

Policy Redesign Project

All policies and procedures are being reviewed as part of this project. This document is pending review, but remains in effect until the review is carried out.

Academic Profiles Policy

Establishment:	Council, ECA 2000-2003
Last Amended:	Vice-President (Corporate Services), 15 March 2020
Nature of Amendment:	Incorporate relevant provisions from Flexibility in Academic Work Policy and general update
Date Last Reviewed:	February 2016
Responsible Officer:	Director, People and Culture

This policy and procedures provide additional detail to give practical effect to [clause 56 ACADEMIC PROFILES](#) of the Enterprise Agreement 2019.

Policy and Procedures

1. Areas of Academic Activity

1.1 The areas of academic activity recognised in the Academic Profiles are:

- Teaching
- Research and Creative Activity
- University, Professional and Community Service (combining administration (including service to the University) and professional performance (including service to the community)).

1.2 An academic staff member is expected to contribute to the areas of academic activity as appropriate to their academic appointment type and Position Description, which may be either:

- Teaching and Research
- Teaching Specialist (Academic)
- Teaching Specialist (Clinical/Practitioner)
- Research Academic, or
- Education-focussed (no new appointments permitted). (See [Appendix A](#))

2. Purpose

Academic Profiles provide:

- 2.1** the basis for the development of academic staff Position Descriptions;
- 2.2** the basis for the annual reporting of an academic staff member's activities and plans under the Academic Staff Performance Review Scheme and for applications for confirmation of continuing appointment (tenure), promotion or conversion to a continuing post;
- 2.3** the basis for supervisors and relevant committees to assess an academic staff member's performance in each area of academic activity for the purposes of the annual performance review, confirmation of continuing appointment (tenure), promotion or conversion to a continuing post; and
- 2.4** the means by which consistency in the expectations and evaluations of academic staff performance is achieved across the University.

3. Use of Profiles

3.1 Performance reviews/conversion to continuing posts/confirmation of continuing appointment

For annual performance reviews and applications for conversion to continuing posts and confirmation of continuing appointment (tenure), academic staff will refer to the Academic Profile for their particular level, appointment type and Position Description.

3.2 Promotion

For promotion, an application will be prepared and assessed against the Academic Profile for the level of promotion sought. The Position Description for the position held by the applicant will also be relevant.

4. Updating of Profiles

Amendments to the Academic Profiles will be approved by the Vice-Chancellor on the recommendation of a committee comprising the:

- Chair, Level E Promotions Committee (Chair)
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Students)
- College Vice-President and Executive Deans, and
- Director, People and Culture

Related Links

[Academic Profiles](#)

[Academic Promotion](#)

[Academic Staff Performance Review Scheme](#)

[Probation for Academic Staff](#)

Appendix A: Academic appointment types

A1: TEACHING AND RESEARCH

Overview of the role

Staff in Teaching and Research roles are expected to be active and productive predominantly in high-quality *Teaching* and high-quality *Research and/or Creative Activity*, as well as being active and productive in high-quality *University, Professional and Community service*.

Qualifications and skills base

- **Level A:** as a minimum, satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience.
- **Level B and above:** completion of a PhD or EdD or equivalent qualification or other equivalent evidence of independent research or professional standing or other qualifications that are of demonstrated equivalence to the doctorate standard, in the context of the discipline area.
- Further details are set out in the Academic Profiles, which also include information for Indigenous staff members whose duties involve cultural activity which prioritises Indigenous knowledges and practices requiring community cultural recognition.

Contributions – areas of academic activity

<i>Teaching</i>	<i>Research and/or Creative Activity</i>	<i>University, Professional and Community Service</i>
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- The predominant contributions are in *Teaching and Research and/or Creative Activity*.
- Being active in and making contributions in the area of *University, Professional and Community Service* is also expected.
- The Academic Profiles provide broad level information about the contributions expected for Levels A, B, C, D and E.
- Appropriate workload allocations are made in respect of all three areas of academic activity.

Academic Promotion

- The criteria for promotion are set out in the relevant policy.
- For promotion to Levels B to D, weightings for the areas of academic activity are in the bands of:
 - 3 to 5 (out of 10) for *Teaching*;
 - 3 to 5 (out of 10) for *Research and Creative Activity* and
 - no less than 2 (out of 10) for *University, Professional and Community Service*.
- Weightings are not used for promotion to level E.

A2: TEACHING SPECIALIST (ACADEMIC)

Overview of the role

Provides a parallel academic career pathway to the *Teaching and Research* academic role – from Academic Level A to E – for staff whose responsibilities predominantly encompass teaching and teaching-related activities.

Qualifications and skills base

- **Level A:** as a minimum, satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience as set out in the Academic Profiles
- **Level B and above:** Completion of a doctoral qualification such as PhD or EdD is required.
- The Academic Profiles contain information for Indigenous staff members whose duties involve cultural activity which prioritises Indigenous knowledge and practices requiring community cultural recognition.

Contributions – areas of academic activity

Teaching

University, Professional and Community Service

- Predominantly teaching and teaching-related duties involving the creation, delivery and content of university-level education. Includes (but is not limited to): direct teaching informed by approaches that enhance the student experience; educational leadership; curriculum design and review; delivery innovation; advancements in education technologies; involvement in the professional accreditation of courses. Contribution to teaching and teaching-related duties is proportionally greater than that required of staff in teaching and research roles.
- Time not spent in teaching and teaching-related duties is to be spent being active and productive in high-quality *University, Professional and Community Service*.
- The Academic Profiles provide broad level information about the contributions expected for Levels A, B, C, D and E.

Academic Promotion

- The criteria for promotion are set out in the relevant policy.
- For promotion to Levels B to D, weightings for the areas of academic activity are:
 - 8 (out of 10) for *Teaching*; and
 - 2 (out of 10) for *University, Professional and Community Service*
- Weightings are not used for promotion to level E.

A3: TEACHING SPECIALIST (CLINICAL/PRACTITIONER)

Overview of the role

- Provides a parallel academic career pathway to the *Teaching and Research* and the *Teaching Specialist (Academic)* roles – for staff whose responsibilities predominantly encompass teaching and teaching-related activities – in areas including (but not limited to) health, allied health or other professional or creative arts programs.
- Staff bring recent, ongoing (concurrent) or extensive experience and knowledge of contemporary clinical/professional practice to the role – as relevant to the discipline.

Qualifications and skills base

- Level A: as a minimum, satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience as set out in the Academic Profiles.
- Level B and above: Doctorate or equivalent clinical/professional experience and standing
- The Academic Profiles contain information for Indigenous staff members whose duties involve cultural activity which prioritises Indigenous knowledges and practices requiring community cultural recognition.

Contributions – areas of academic activity

Teaching

University, Professional and Community Service

- Predominantly teaching and teaching-related duties involving the creation, delivery and content of university-level education. Includes (but is not limited to): direct teaching informed by approaches that enhance the student experience; educational leadership; curriculum design and review; delivery innovation; advancements in education technologies; involvement in the professional accreditation of courses. Contribution to teaching and teaching-related duties is proportionally greater than that required of staff in teaching and research roles.
- Time not spent in teaching and teaching-related duties is to be spent being active and productive in high-quality *University, Professional and Community Service*.
- The Academic Profiles provide broad level information about the contributions expected for Levels A, B, C, D and E.

Academic Promotion

- The criteria for promotion are set out in the relevant policy.
- For promotion to Levels B to D, weightings for the areas of academic activity are:
 - 8 (out of 10) for *Teaching*; and
 - 2 (out of 10) for *University, Professional and Community Service*
- Weightings are not used for promotion to level E.

A4: RESEARCH ONLY

Overview of the role

- Staff in Research Only academic roles are expected to be predominantly active and productive in *Research and/or Creative Activity*.

Qualifications and skills base

- **Level A:** as a minimum, satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience.
- **Level B and above:** completion of a PhD or EdD or equivalent qualification or other equivalent evidence of independent research or professional standing or other qualifications that demonstrate equivalence to the doctorate standard, in the context of the discipline area
- Further details are set out in the Academic Profiles, which also include information for Indigenous staff members whose duties involve cultural activity which prioritises Indigenous knowledges and practices requiring community cultural recognition.

Contributions – areas of academic activity

<i>Teaching</i>	<i>Research and/or Creative Activity</i>	<i>University, Professional and Community Service</i>
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- The predominant contributions are in *Research and/or Creative Activity*.
- Being active in and making a contribution to *University, Professional and Community Service* is also relevant, in the context of promotions. In addition, research only staff may undertake some *Teaching*.
- The Academic Profiles provide broad level information about the contributions expected for Levels A, B, C, D and E.

Academic Promotion

- The criteria for promotion are set out in the relevant policy.
- Promotions weightings for Levels B to D are in the bands of:
 - no more than 2 (out of 10) for *Teaching* (may be weighted at zero)
 - no less than 7 and no more than 9 (out of 10) for *Research and/or Creative Activity*; and
 - no less than 1 and no more than 2 (out of 10) for *University, Professional and Community Service*
- Weightings are not used for promotion to level E

A5: EDUCATION FOCUSED - No New Appointments -

- This role remains available for existing staff on continuing appointments in Education-focused roles (either on a continuing basis or in the role on a time-limited basis from a concurrent substantive Teaching and Research role).
- In the case of time-limited appointments, incumbents who have concurrent substantive Teaching and Research continuing appointments may decide, in consultation with their supervisors, to either:
 - re-new their Education-focused role for a further period (of the same or similar duration as the current term); or
 - return to their Teaching and Research role. In these circumstances, it is expected that: a reasonable period of time will be allowed to manage any changes in workload allocations in the School/area concerned; and a plan is developed concerning the staff member's return to productive research activity.
- Where the incumbent is on a fixed term appointment, at cessation the Education-focused role will cease to be available for any subsequent appointment.
- No new appointments are to be made to Education focused roles.

Overview of the role

Academic staff in education-focused roles are be expected to

- be predominantly active in high quality teaching and scholarship of teaching in their discipline, by undertaking additional teaching responsibilities and having a greater concentration on teaching-related activities and on the scholarship of teaching, compared to Teaching and Research academic staff;
- maintain a strong familiarity with the advancement of knowledge in her/his respective discipline and have some engagement in research, but to a reduced extent when compared to staff in Teaching and Research roles; and
- be active and productive in high-quality *University, Professional and Community Service*.

Qualifications and skills base

- **Level A:** as a minimum, satisfactory completion of 4 years' tertiary study or equivalent qualifications and experience.
- **Level B and above:** completion of a PhD or EdD or equivalent qualification or other equivalent evidence of independent research or professional standing or other qualifications that are of demonstrated equivalence to the doctorate standard, in the context of the discipline area.
- Further details are set out in the Academic Profiles, which also include information for Indigenous staff members whose duties involve cultural activity which prioritises Indigenous knowledge and practices requiring community cultural recognition.

Contributions – areas of academic activity

<i>Teaching</i>	<i>Research and/or Creative Activity</i>	<i>University, Professional and Community Service</i>
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- The predominant contributions are in *Teaching*.
- Being active in and making contributions in the areas of *Research and/or Creative Activity and Professional and Community Service* are also expected.
- The Academic Profiles provide information about the broad level contributions expected and examples of relevant activities for Levels A, B, C, D and E.

Academic Promotion

- The criteria for promotion are set out in the relevant policy.
- Promotions weightings for Levels B to D are in the bands of:
 - no less than 6 and no more than 7(out of 10) for *Teaching*;
 - no less than 1 (out of 10) for *Research and Creative Activity* and
 - no less than 2 (out of 10) for *University, Professional and Community Service*,
- Weightings are not used for promotion to level E.