduate units or three undergraduate units with tutorials in one or more units. Units taught can include a mix of undergraduate and postgraduate units. The units taught may be varied across the three terms. The remaining work hours are applied in ways consistent with the workload proportions noted in Section 3(a) above.

4.2 Teaching and Scholarship

A teaching and scholarship position will normally involve a teaching load of 9-12 hours of classroom or the equivalent in digitally delivered teaching activity during a typical working week within each teaching term. Teaching could, for example, involve responsibility for conducting two or three postgraduate units each teaching term or lecturing/presenting in two undergraduate units with tutorials in areas of expertise across a teaching term. There are three

teaching terms each year. Units taught may be varied across the three terms. The remaining work hours are applied in ways consistent with the workload proportions noted in Section 3(b) above.

5 SCHOLARSHIP EXPECTATIONS

5.1 Teaching focused

There is no expectation that teaching focused staff will undertake scholarly activities beyond what is needed to maintain currency of discipline-based knowledge and pedagogical skills. However, teaching focused staff who engage in additional scholarly activities must ensure that all teaching duties are performed satisfactorily.

5.2 Teaching and Scholarship

Teaching and Scholarship appointments are expected to engage in scholarly activities, in accordance with the workload requirements noted in 3.2 above.

6 MEASURES OF PERFORMANCE

6.1 Teaching focused

Teaching can be evaluated in the following ways; (a) direct observation by a qualified observer; (b) peer review, and (c) student evaluations of teaching. Other teaching-related activities such as curriculum design, revision, and renewal can be assessed by the Deputy President (Education) or delegate and / or the associated Discipline Coordinator. A supervisor or manager can assess scholarly and engagement activities through self-reporting with evidence.

6.2 Teaching and Scholarship

There is a significant element of subjectivity involved in assessing performance in scholarship, and sometimes it requires more than one year to demonstrate achievement of expectations. The Deputy President (Education) or delegate and / or the associated Discipline Coordinator is responsible for evaluating performance in scholarship. Assessment of teaching and engagement will be the same as described in "teaching focused" in 6.1 above. Discipline-based research, if any, can be evaluated by publication, publication journal ranking, citations, scholarly engagement and impact and internal IMC scholarship projects.

7 ANNUAL PERFORMANCE REVIEW

It is Institute policy that each staff member undertakes an assessment of performance over the previous 12 months and plans for the forthcoming 12 months. For academic staff, the performance review is carried out in consultation with the Deputy President (Education) or delegate and / or the associated Discipline Coordinator / Director Learning and Teaching. A satisfactory outcome from a performance review is a prerequisite for continued employment.

8 CHANGING FROM TEACHING FOCUSED TO TEACHING AND SCHOLARSHIP, OR VICE VERSA

It is possible to change from one type of position to another throughout an appointment. The conditions to be met for eligibility to change are:

- a change in the type of position may be requested only in conjunction with, or after, a satisfactory annual performance review
- evidence must exist of demonstrated outcomes, or a capacity to achieve results, expected in the intended position
- a change in position type must be approved by the Deputy President (Education) or delegate having taken workforce planning and institute requirements into consideration

9 POSITION DESCRIPTIONS

A description of duties and the selection criteria at each academic level, and for each type of position within that level, is contained in Appendix 1. The position descriptions are subject to change according to changes to the Institute's workforce requirements. Therefore, applicants for an advertised position or promotion should confirm with Human Resources that the most up-to-date position description has been obtained.

10 RELATED DOCUMENTS

- Academic Staff Promotion Policy*
- Academic Staff Promotion Procedure*
- Academic Staff Recruitment, Selection and Appointment Policy*
- Academic Staff Recruitment, Selection and Appointment Procedure*

11 VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Academic Board	10 October 2024
2021.09	Academic Board	02 September 2021

The Deputy President (Education) oversees the implementation and compliance of this policy. Please contact the Deputy President's office via - policy@imc.edu.au for any enquiries or clarifications related to this policy.

APPENDIX 1: POSITION DESCRIPTIONS FOR ACADEMIC LEVELS B, C, D, & E

LECTURER – ACADEMIC LEVEL B

SUMMARY STATEMENT

An Academic Level B employee will have qualifications and experience recognised by the Institute as appropriate for the relevant discipline area. In many cases, a position at this level will require a doctoral or master's qualification or equivalent accreditation and standing. Positions at Level B will be either teaching focused or a blend of teaching and scholarship. For **teaching focused positions** at Level B, regard is given to teaching experience, experience outside tertiary education, scholarly achievements, professional contributions, and technical achievements. For **teaching and scholarship positions**, high regard is given to the Scholarship of Teaching, with research experience and research outcomes such as publications in peer reviewed journals are also valued.

Supervisor/Manager: Deputy President (Education) or delegate and/or Senior Academic Manager

MAIN DUTIES

(a) All positions

- Conduct lectures, seminars, tutorials, practical classes, demonstrations, and workshops at undergraduate and postgraduate levels
- Develop unit and course curriculum material, including assessment tasks (with supervision if necessary)
- Engage in delivery of learning and assessment content in digital form (e.g., online teaching)
- Act as unit coordinator and/or program coordinator (with supervision if necessary)
- Supervise Level A academics
- Supervise undergraduate and postgraduate research projects
- Participate in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like)
- Administer at unit and course level (with supervision if necessary)
- Attend School and/or Institute meetings
- Perform other activities as required by the Deputy President (Education) or delegate and / or the associated Discipline Coordinator / Senior Academic Manager.

(b) Teaching focused positions

- Engage in scholarly activities to maintain currency of discipline-based knowledge and pedagogical skill.

(c) Teaching and scholarship positions

- Engage in Scholarship activities including, where appropriate, discipline-based research.

SELECTION CRITERIA

- A PhD or Master's degree in a relevant discipline and/or equivalent experience recognised by the Institute as appropriate for the appointment
- Evidence of high quality teaching outcomes
- Ability to engage in scholarship of all types including, where appropriate, discipline-based research, where appropriate
- Ability to lead or independently undertake curriculum development and assessment design at both undergraduate and postgraduate levels
- Ability to perform administrative duties in relation to units and courses
- Ability to supervise undergraduate and postgraduate research projects
- Interpersonal and communication skills and the ability to work collegially with staff and students from diverse cultures and backgrounds
- Participate in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like)
- Willingness to participate in Institute events such as Open Day, Graduation Day, and Orientation Week
- Commitment to a safe and healthy workplace and adherence to the policies, procedures, guidelines, and codes of conduct of the Institute

The relative weights attached to each selection criterion will vary according to whether the appointment is teaching focused or teaching and scholarship.

SENIOR LECTURER – ACADEMIC LEVEL C

SUMMARY STATEMENT

An Academic Level C employee will typically hold a doctoral qualification or equivalent accreditation and standing and have demonstrated significant experience in the relevant discipline area. For **teaching focused positions** at Level C, regard is given to teaching experience, experience outside tertiary education, scholarly achievements, professional contributions, and technical achievements. **Teaching and scholarship positions** at Level C will require a proven record of scholarly activity in the field of teaching and learning, research and professional achievement in a relevant discipline area.

Supervisor/Manager: Deputy President (Education) or delegate and / or the associated Discipline Coordinator and Senior Academic Manager

MAIN DUTIES

(a) All positions

- Work individually or as a team leader to design and develop new units and courses and to update and revise existing units and courses at the undergraduate and postgraduate levels for award and non-award programs.
- Conduct lectures, seminars, tutorials, assessments, practical classes, demonstrations, workshops and work integrated learning at undergraduate and postgraduate levels to students from diverse backgrounds.
- Engage in the development and delivery of learning and assessment content in digital form (e.g., online teaching).
- Coordinate and/or lead academic programs and discipline areas.
- Supervise Level A and Level B academics.
- Supervise undergraduate and postgraduate research projects and students in higher degree research programs.
- Participate in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like).
- Undertake a range of administrative activities related to scholarship of teaching, discipline-based research, or engagement.
- Attend and participate in School and/or Institute meetings.
- Perform other activities as required by the Deputy President (Education) or delegate and / or the associated Discipline Coordinator.

(b) Teaching focused positions

- Engage in scholarly activities to maintain contemporary discipline-based knowledge and pedagogical skills.

(c) Teaching and research positions

- Conduct and/or lead Scholarship of Teaching activities, and where appropriate, discipline-based research.

SELECTION CRITERIA

- A PhD in a relevant discipline and experience recognised by the Institute as appropriate for the appointment.
- Evidence of successful academic leadership.
- Evidence of effective teaching and commitment to the provision of best practice teaching at a tertiary level.
- Proven ability to undertake high quality scholarly activity in the field of teaching and learning, or discipline-based research
- Demonstrated commitment to teamwork in the discipline and evidence of professionalism and integrity in matters related to all academic activities.
- Ability to act as an associate supervisor of higher degree research students.
- Experience in innovative curriculum and assessment design as a leader or contributor with evidenced outcomes.
- Excellent interpersonal and communication skills with the ability to work collegially with staff and students from diverse cultures and backgrounds.
- Participate in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like).
- Demonstrated experience to make a contribution to the academic life and administrative tasks of the Institute with a track record of effective teamwork.
- Willingness to participate in Institute events such as Open Day, Graduation Day, and Orientation Week.
- Commitment to a safe and healthy workplace and adherence to the policies, procedures, guidelines, and codes of conduct of the Institute.

The relative weights attached to each selection criterion will vary according to whether the appointment is teaching focused or teaching and scholarship.

ASSOCIATE PROFESSOR – ACADEMIC LEVEL D

SUMMARY STATEMENT

An appointee at Academic Level D is expected to hold an advanced academic qualification, usually a PhD. An Associate Professor will be an experienced leader and accomplished scholar with excellent communication and interpersonal skills with a capacity to work effectively across the entire stakeholder network with an inclusive, ethical, and collegiate style. For **teaching focused positions** at Level D, an appointee will have demonstrated engagement in scholarly activities at the highest level, shown leadership in teaching and academic management and the ability to collaborate with the professions, business and/or industry. For **teaching and scholarship positions** at Level D, an appointee will have a track record of engaging in the scholarship of teaching and learning or discipline-based research evidenced by publication in high quality peer reviewed journals.

Supervisor/Manager: Deputy President (Education) or delegate and / or the associated Discipline Coordinator / Senior Academic Manager
MAIN DUTIES:

(a) All positions

- Undertake course and unit curriculum development.
- Act as a course coordinator and/or teaching and learning team leader.
- Engage in delivery of learning and assessment content in digital form (e.g., online teaching).
- Mentor teaching staff to ensure quality teaching and learning at unit and course levels is achieved and maintained.
- Mentor junior scholars to assist in their achievement of their scholarship goals.
- Act as a Principal Supervisor to higher degree research students.
- Provide leadership through undertaking academic and administrative governance positions within the School and Institute.
- Participate and show leadership in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like).
- Act as supervisor in annual staff performance reviews and oversee professional development opportunities.
- Manage and lead groups and/or discipline areas and work cooperatively with academic and administrative staff.
- Work to financial targets and ensure academic policies, procedures and practices are applied.
- Undertake other activities as directed by the President, Deputy President (Education) or delegate and / or the associated Discipline Coordinator.

(b) Teaching focused positions

- Undertake high performance and leadership roles in teaching and in the coordinating and assessing units of study at both the undergraduate and postgraduate levels, including understanding the challenges of teaching international students. Engage in delivery of learning and assessment content in digital form (e.g., online teaching).

(d) Teaching and scholarship positions

- In addition to teaching, undertake high quality scholarly activity in the teaching and learning field and/or discipline-based research in areas consistent with the strategic plan of the Institute to achieve publications in respected journals and outcomes in other research forums.

SELECTION CRITERIA

- PhD or equivalent qualification in the relevant discipline, and academic or professional experience relevant to the position.
- Evidence of effective high quality teaching, including teaching students from diverse cultures and backgrounds and teaching across a variety of platforms, including the use of multi-media technology.
- Track record of high-level scholarship in the teaching and learning field and/or significant research achievements as evidenced by refereed publications.
- Evidence of leadership in curriculum design and the development of innovative teaching methods at undergraduate and postgraduate levels.
- An active scholarship agenda with successful completion of projects as evidenced by publication in high quality academic journals and outcomes in other appropriate forums.
- Capacity to supervise staff and HDR student research projects.
- Academic and administrative leadership abilities at course, School, and Institute levels, including interpersonal, teamwork and communication skills.
- Evidence of successfully leading and mentoring academics to produce quality teaching and scholarly outputs.
- Act as supervisor to Levels A, B and C academic staff, including undertaking performance reviews and mentoring.
- Participate and show leadership in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like).
- Willingness to participate in and lead Institute events such as Open Day, Graduation Day, and Orientation Week.
- Commitment to a safe and healthy workplace and adherence to the policies, procedures, guidelines, and codes of conduct of the Institute.

The relative weights attached to each selection criterion will vary according to whether the appointment is teaching focused or teaching and scholarship.

PROFESSOR – ACADEMIC LEVEL E

SUMMARY STATEMENT

An appointment at Academic Level E requires a PhD or equivalent qualification with a track record of discipline-based research evidenced by publication in high-quality journals and presentation at academic conferences sufficient to establish an international reputation. A Professor will provide leadership in scholarship, research and academic management and have an established profile within relevant professions, business, government, and industry. A Professor will be an accomplished scholar, experienced researcher, and academic leader with excellent communication and interpersonal skills with a proven capacity to work effectively across the entire stakeholder network with an inclusive, ethical, and collegiate style.

Supervisor/Manager: President and/or Deputy President (Education) or delegate

MAIN DUTIES

- Engage in high quality scholarly activities, including discipline-based research in areas consistent with the strategic plan of the Institute, and achieve scholarly outputs by way of research publications, reports to government, industry and professional bodies, media presentations, and other forums that demonstrate the capacity of the Institute to contribute at a high-level to Australian society.
- Build scholarship capacity within the Institute.
- Provide strategic leadership through undertaking academic management and governance positions within the School and Institute.
- Participate and show leadership in engagement activities (such as, for example, participate in relevant professional bodies and/or with industry associations, peak bodies, business and the like).
- Willingness to participate in and lead Institute events of all types including Open Day, Graduation Day, and Orientation Week.
- Manage and lead individual academics, academic groups and/or disciplines, and work cooperatively with academic and administrative staff.
- Seek continuous improvement in the Institute's academic standards and achieve measurable outcomes that can be externally benchmarked.
- Implement financial, governance and quality management systems.
- Develop and implement academic and administrative policies and procedures.
- Undertake other activities as directed by the Executive Management of IMC.

SELECTION CRITERIA

- PhD or equivalent qualification and relevant senior academic and professional experience.

- Track record of excellent and consistent scholarly outcomes in teaching and learning and research papers in highly ranked journals.
- Proven leadership in scholarly engagement, including the ability to foster scholarship of all types within a specific discipline area.
- History of acting successfully as a research mentor and supervisor.
- Evidence of leadership in teaching and learning, including innovation in program development, mentoring teachers, assuring the quality of teaching programs and implementing academic policies and procedures.
- Evidence of successfully managing and leading a group, discipline, School, or Institute.
- Demonstrated experience in controlling and implementing financial, governance and quality management systems.
- Extensive knowledge and understanding of the legislative and regulatory frameworks applicable to higher education, especially TEQSA and associated legislation.
- Ability to create and promote links with the professions, business, peak bodies and industry or professional associations and the wider community more generally.
- Ability to undertake leadership roles, such as Dean of School, Associate Dean (such as teaching and learning, research, research education or external engagement) and contribute effectively as a member of the School and Institute's leadership team.
- Commitment to a safe and healthy workplace and adherence to the policies, procedures, guidelines, and codes of conduct of the Institute.