

STAFF PROMOTIONS POLICY

Policy Code	HR06
Policy Lead	Academic Dean
Approving Authority	Board of Directors
Approval date	01 March 2024
Commencement date	08 March 2024
Next Review Date	March 2027
Version	2024.1
Relevant legislation or external requirements	Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 3.2.3, 3.2.4) Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
Related ASA Documents	Academic Titles Policy Academic Titles Procedure Learning and Teaching Plan Scholarly Activity Policy Scholarly Activity Procedure Scholarly Activity and Professional Development Planner Staff Performance Management Policy Staff Performance Management Procedure Staff Professional Development Policy Staff Professional Development Procedure Staff Promotions Procedure Staff Recruitment and Selection Policy Staff Recruitment and Selection Procedure Workforce and Scholarship Plan

1. Purpose

This Policy outlines the commitment of the Australian School of Accounting (**ASA**) to promoting a fair and systematic process in evaluating and managing staff promotion.

The purpose of this Policy is to provide eligible academic staff of ASA with an opportunity to apply for promotion and receive recognition and reward for meritorious or outstanding achievements.

Non-academic staff will be considered for promotional positions within ASA when available. The majority of this Policy and associated procedure is based on academic promotion processes. Processes for promotion for non-academic staff will be identified dependent upon the position available.

2. Scope

This Policy applies to all staff of ASA, including academic and non-academic staff employed on a permanent full-time or part-time (at or above 0.5 FTE) continuing or fixed-term contract basis. It excludes casual and sessional staff.

All continuing and fixed term contract academic staff are eligible to apply for promotion under this policy and procedure, with the following exceptions:

- Staff who have served in their current appointment for less than 2 years prior to applying for promotion;

- Staff who have been unsuccessful in an application for promotion are excluded from reapplying for promotion for a period of two years;
- Casual and sessional staff;
- A staff member who is on leave without salary for a period in excess of 12 months.

Applications for promotion must provide evidence which aligns with the emphasis they place within their application that is appropriate for the level or position to which they are seeking promotion.

3. Principles

This Policy is informed by ASA's obligation to fostering a culture of continuous development and improvement, in which all staff are valued and supported. Promotion processes will adhere to equal opportunity principles by applying merit-based criteria and ensuring all decision-making is fair and socially inclusive. ASA will not discriminate, directly or indirectly, on any grounds as specified by anti-discrimination legislation including:

- Race
- Colour
- Gender
- Sexual orientation
- Gender identity
- Intersex status
- Age
- Physical or mental disability
- Marital status
- Family or carer's responsibilities
- Pregnancy
- Breastfeeding
- Religion
- Political opinion
- National extraction (place of birth or ancestry)
- Social origin (class, caste or socio-occupational category)
- Industrial activities (such as belonging to a trade union).

The following principles are central to this obligation, such that:

1. All staff are treated fairly and courteously.
2. Individual staff performance is considered a valuable indicator of the integrity and efficacy of ASA.
3. All materials and deliberations relating to promotion applications will be treated in the strictest confidence by all participants in the promotions process.

4. ASA expects that Scholarship will yield benefits for the organisation. Scholarship will be inclusive of the four categories as outlined in the Boyer Framework for all academic promotions.
5. It is a requirement that staff have reached the top of the relevant scale (refer to latest version of the *Educational Services Post Secondary Education Award MA000075*), whether academic or non-academic, before they apply for promotion.
6. Academic staff must discuss their intention to apply for promotion with the Academic Dean at their regular review meetings.
7. Academics will need to demonstrate evidence of achievement in teaching and learning, scholarship, and leadership in their promotion applications.
8. Applications will only be accepted from applicants for academic promotions for whom a period of two years has lapsed since an appointment or promotion at ASA. Determination will be made by the CEO.
9. Whether or not a promotion round occurs in any year will be determined by the CEO with advice from the Academic Dean.
10. The process for performance evaluation and of handling performance issues is equitable, transparent, consistent and based on clearly defined criteria.

4. Definitions

Term	Definition
Academic Staff	A member of staff appointed to undertake a teaching function at ASA, whether full-time, part-time, casual, or sessional.
Australian Qualifications Framework (AQF)	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
Approving Authority	The governance body that has the authority or delegated authority (power) to approve the policy for publication and use.
Areas of Scholarship	Means the three areas of scholarship that provide a framework for describing scholarly achievements in applications being: <ol style="list-style-type: none"> a. Teaching and learning b. Scholarship c. Leadership
Australian Qualifications Framework (AQF) Levels and criteria	AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.
Boyer Framework	Boyer Framework is a widely accepted framework that defines scholarship as being comprised of four main categories: <ol style="list-style-type: none"> a. <i>Scholarship of discovery</i> that includes original research that advances knowledge; b. <i>Scholarship of integration</i> that involves synthesis of information across disciplines, topics and/or time; c. <i>Scholarship of application</i> that involves engaging and sharing scholarship output with peers both within the Institute and in the wider community; and d. <i>Scholarship of teaching and learning</i> that involves the systematic study of teaching and learning processes.

Term	Definition
casual employee	Casual employment is short-term in nature and allows flexibility to vary hours or modify the employment and includes sessional employment. Casual staff are engaged on an hourly basis (minimum hours will vary according to the applicable industrial agreement) to work on an irregular basis and are used to cover leave absences, provide assistance for additional or seasonal work, or in special project type work.
Chief Executive Officer (CEO) / Principal	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.
Educational Services (Post Secondary Education) Award 2020 – MA000075	This industry award covers employers throughout Australia in the post-secondary educational services industry and their employees (other than trades, cleaning or maintenance staff) employed in the classifications listed as Academic Teachers, Teachers and Tutors/Instructors and General Staff.
equal opportunity	Equal opportunity is a state of fairness in which individuals are treated similarly, without discrimination, except when particular distinctions can be explicitly justified.
fixed-term appointment	Employment for a specified term, for which the employment contract will specify a period of employment and the reason(s) for the appointment being fixed-term. Can be for academic, administrative, or professional appointments.
non-academic Staff	A member of staff without an academic classification, appointed to support and facilitate teaching and/or research.
scholarship	activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field. Scholarship is based on the Boyer Framework that includes four main interrelated categories of scholarship.
Scholarship of Teaching and Learning (SoTL)	SoTL is 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.
sessional appointment	A form of casual employment where the employee may be engaged to deliver lectures, tutorials, or demonstrations over a set and specific period of time, up to a maximum of 12 months.

5. Policy Statement

5.1 Non-Academic Promotions

Non academic promotions are based solely on the availability of positions available under the ASA structure chart and as authorised by the CEO.

- Promotion will be based on meeting the requirements of the skills and responsibilities identified in the Position Description.
- Promotion will be primarily based on performance since appointment to ASA or last promotion at ASA, whichever is the most recent.

5.2 Academic Promotions

Academic progression and promotion require academic staff to demonstrate that they are performing consistently at the level to which they seek promotion. This requires clearly outlined expectations of performance at each level, considering different weightings of focus and

contribution. These are based on the areas of scholarship identified by ASA:

- a. Teaching and Learning
- b. Scholarship
- c. Leadership

These performance expectations are summarised for each of the different academic classification levels. An applicant must address each field of the areas of academic performance stated above. An applicant may only apply to the level immediately above their current level and will be promoted to step one of the new level.

It is a requirement that staff have reached the top of the relevant scale before they apply for promotion.

The criteria for academic promotion are contained in the *Staff Promotions Procedure*.

6. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

Standard 3.2 Staffing [...]

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
 - a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
 - b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
 - c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.
4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

7. Version Control

This Policy has been reviewed and approved by the Australian School of Accounting Board of Directors as at March 2024 and is reviewed every three years.

The Policy, with associated Procedure, are published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Academic Dean / Chief Executive Officer	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	01/03/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				

2.0		Academic Board approval	05/10/2022	
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