Staff Recruitment, Review and Development Policy

Policy Owner	CEO
Approving Authority	Governing Council
Implementation Responsibility	CEO
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1. Purpose

This Policy provides a framework to:

- create a fair, efficient and effective recruitment process
- retain highly competent academic and professional (non-academic) staff, so as to provide students with a quality education
- guide the academic staff promotion process
- provide staff with opportunities to develop their skills and professional careers

2. Scope

This policy applies to:

- recruitment for permanent, fixed-term or casual positions
- reviewing the performance of all SPI staff, including staff working full-time, part-time, or on a casual basis.
- ensuring a fair process for payment and promotion of all SPI staff.
- assisting all SPI staff to develop their skills and professional careers.

3. Staff Recruitment

3.1 Principles

3.1.1 SPI's recruitment, selection and appointment practices aim to build the talent base and capability of SPI.

3.1.2 SPI will comply with Standard 3.2 of the Higher Education Standards Framework (Threshold Standards) 2021,

3.1.3 SPI's recruitment, selection and appointment practices shall be transparent and be free from conflicts of interests

3.1.4 SPI is committed to equal employment opportunity as part of its mission to ensure equity and social inclusion.

3.1.4.1 SPI will treat all candidates equitably and with respect as follows:

- SPI will provide equal employment opportunity and eliminate discrimination on the grounds of;
  - gender;
  - ethnicity;
  - age;
  - impairment or disability;
  - religious and political belief or activity;
  - association with, or relation to, a person identified on the basis of any of the above attributes; and;

- any other legally protected category.

- SPI will ensure the application of the merit principle in recruitment, advertising, and selection process.
- SPI will use non-discriminatory, inclusive language in all official documents
- SPI will ensure equitable access to decision-making and resources

3.1.4.2 SPI will ensure all the candidates and staff are aware of their rights and responsibilities in relation to equal opportunity and diversity.

- Any complaints or grievances about breaches of "equal employment" principles will be dealt with as per SPI's *Complaint and Grievance Resolution Policy and Procedure*.

3.2 Academic staff employment basis.

3.2.1 Academic staff may be employed on a continuing or fixed term (full-time or fractional) basis, as appropriate to the nature of the role, academic workload requirements and operational needs, and in accordance with applicable employment legislation and industrial instruments.

3.2.2 Fixed-term appointment:

3.2.2.1 Fixed term appointment may be used where academic responsibilities are required for a defined period, subject to applicable legislative and industrial requirements.

3.2.2.2 Where appropriate, subsequent appointment may extend for multiple teaching periods to facilitate retention of staff, subject to satisfactory performance and ongoing staffing requirements.

3.2.3 Remuneration and review of employment arrangements:

3.2.3.1 Academic staff remuneration and entitlement will be determined in accordance with their employment arrangements, allocated workload, and applicable legislation and industrial instruments.

3.2.3.2 Academic employment arrangements will be reviewed periodically to ensure their continued suitability, with consideration given to ongoing staffing needs, staff performance and opportunities for longer-term employment.

3.3 Advertising

3.3.1 All new and vacant positions must be tabled for discussion at OMT and all advertisements for new and vacant positions must be authorised by the CEO.

3.3.2 All new and vacant positions will be advertised online, for a suitable time period unless a suitable candidate is in SPI's recruitment database and available for interview under the standard recruitment process outlined in Clause 3.3.4.

3.3.3 All positions being advertised must have a documented "Job Description" that includes the specific duties for the position.

3.4 Selection

3.4.1 Responsibilities

- The Academic Dean is responsible for the selection of academic staff.
- The Head of Operations is responsible for selecting student support staff.
- The CEO is responsible for selecting senior management staff.

3.4.2 All positions will have selection criteria. The selection criteria will include, the minimum qualifications, essential criteria, and desirable criteria required for the position.

3.4.3 As per Standard 3.2.2 of the Higher Education Standards Framework (Threshold Standards) 2021, the qualification requirements for academic staff are as follows:

Table 3

AQF Course Level	Usual Minimum Qualification	Equivalent Minimum Qualification
Level 8 – Graduate Certificate, Graduate Diploma	Level 9 Master's degree in Data Science or Artificial Intelligence or cognate disciplines.	Level 8 Graduate Certificate or Graduate Diploma degree plus: - At least 2 years experience in level 8 teaching in Data Science or Artificial Intelligence or relevant disciplines, helping students achieve level 8 learning outcomes; or - At least 3 years experience working as a researcher in Data Science, Artificial Intelligence or relevant disciplines, applying advanced knowledge and skills to solve theoretical and technical problems; or - At least 5 years professional experience (e.g. working as an engineer or consultant) in Data Science, Artificial Intelligence or relevant disciplines, applying scientific knowledge to solve practical problems.
Level 9 - Master Degree	Level 10 Doctoral Degree in Data Science or Artificial Intelligence or cognate disciplines.	Level 9 Master degree plus professional expertise that requires potential equivalence appointments to demonstrate: - An outstanding and sustained contribution to the field of data science for at least 10 years; - expertise in the field of data science is sought by researchers, industry and data science practitioners; - Has prominence in the profession of data science and evidenced, for example, by responsible positions in relevant professional societies.

Note: Any decision to appoint staff on the basis of equivalent experience rather than explicit qualifications must be confirmed by the Chair of the Academic Board.

3.4.4 Selection Process

a) Screening: Applications will be assessed against the Selection Criteria by the relevant supervisor(s).

b) Shortlisting: Selected applicants will be invited for a (panel) interview. The requirement for members of a panel will be determined based on the needs of the specific position.

- The interview questions, based on the job profile, will be prepared by the interviewer or panel chair. Reference checks will be conducted and any submitted academic qualifications and transcripts shall be reviewed.

c) Making the Recommendations: The panel members will rank candidates on the basis of the following criteria:

- the application;
- the interviews;
- qualifications;
- other assessment information as requested.

d) Confirmation: The applicant will receive both a verbal and written offer of employment. The offer will include a copy of the Job Description, an explanation

of the terms and conditions of the employment.

- To ensure that both the applicant and SPI understand their respective roles and responsibilities, the employment contract must be signed by both parties.

3.5 Staff Induction

Induction will be conducted within the first week of employment. The induction will adhere to the following:

- Discussion of the new staff member's contract and job description.
    a. The HR person or the supervisor of the new staff member will ensure the appropriate filing of copies of the signed contract, qualifications and academic transcripts.
- Completion of identity check, tax file, superannuation, banking and contact details forms.
- Introduction to the relevant SPI policies and procedures:
    a. *Staff and Affiliates Code of Conduct Policy*
    b. *Staff Recruitment, Review and Development Policy*
    c. *Health and Safety Policy*
    d. *Complaint and Grievance Resolution Policy and Procedure*
    e. *Critical Incident Management Policy and Procedure*
    f. *Bullying, Harassment and Discrimination Policy*
- Staff members who interact directly with international students (including but not limited to Student Support Officers and Academic Learning Support staff) will be trained to understand the Institute's obligations under the ESOS framework and the potential implications for international students arising from the exercise of these obligations.
    a. These staff are required to
        i. complete the internal ESOS training conducted by their Supervisors (who have completed the ESOS Act National Code Online Training) within the first month of the commencement of their employment, or
        ii. complete the ESOS Act National Code Online Training within the first month of the commencement of their employment.

  Internal ESOS training will be available for all other staff members as an optional session.
- A program conducted by Student Support Staff regarding how to identify any wellbeing and special needs of students where this may lead to the need for additional support.
- Schedule any other work-related arrangements, including but not limited to Student Consultation, Student Learning Support etc.

4. Staff Performance Review

4.1 Purpose

The performance review is to ensure the staff member's work quality and identify any concerns, and/or professional development needs.

4.2 A performance review document shall be developed and used to guide performance discussions.

4.3 Time

Performance Reviews will be conducted annually for each staff member by their supervisor.

4.4 Form

The performance review will be based on conversation/s between the staff member and their supervisor. A summary of the discussion and any activities determined as helpful to ongoing development will be recorded in the Performance Review Plan.

For academic staff, the plan must address, as a minimum, goals and activities to be undertaken that relate to:

- teaching development.
- professional development.

Student feedback, including unit of study surveys, will be considered as part of the performance review process to inform ongoing professional development and continuous improvement in teaching and the student experience.

For professional staff, the plan must address, as a minimum, goals and activities to be undertaken that relate to:

- professional development;
- feedback from students on administrative and support services.

5. Staff Promotion

5.1SPI will provide equal promotion opportunity and will ensure application of the merit principle in the promotion process. SPI will eliminate discrimination on the grounds of;

- gender
- ethnicity;
- age;
- impairment or disability;
- religious and political belief or activity;
- association with, or relation to, a person identified on the basis of any of the above attributes; and;
- any other legally protected category

5.2 If an academic staff member wishes to be considered for promotion to the next academic level, they must submit an application to the Academic Dean that addresses the following criteria:

- Teaching Experience and performance
- Curriculum development achievements.
- Service activities describing their contribution to SPI or other professional activities.

This application for promotion will be considered by the Academic Dean who may consult the Academic Board Chair. The Dean will provide a recommendation in writing, including reasons for the recommendation to the CEO. The CEO may elect to interview the applicant before making a decision.

Academic staff will be given the title relevant to their academic level (see Appendix A).

Academic Board is responsible for conferring professorial titles (Associate Professor, Professor, Adjunct Professor) for those at level D or E. This can occur by either the academic staff member making an application for the title or by the Academic Board determining to award the title to support other strategic reasons such as attracting sought after staff.

5.3 Professional (non-academic) staff achieve promotion by applying for a more senior role when the role becomes available.

6. Staff Development and scholarship

6.1 Types of professional development

6.1.1 Teaching-related development will be facilitated through:

- regular academic discussions and workshops on teaching and learning, curriculum development, education and innovation;
- support for conference presentations and professional contributions relevant to SPI disciplinary areas;
- encouragement for engagement with professional and industrial associations relevant to SPI disciplinary areas.
- subscriptions to relevant professional journals and magazines

6.1.2 Professional staff development will be facilitated through:

- engagement with relevant professional associations to develop skills in administration, management and leadership.
- regular work discussions and workshops
- ongoing training related to aspects of student support, such as wellbeing, cyber safety and WHS.

6.1.3 Training on commonly used IT systems

- Training will be provided where the use of the system (e.g. Student Management System) is a necessary requirement for a position.

6.2 Scholarship

6.2.1 Academic staff are expected to engage in ongoing scholarship to ensure that their knowledge remains current and relevant in the field of teaching. This scholarship would be evidenced through an appropriate combination of the following:

- scholarly publication/communications such as literature reviews and conference presentations
- scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development
- contributions to professional bodies or communities of practice in advancing knowledge and practice (such as the development of new standards, knowledge resources or codes of practice)
- involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge)
- individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or
- undertaking advanced specialised practice or scholarly secondments.

6.2.2 Academic Staff are expected to engage in continuous teaching-related development, and negotiated each year as part of the regular performance review and detailed in the Performance Review Plan. Non-Academic Staff members are responsible for managing their professional development.

6.3 IT training

6.3.1 Providing training on SPI's software systems is the responsibility of the IT Manager.

6.4 Professional development

6.4.1 SPI is responsible for providing opportunities and resources so that staff can develop in their roles as well as progress their career aspirations.

6.4.2 Managers are responsible for identifying, enabling and approving professional development activities based on the priority and capacity of their work unit. The Managers should:

- identify development needs; and;
- set performance and behavioural expectations;
- provide regular feedback on the staff member's performance and development.

6.4.3 Staff members are responsible for their professional development. SPI encourages all staff to take responsibility for their own career development.

Any professional development activities should be discussed and agreed upon with the supervisor and must be approved by the CEO if support is required from the Institute.

Staff members pursuing professional development activities at their own expense are generally not eligible for financial support and some activities may be restricted to certain classifications of staff.

6.5 Financial Support

SPI may provide financial support to staff members undertaking any professional development activities, seminars or workshops that are agreed as part of the Performance Review Plan. Financial support will be agreed and discussed with the supervisor and approved by the CEO.

6.6 Professional Development Leave

This leave should be considered in conjunction with the requirements of the work unit and the staff member. Before approving a staff member's professional development leave, managers should consider all other approved leave that has been accrued by the staff member.

Notes

Related Documents:

SPI Staff and Affiliates Code of Conduct Policy
SPI Workforce Plan

Amendment History:

Version No.	Approved by	Effective date	Amendments
1.0	Governing Council	27/08/2021	New Policy
1.1	Governing Council	29/01/2022	Amendments made to Sections 4, 5.1.2, 6.2.2 and 7
1.2	Governing Council	30/11/2022	New paragraph regarding ESOS training inserted in Section 3.4.
1.3	Governing Council	04/09/2024	General updates and new section 4 included to define the treatment of academic workload and salaries.
1.4	Governing Council	02/11/2026	Section 4 Academic Staff Remuneration has been moved to a separate policy, with subsequent sections renumbered accordingly. Student feedback has also been incorporated into the academic staff performance review process.

APPENDIX A

Teaching Focused Academic Staff – Level Descriptors

Note: The Academic Board is responsible for conferring professorial titles (Associate Professor, Professor, Adjunct Professor) for those at Level D or E. This can occur by either the academic staff member making an application for the title or by the Academic Board determining to award the title to support other strategic reasons such as attracting sought-after staff.

Level A – Associate Lecturer

- Work with the support and guidance from more senior Academic staff.
- Develop expertise in teaching with an increasing degree of autonomy.
- Contribute to teaching, at a level appropriate to the skills and experience of the staff member, primarily at undergraduate and graduate diploma level.
- Undertake administrative work primarily relating to unit or teaching responsibilities.
- Have completed four years of tertiary study or equivalent qualifications and experience; may be required to hold a relevant higher degree.

Level B – Lecturer

- Undertake independent teaching in staff member's discipline or related area.
- Make an independent contribution to scholarship and teaching through professional practice and expertise, and co-ordinate and/or lead the activities of other staff, such as Unit Coordinator.
- Contribute to teaching at undergraduate, honours and postgraduate level.
- Undertake administration relating to teaching responsibilities and staff member's activities.

Level C – Senior Lecturer

- Mentor level A and B colleagues in developing their teaching competencies.
- Make a significant contribution to the scholarship and teaching and administration activities of an organisational unit or interdisciplinary area at undergraduate, honours and postgraduate level.
- Undertake academic responsibilities of, and related administration for, an award program or a number of smaller award programs, consistent with a reasonable overall workload such as Course Coordinator.

Level D – Senior Lecturer / Associate Professor

- Make an outstanding contribution to research, scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.
- Responsibilities may include co-ordination of a large award program or a number of smaller award programs where this is consistent with a reasonable overall workload.
- Make an outstanding contribution to governance and collegial life inside and outside the Institute.
- Will have attained recognition at a national or international level in staff member's discipline and is expected to make original and innovative contributions to advancement of scholarship, research and teaching in discipline.

Level E – Senior Lecturer / Associate Professor / Professor

- Provide leadership and foster excellence in research, teaching and policy development in academic discipline within the Institute and within the community, professional, commercial or industry sectors.
- Will have attained recognition as a leading authority in their discipline and will have achieved distinction at the national level and may be required to have achieved distinction at the international level.
- Expected to make original, innovative and distinguished contributions to scholarship, research and teaching in the discipline and make a commensurate contribution to the work of the Institute.