

STAFF PROMOTIONS PROCEDURE

Policy Code	HR06
Policy Lead	Academic Dean
Approving Authority	Board of Directors
Approval date	01 March 2024
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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 Policy Staff Recruitment and Selection Policy Staff Recruitment and Selection Procedure Workforce and Scholarship Plan

1. Purpose

This Procedure 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 Procedure 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.

2. Scope

This Procedure 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.

3. Procedure

Academic applications for promotion will be called on an annual basis. Whether or not a promotion round occurs in any year will be determined by the CEO with advice from the Academic Dean. Applications will be considered at such a time that will enable the announcement of promotions to become effective as of the first of July of the year following completion of the process. The application process should be completed by June of each year.

Generally, the promotions round will allow applicants four weeks to prepare their application.

For every **academic** staff promotion round, a Promotions Committee will be convened consisting of:

- Chair, Academic Board
- Academic Dean
- One Senior Academic, internal
- One Senior Academic, either internal or external.

The Promotions Committee will meet within four weeks of the closing date of the promotions round, and provide a final decision on promotions within four weeks from the closing date of the promotions round.

3.1 Eligibility

To be eligible for consideration, at a minimum, applicants must have:

- a. Completed at least two years' service (or its equivalent in non-continuous periods of service) in an academic position at ASA by the closing date for applications.
- b. Not been on unpaid leave in excess of 12 months;
- c. Consulted with the Academic Dean; and
- d. Not had a substantiated finding of any form of misconduct in the previous two years.

Both continuing and fixed-term academic staff who meet the above minimum requirements are eligible to apply for promotion. However, while fixed-term staff are eligible for promotion, this will not, if granted, extend their fixed term position.

Other than in exceptional circumstances, applicants may apply for promotion only to a level that is one level higher than their current level.

Other than in exceptional circumstances, an unsuccessful applicant in one year is not eligible to apply again in the round of the year following their unsuccessful application other than in exceptional circumstances and with the approval of the CEO.

3.2 Criteria for Academic Promotion

All applications for promotion to a higher classification level must, at a minimum, meet the qualification, skills/experience, and communication requirements applicable and described in the current ASA Academic Profiles document.

Applicants will be required to self-evaluate and demonstrate merit in the areas set out below:

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

Self-evaluation of performance in each area uses three generic descriptors:

- Excellent
- High
- Satisfactory

Excellence in Teaching and Learning is a requirement.

3.2.1 Teaching and Learning

Teaching is a process, requiring mastery of both content and pedagogy, that provides opportunities for students to achieve learning outcomes. It includes, but is not limited to:

- a. Preparing for, and delivering, lectures, tutorials and workshops in a professional manner.
- b. Developing new units and revising existing units where necessary.
- c. Managing or contributing to curriculum review and development.
- d. Developing effective learning environments, student support and guidance.
- e. Adopting and evaluating new technologies such as those involved in digital learning.
- f. Performing tasks involved with assessment such as: invigilation of tests; provision of examination/assessment questions and assessment tasks; monitoring students; marking and completing follow-up activities; and providing adequate feedback to students.
- g. Recording and reporting student participation, providing adequate student consultation and maintaining standards that ensure the quality of the student experience across all campuses and including online delivery.

3.2.2 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 the Scholarship of Teaching and Learning.

3.2.3 Scholarship of Teaching and Learning

The Scholarship of Teaching and Learning includes, but is not limited to:

- a. Creating and evaluating innovations in teaching and learning strategies, based on knowledge of contemporary developments in course discipline and pedagogy and professional practice;
- b. Authoring or co-authoring teaching materials such as textbooks or case study books or digital learning materials;
- c. Integrating scholarship output into the advancement of expected learning outcomes, course content, the way courses are taught and professional practice;
- d. Demonstrating leadership in teaching and curriculum development, e.g., initiating and leading project teams;
- e. Contributing to a quality teaching culture such as through mentoring and sharing resources;
- f. Securing internal or external grants related to the creation of teaching innovations, resources or tools;
- g. Presenting to peers at education focussed seminars and conferences; and/or publishing pedagogic research in peer-reviewed journals.

3.2.4 Leadership

Leadership and Engagement encompasses internal service which includes, but is not limited to:

- a. Leadership roles commensurate with the academic level;
- b. Contribution to working groups and committees;
- c. Participation in student related activities;
- d. Student and staff mentoring and oversight.

Leadership can also be identified as engagement with external professional and community stakeholders which includes, but not limited to:

- e. Representing ASA in relevant professional and academic bodies;
- f. Engagement with the academic community;
- g. Provision of expertise to government/industry;
- h. Engagement with the wider community through media commentary.

3.3 Application Process

Interested and eligible staff may apply for the advertised positions after discussion with the Academic Dean. The written application shall not exceed ten (10) pages in length. Applicants are advised of the importance of the application being evidence based. In making a case for promotion, staff should provide evidence of how they meet the criteria for the position they are applying for, as well as demonstrating how their performance exceeds the expectations for their current position.

Applicants at levels B, or C may nominate up to two persons independent to ASA to act as referees for their application. The referees will normally have an academic rank at or above the level being applied for where relevant. These references are to be referred to as the 'Applicant's References'.

The Chair of the Academic Promotions Committee will also seek, following consultation with senior academics in the applicant's field of study, one additional external academic reference who shall be independent of the candidate and ASA.

References of both types are to be made available to all members of the Committee on a timely basis prior to the Committee meeting.

3.4 Academic Promotions Committee

The Chair of the Academic Board may delegate the task of chairing meetings of the Committee to senior members of ASA. Members of the Committee shall ensure that there is no actual, perceived, or potential conflict of interest between their personal interests and their responsibilities as a committee member. Any potential conflict of interest or lack of independence shall be declared at the commencement of the meeting.

For promotions to levels B or C, there is no requirement for a member of the committee to be from another academic institution, and the two internal members may be other than Professor but must be at least one rank higher than the level applied for. External committee members are expected to be impartial, independent, and objective advisors and to provide a balanced view of the applicant's achievements and worthiness for promotion at ASA.

The Academic Dean will provide appropriate secretarial support in lieu of a dedicated HR person.

3.5 Evaluation of Applications

A meeting of the Academic Promotions Committee will be convened when all references have been received, and other than in exceptional circumstances, no more than two months after the closing date for submissions.

An applicant's whole career will be taken into account, but special attention will be paid to the applicant's achievement since appointment or last promotion or in the past five years (whichever is shorter) to their current level at ASA.

Applications will be evaluated objectively, fairly, and rigorously and in accordance with documented annual performance reviews and plans. Academic level position descriptions will be used to determine whether or not the applicant has demonstrated sustained performance and achievement commensurate with the level to which they are applying. It may also be appropriate to consider factors that have impacted performance and achievement including:

- a. Consistency with norms that prevail in the applicant's particular discipline;
- b. Achievement relative to opportunity; and
- c. Impact of workload allocations and responsibilities on the focus and time allocated to areas of teaching, scholarship, and engagement.

3.6 Achievement levels

Applicants will be required to provide evidence of the level of achievement of criteria. The three levels are:

Excellent – Demonstrates highly significant achievements and contributions which clearly meet, or exceed, the minimum criteria for the level to which appointment is being sought.

High – Demonstrates significant achievements and contributions at the level at which the applicant is currently appointed.

Satisfactory - Demonstrates achievements and contributions at the level at which the applicant is currently appointed.

For promotion to level B or C, applicants must provide evidence of the achievement of each of the three criteria as per the following minimum levels. Achievement of the Teaching and Learning criteria must be considered "Excellent" and the other two criteria (Scholarship and Leadership) must be "High". In addition, it would be expected that a level C applicant would have achieved a greater number and quality of outcomes than a level B applicant.

3.7 Decisions of the Academic Promotions Committee

A recommendation regarding the decision of the Academic Promotions Committee must be approved by the Academic Board and notified to the Board of Directors. Applicants must be notified of the decision by the Chair of the Academic Promotions Committee within two weeks of the final Board of Directors notification.

Pay adjustments arising from promotion will take effect on the first pay period from the beginning of the financial year following the application process.

4. Promotion Level Criteria

4.1 Promotion from Academic Level A to Academic Level B

- Formal academic qualification to Doctoral level is normally expected, with a minimum qualification to Master's level.

- Significant contribution to teaching and learning with demonstrated quality educational outcomes. At a minimum this requires outstanding achievement or contribution in teaching and learning and an excellent or high contribution in two areas of scholarship.

4.2 Promotion from Academic Level B to Academic Level C

- Formal academic qualification to Doctoral level is normally expected.
- Highly significant contribution to teaching and learning with demonstrated quality educational outcomes. At a minimum this requires excellent achievement or contribution in teaching and learning and in scholarship, and a high or satisfactory contribution in the area of leadership.

5. Appeal

Unsuccessful applicants may seek a review of the reasons for their unsuccessful application from the Chair of the Academic Promotions Committee. An appeal against a decision may be made only on the grounds of a procedural failure. Such an appeal must be submitted in writing within fourteen (14) days of notification of the decision. It is then submitted through the CEO to the Board of Directors detailing the alleged procedural irregularity. The Board may require any appealed case for promotion to be reconsidered by the Academic Promotions Committee.

6. Academic Profiles (February 2024)

Current Academic Teacher Position Description relevant to 3 main key areas

ON APPOINTMENT		KEY AREAS			
Qualifications	Skills/Experience	Communication	Teaching and Learning	Scholarship	Leadership Engagement
<ul style="list-style-type: none"> Hold a relevant post-graduate tertiary qualification at least one AQF level higher than units taught At least 3 years industry experience to enhance practical approach to teaching 	<ul style="list-style-type: none"> Demonstrated excellence in teaching practice Demonstrated passion for education Demonstrated capacity or willingness to contribute to the creation and maintenance of course materials, stakeholder liaison and project management Capacity to develop and utilise technology-enhanced teaching and web-based material to enhance learning outcomes for students Sound project management skills with demonstrated ability to multi-task and achieve priorities within tight timelines Commitment to innovation and 	<ul style="list-style-type: none"> Excellent verbal and written communication skills Excellent interpersonal, communication and presentation skills 	<ul style="list-style-type: none"> Provide a high quality learning experience to students, assisting them to achieve prescribed learning outcomes Continually develop your own teaching methods and practices to apply high quality, innovative learning techniques and use of materials that create interest, understanding and enthusiasm amongst students Provide high quality feedback and pastoral care to students in a timely manner Encourage, monitor and evaluate the progression of individual students and assist with the academic counselling and referral to support services as required Undertake assessment marking within agreed time frames Plan, prepare and deliver educational activities that facilitate active learning experiences and student engagement Record Attendance during each workshop Ensure academic integrity in delivery of unit content and 	<ul style="list-style-type: none"> Attend and present at relevant conferences and share knowledge and insights gained within the wider community of ASA Lead or participate in research projects that has benefit to a relevant discipline area of ASA Where practicable, engage or develop in professional development workshops with colleagues of ASA Participate in the development of new education and training capabilities and the identification of new areas of business activity As requested, undertake a mentoring role as part of the induction process for new permanent, contract and casual staff 	<ul style="list-style-type: none"> Manage the progress of students through their course of study, including maintaining attendance, participation, coursework and assessment records Ensure policy and procedure compliance As required, manage the relationship with industry partners for subject relevance, work integrated learning opportunities and potential integration into industry projects Proactively contribute to the Teaching and Learning Plan Undertake any relevant internal training courses as requested, Participate in student orientation where and when required Attend and actively participate in all team meetings, information sessions and other relevant ASA events Work with internal and external stakeholders in a professional and courteous manner to

	<p>continuous improvement</p> <ul style="list-style-type: none"> • Possess strong ethics regarding the delivery of quality education • Experience working with international students • Demonstrated ability to work in a team and independently • An understanding of academic scholarship, including assessment design and feedback • Involvement in professional activities 		<p>student interactions</p> <ul style="list-style-type: none"> • Provide quantitative and qualitative feedback to students regarding their performance • Participate in moderation activities, including preparing samples for moderation and/or moderation of colleagues as required • Complete interim reporting on grades • Report incidents of suspected plagiarism or other academic misconduct to Course Coordinators • Identify 'At Risk' students by monitoring classes and assessment tasks, recording attendance and advising the Academic Dean • Utilise learning technology effectively and embed in subject or unit delivery • Engage with models of best practice in applying competency based pedagogical principles, instructional strategies, and communication strategies appropriate to the student cohort • Engage in student centred learning and teaching practices including, but not limited to, competency-based learning and assessment, flipped learning, block delivery, whilst maintaining an active and positive education experience 		<p>deliver student learning outcomes</p> <ul style="list-style-type: none"> • Counsel students about their academic progress, as and when required • Participate in academic staff meetings and continuing professional development programs and provide advice and guidance • Conduct general administration relating to the role of Lecturer, as and when required
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7. Evidence of Achievement

PROMOTION		Award Classification	ACADEMIC PROMOTION KEY AREAS – Evidence that could support application		
Award Level	Title	Educational Services (Post Secondary Education) Award 2020 – MA000075	Teaching and Learning	Scholarship	Leadership/Engagement
			<p>Teaching and Learning will be demonstrated through elaborating a philosophy on teaching and learning, providing evidence of theory in practice, scholarly reflection on practice and on feedback from peers and students which has lead to improvements and developments, evidence that practice and innovations are communicated to others in the profession or discipline.</p>	<ul style="list-style-type: none"> • that scholarly activity has demonstrably contributed to the creation and transfer and understanding of knowledge and incorporates creative and intellectual work (knowledge/understanding); • that scholarly activity has been subjected to critique and evaluation by peers who affirm its value (peer review); • that scholarly activity has had significant results and impact and has been documented, published, exhibited, performed or communicated in a form that others can build on (communicated); and • that scholarly work is valued by those for whom it was intended (quality/ impact). 	<p>Leadership and Engagement will be demonstrated through internal and/or external activity, where an integrated scholarly approach and understanding is required and demonstrated in the achievement of outcomes and impact, in relation to:</p> <ul style="list-style-type: none"> • ASA management, governance and committee roles; • the discipline, for example editorial boards for journals, convening seminars and conferences, through professional associations; • commercial partnerships with industry, in professional service settings, community organisations, government or corporations leading to significant applied outcomes; and pro bono contributions to the public welfare or the common good, which call upon the

					applicant's academic and/or professional expertise, and directly address or respond to civic problems, issues, interests, or concerns.
Level A	Lecturer Level A	<p>A Level A academic teacher will work with support and guidance from more senior academic staff and is expected to develop their expertise in teaching and research with an increasing degree of autonomy. A Level A academic teacher will normally have completed 4 years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.</p> <p>A Level A academic teacher will normally contribute to the teaching work of the employer at an undergraduate degree or graduate diploma level. Administration will generally be limited to the administration of the relevant unit or units of teaching they are engaged to teach.</p>	<ul style="list-style-type: none"> • Approach to unit design and development • Details of units taught • Success rates in units taught including pass rates and grade distributions • Sustained feedback from students and evidence of modification of teaching approach in the light of that feedback. The results of feedback from students should be provided in tabular form. • Revision of units in the light of feedback from students and peers • Planning, developing, monitoring and improving the quality of units and courses • Quality and currency of learning materials provided to students • Engagement in professional development that relates to best practice in learning and teaching • A student-centred approach to learning and teaching 	<ul style="list-style-type: none"> • Evidence of scholarly reflection on the theory and practice of learning and teaching • Learning and teaching innovations • Development of learning resources and systems • Study of underlying theoretical and conceptual frameworks in an academic discipline • Incorporation of emerging concepts informed by recent scholarship, current research findings and advanced practice • Presentations and publications on learning and teaching 	<ul style="list-style-type: none"> • Assuming governance and leadership roles within the Institute or externally in the discipline • Providing leadership to support scholarship, including leadership of staff within the discipline and input to the ongoing development of teaching and learning in the discipline • Management or organisation of an academic discipline, including direction and oversight of discipline staffing • Serving on academic governance committees/ working parties, contributing to discipline networks • Unit and course coordination • Active involvement in student support activities and career advice
Level B	Lecturer Level B	<p>A Level B academic teacher will undertake independent teaching and research in their discipline or related area. A Level B academic teacher will make an independent contribution through professional practice and expertise to the teaching effort of the employer, and may co-ordinate and/or lead the activities of other staff, as appropriate to the discipline.</p> <p>A Level B academic teacher may be required to teach at any level, on the basis of an established record of independent scholarship,</p>			

		research and/or professional activities appropriate to their profession or discipline. They may undertake administration relating to their discipline and may be required to perform the full academic responsibilities of and related administration for the co-ordination of an award program of the institution.			<ul style="list-style-type: none"> • Membership of academic program review panels • Active involvement in the applicant's respective profession resulting in significant industry interaction and scholarly activity • Membership of professional societies • The holding of office in professional societies • Involvement in the organisation of national or international conferences
Level C	Lecturer Level C	A Level C academic teacher will play a major role or provide a significant degree of leadership in activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the co-ordination of a large award program or a number of smaller award programs of the institution.			

8. Version Control

This Procedure 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 Procedure, with associated policy, 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	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	