

## ACADEMIC STAFF DEVELOPMENT POLICY

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## 1. Purpose

This policy describes the College's commitment to supporting continuous learning and development of its academic staff. The policy also outlines typical activities that are considered beneficial to contributing to the professional development of academic staff.

## 2. Scope

This policy applies to all continuing, fixed-term, fractional, and sessional academic staff at APIC. This document should be read in conjunction with other related policies (see Related Documents).

## 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 practise 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. Mission and Values

APIC's mission is to develop and deliver action learning and action research that transforms individuals, business and society by enabling the collaborative development of solutions to real world challenges.

APIC encourages the acquisition of general and specialist knowledge as well as the development of professional skills and perspectives, based on our values of:

- student-centred
- real-world engaged
- best-practice governance
- academic primacy
- academic freedom with responsibility
- collegial professionalism
- quality and excellence
- rigour and integrity
- responsible marketing
- communicate clearly, early and often
- listening
- wellbeing, respect, compassion, forgiveness and gratitude

## 5. Policy Framework

Academic staff's depth and breadth of knowledge and their commitment to learning are fundamental to the achievement of the College's mission. This policy is designed to:

- outline the requirements for academic staff induction, continuous upgrading of knowledge and attainment of scholarship for enhanced performance in current and future roles;
- provide support for staff development, including future career development and promotion both inside and outside the College;
- ensure that the College and all of its 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 expected 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.

All academic staff are required to develop a personalised professional development plan and discuss their personal goals and aspirations with the Deputy Dean, Academic or his nominee. The plan needs to highlight your aspirations, including attainment of higher academic grades and or appointment to executive positions. The College will endeavour to support all staff members in their learning and development aspirations.

## 6. 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). 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).

## 7. Management Responsibility

The Dean, with the support of the Deputy Dean Academic, has the responsibility for implementation of this policy and for the monitoring and coordination of all academic staff development programs. The Deputy Dean Academic shall hold annual review sessions with each academic staff member to review their goals, progress made based on the individual plans, effectiveness of professional and academic development activities undertaken and the like.

The Deputy Dean Academic shall offer feedback to individual academic staff members, discussing their strengths and development needs, 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.

## 8. Individual Responsibility

Individual staff members are primarily responsible for developing and following their own professional development plans. 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.

## 9. Academic Staff Engagement

APIC sees professional development as the enhancement of teaching and assessment skills as well as updating of specialist knowledge in the respective field.

All new academic staff shall be inducted properly in terms of the College teaching and learning philosophies and practices, as well as effective use of respective tools and systems. Training and induction will be held prior to the commencement of each semester.

The Deputy Dean Academic shall require all sessional faculty to provide evidence of continuing professional development activities, whether through association with APIC or other institutions or appropriate professional bodies.

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.

## 10. Professional Development Plan

The attached template should be used by all faculty to prepare individual professional development plans which can be used as the basis for individual academic staff review and discussion as well as academic advancement.

## 11. Document Change Control

Version	Change Description	Date	Author
3.1	Revised and placed in new format	5 May 2017	Corinne Green

**REGISTRY OF PD ACTIVITIES TEMPLATE - Name**

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