

CHS Academic Staff Development Policy

Document ID	CHS Academic Staff Development Policy
Category	Academic
Document Owner	Dean Academic
Approved by	Academic Board
Authorised by	Academic Board

Version control

Version	Summary of changes	Approval Date	Review Date
1.0	Document Established	Academic Board: 14 December 2018 Board of Directors: 18 December 2018	20 December 2020
1.1	Minor changes to the job title and extension of review date	CEO: 12 October 2023	12 October 2024
1.2	Minor changes to the job title and extension of review date	CEO: 30 January 2025	12 October 2025

Table of Contents

1. Purpose	2
2. Scope.....	2
3. Definitions.....	2
4. Policy Statements.....	2
5. Professional Development Activities	3
6. Management Responsibilities.....	3
7. Individual Responsibility	4
8. Academic Staff Engagement	4
9. Professional Development Registry	4
10. Related Documents	5
11. Related Legislations.....	5
12. Professional Development Plan Template.....	6

1. Purpose

The purpose of this policy is to outline how the ECA College of Health Sciences (CHS) will manage academic staff development and attainment of scholarship. It heralds the College's serious commitment to academic staff scholarship and engagement with advanced knowledge.

2. Scope

This Policy applies to all academic staff working within the College, whether full time, part time or sessional staff. See also the list of related policies at the end of this document.

3. Definitions

Item	Definition
<i>Continuing staff</i>	A staff member who is employed on an ongoing basis with no ascertainable employment end-date.
<i>Fixed-term staff</i>	A staff member who is employed for an ascertainable period (normally 48 months or more) whose employment contract specifies the starting and finishing dates of employment.
<i>Fractional staff</i>	A staff member who is employed for an ascertainable period (normally 12-18 months) whose employment contract specifies the starting and finishing dates of employment and fraction of full-time employment (0.1 to 1.0).
<i>Professional development</i>	Activities including formal learning, training and practice that are designed to enhance the staff member's professional knowledge, competence, skill, and effectiveness in performing their job.
<i>Sessional staff</i>	A staff member who is employed for a specified period during the year (normally less than 52 weeks). And whose employment period is aligned to a teaching session as published in the College academic calendar.

4. Policy Statements

Commitment to higher education purpose and free intellectual inquiry as well as teaching and learning that engage with advanced knowledge and inquiry are at the heart of the College's culture, way of thinking, institutional framework, mission, strategic plan and its suite of policies and plans. The role of the academic staff is critical to the College's ability to fulfil its commitment. This policy is designed to:

- inform all academic staff of the College's requirements for continuous upgrading of knowledge and attainment of scholarship for enhanced performance in current and future roles;
- outline the process for staff development;
- ensure that all academic staff are able to demonstrate commitment to continuous learning and scholarship;
- enhance the capacity of the College to develop further, particularly in the areas of research and the promotion of new concepts; and
- achieve greater student satisfaction and expand the intellectual capacity of both staff and students.

All academic staff of the College are required to actively engage in scholarly activities that will enhance their capabilities not only for performance in their current role but also to prepare them for future advancement.

As part of the on-boarding process all new academic staff are required to meet with the Dean Academic or the Course Coordinator to discuss their personal goals and aspirations and to agree on a set of KPIs that will be the basis for their professional development. In addition, each staff member shall discuss the range of professional development activities that will best suit their current and intended future state and include these into a personalised professional development plan (PDP). The plan needs to include student feedback and how the staff member intends to address any areas of improvement. The staff PDP shall be signed jointly by the Dean Academic or the Course Coordinator and the staff member. Thereafter the staff member's performance shall be reviewed by the Dean Academic and or the Course Coordinator bi-annually. The KPIs need to include the Student Experience Survey results and feedback from senior academics where appropriate.

5. Professional Development Activities

Professional development takes many forms. Academic enrichment can be characterised as a personal endeavour and a journey (love of learning, spirit of enquiry and greater understanding of contemporary issues and trends as well as scholarship of learning and teaching). A core area is to focus on student or peer feedback at the end of each teaching period and undertake activities to address the areas of concern.

Typically, a range of activities may be considered as contributing to the staff member's learning and enrichment, such as:

- undertaking formal award courses at other institutions, e.g. studying for a Graduate Certificate or Diploma in teaching and learning;
- participation in short courses, conferences and seminars, related to the individual's field of expertise or related to enhancement of teaching and learning skills;
- mentoring staff and/or mentoring staff in reciprocal arrangements with peers directly, or through their supervisors and others;
- engagement in research and scholarly publications, including editorial roles;
- engagement in learned activities of relevant professional bodies, including acting as assessors/examiners of members or editors of best practice guides, etc;
- own self-directed efforts to engage with peers nationally and internationally, and authorship articles for general media;
- teaching/research activities at other higher education institutions; and
- community services (e.g. acting as an expert witness, advising industry on contemporary problems applying cutting edge knowledge, etc).

6. Management Responsibilities

The Dean Academic, with the support of the CEO and assisted by the Course Coordinator, has the responsibility for implementation of this policy and for facilitation of the relevant activities to be undertaken by the staff. This includes approval to undertake professional development activities, financial support in the form of payment of conference fees for staff member to participate and present their work and or more formal activities such as completion of a Grad Cert in Teaching and Learning.

The Dean Academic supported by the Course Coordinator is also responsible the monitoring and coordination of all academic staff development programs. The Dean Academic and or the Course Coordinator shall hold bi-annual review sessions with each academic staff member confidentially to review their goals and KPIs, performance, effectiveness of professional and academic development activities undertaken, barriers to

further development and the like. The review must include the results of stakeholders surveys and staff member's plan for improvement.

The Dean Academic and or the Course Coordinator shall offer feedback to each individual academic staff member, discussing their strengths and development needs particularly in relation to their teaching performance (based on student and peer feedbacks), highlighting opportunities and constraints to achievement of goals, reflection on achievements and how the freshly gained expertise can be shared with colleagues or applied to enhance the individual academic's performance.

7. Individual Responsibility

Individual staff members are primarily responsible for undertaking and completing their own professional development activities and for ensuring these activities contribute to their scholarship. Each academic staff member is to ensure that the portfolio of activities they have selected can respond to their learning and development needs effectively and efficiently.

Academic staff members shall reflect on their own progress regularly and revise their plans to ensure their development needs will be met. In particular, all staff members are to continuously monitor and adapt to fresh developments in their field, seek feedback, and develop their perspectives. In addition, staff need to keep up-to-date with good practices in teaching and learning, use of educational technologies and sharing of insights with colleagues.

It is a core responsibility of individual academic staff members to reflect and act on feedback they receive on their teaching and related performance through student surveys (e.g. Unit Evaluation Questionnaire results received after each teaching period). and for CHS management support of such activity as part of its cycle of review and continuous improvement

8. Academic Staff Engagement

Professional development should not be viewed narrowly. Its main aim is to for the staff member to engage with the advances in their own discipline and expand their knowledge while also adopting best practices in teaching and learning. It is also important for academic staff to contribute to the pool of contemporary knowledge and engage with peers at an appropriate level or engage in academic debates and discourse related to both their discipline and the scholarship of teaching and learning.

All academic staff are required to attend a one-day workshop biannually to review the College teaching and learning philosophies and practices, as well as effective use of respective tools and systems. The workshops will be held prior to the commencement of each semester.

The College aims to encourage all sessional faculty to remain abreast of their fields and engage in continuous development of their skills in effective teaching and learning techniques. In addition, the College will support those sessional staff who are engaged with the College for more than one teaching period to undertake appropriate professional development activities.

9. Professional Development Registry

The attached template should be used to record individual professional development activities.

10. Related Documents

- CHS HR Manual
- CHS Academic Titles, Appointments and Promotions Policy
- CHS PD Policy and Procedure
- CHS Privacy Policy
- CHS Workforce Plan
- CHS Strategic Plan

11. Related Legislations

- The Fair Work Act 2009
- Workplace Health and Safety Act 2013
- Privacy Act, 1988
- Equal Opportunity Act, 2010
- Higher Education Standards Framework 2015
- The National Code 2018

12. Professional Development Plan Template

Position:

Name:

Performance Objectives 2020 – 2021

Overall Performance Objectives
<ol style="list-style-type: none"> 1. KPI One 2. KPI Two 3. KPI Three 4. KPI Four 5. KPI Five

Performance Objective		
1.	Outcome / Target	Status
1.1		
1.2		
1.3		
Performance Objective		
2.	Outcome / Target	Status
2.		
2.2		
2.3		

Performance Objective		
3.	Outcome / Target	Status
3.1		
3.2		
3.3		
3.3		

PROFESIONAL DEVELOPMENT REQUIRED

Description of PD Activity	Target Competency	Achieved Competency	Semester and Year	Duration	Estimated Hrs	Estimated \$	Review Date	Mentors

ACKNOWLEDGEMENT

I acknowledge that these are my Key Performance Indicators for **2020-21** and that I will be assessed on my performance in a mid-year and end-of-year review.

Name:

Position:

Signature

Date