

An Introduction to Academic Career Pathways

Academic Supervisors

Today's Session

An introduction to Academic Career Pathways (ACP):

- The Big Picture – Creating a culture of excellence at ACU
- Up Close – The ACP Framework
- ACP 'Live in Action' – The Career Conversation

Today's Session

Ultimately it's about having a shared understanding of :

- what is the ACP Framework
 - what needs to be done
 - your responsibilities
- the resources you have to support you.

We'll explore a range of scenarios – specific questions
taken up later

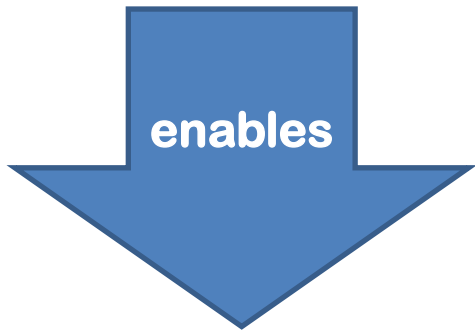
The Big Picture

- Vice Chancellor highlighted a need to focus on the development of a high performing workforce
- Realignment of academic and professional staff with organisational strategy is a priority over 2012-2014
- ACP facilitates individual balance/type of workload cascading from institutional imperatives
- ACP is laying the foundation for an agile and high performing workforce

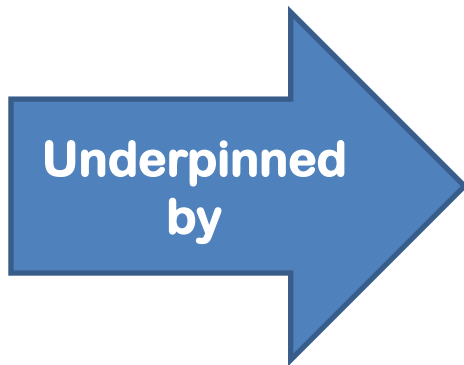
Up Close: Academic Career Pathways

- Recognises, embraces and enables a range of career trajectories that may be undertaken across the lifecycle of an academic.
- Seeks to enhance the career satisfaction and prospects of the **individual** while concurrently building an optimum **workforce** profile that can fulfil the strategic objectives of the **University**.
- Enabled through the Staff Enterprise Agreement 2010-2013

Academic Career Pathways (Strategy)



Academic Workload Framework
(Staff Enterprise Agreement
2010-2013)



	Teaching		Research and/or Scholarship		Other activities	
Teaching and Research	40%	638 hours (up to 336 hours face to face - or equivalent- contact time)	40%	638 hours	20%	319 hours
Teaching-focussed	60%	957 hours (up to 480 hours of face to face – or equivalent – contact time)	20%	319 hours	20%	319 hours
Research-focussed/ Research-only	Up to 20%	Up to 319 hours (Research focused: up to 168 face to face; Research only: up to 96 hours face to face – or equivalent- maximum contact time)	Up to 80%	Up to 1276 hours	Up to 20%	Up to 319 hours
Academic Leadership/Service	Up to 40%	Upto 638 hours (normally 96 hours face to face – or equivalent – maximum contact time)	Up to 40%	Up to 638 hours	Up to 60%	Up to 957 hours

ACP and Probation

- ACP expectations will need to feature in recruitment and therefore probation
- Will be relevant to career pathway
- There will be changes to policy and review application to reflect this
- Little or no change for most people

ACP and Planning and Review

- Academic Planning and Review process requires changes that embrace ACP
- Simplify process - establish short and long term goals annual review based, on collected evidence
- Interim process and forms for 2012 planning
- There will be some policy and formalised processes to reflect this

ACP and Promotion

- Clear and transparent criteria for promotion across all pathways
- Establish equal access to promotional opportunity across all career pathways
- Revised promotion criteria for 2012

The Career Planning Conversation

Context of the conversation:

- Role clarity
- Current pathway & performance/future pathway & performance
- Past, current, and 2012 workload focus
- Academic Career Pathway confirmation 2012
- Career Plan 2012-2014

The Career Planning Conversation

- Two-way, collaborative, outcomes-focussed
- Allow adequate time, scheduled in advance
- Remove interruptions
- Preparation is essential
- Conduct this meeting face to face wherever possible

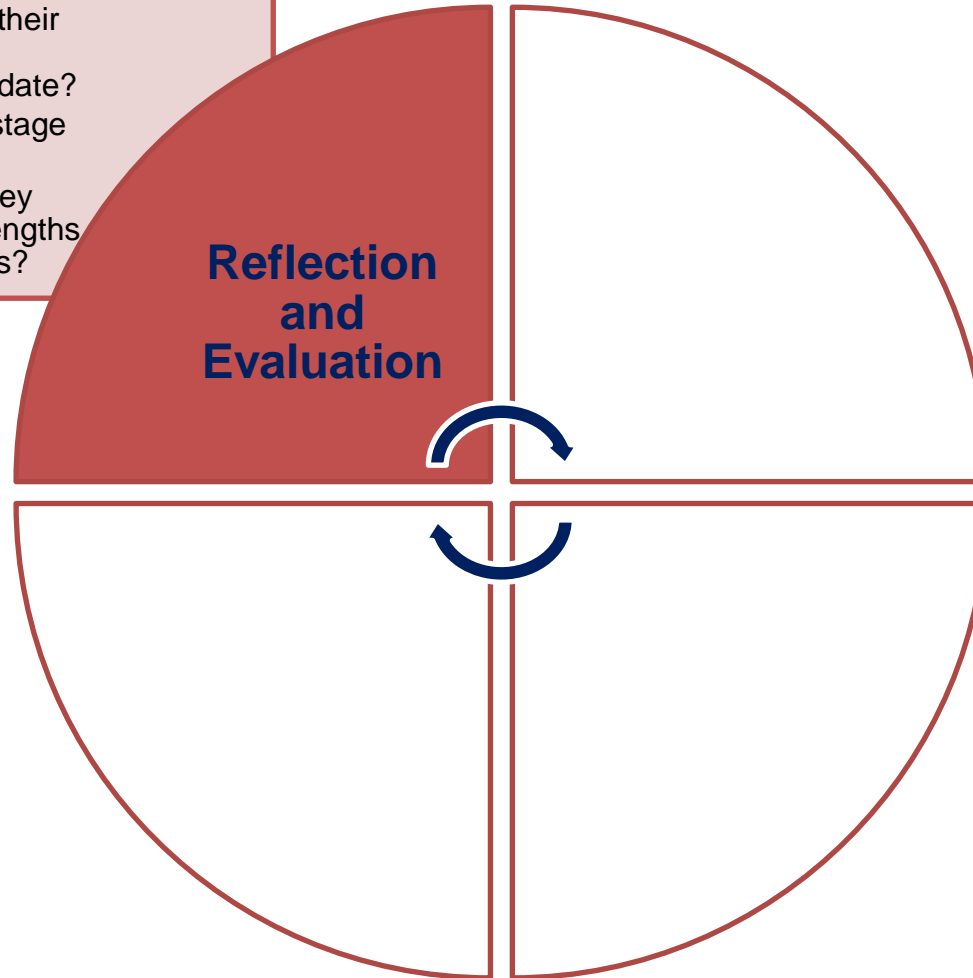
The Career Planning Conversation

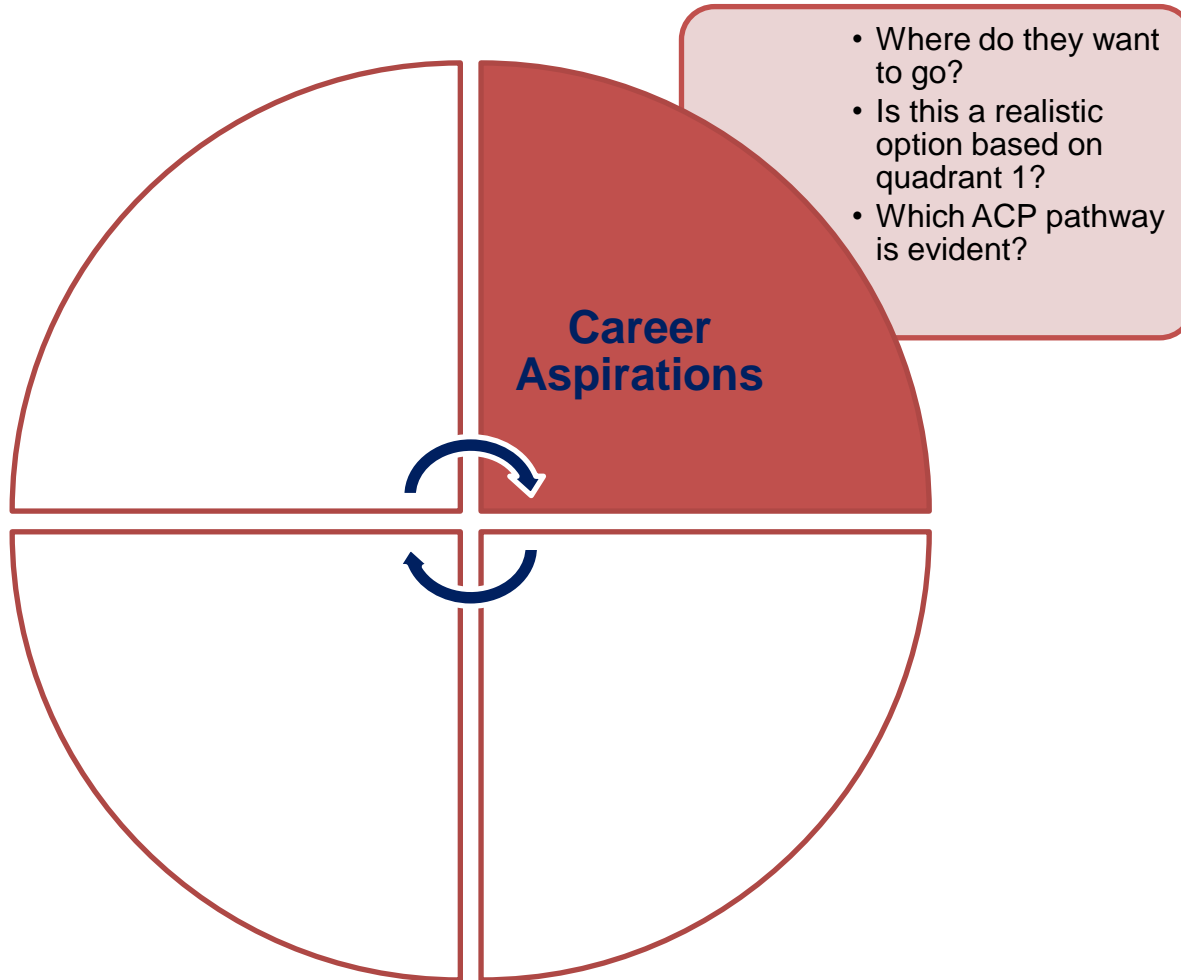
Preparation & Expectations:

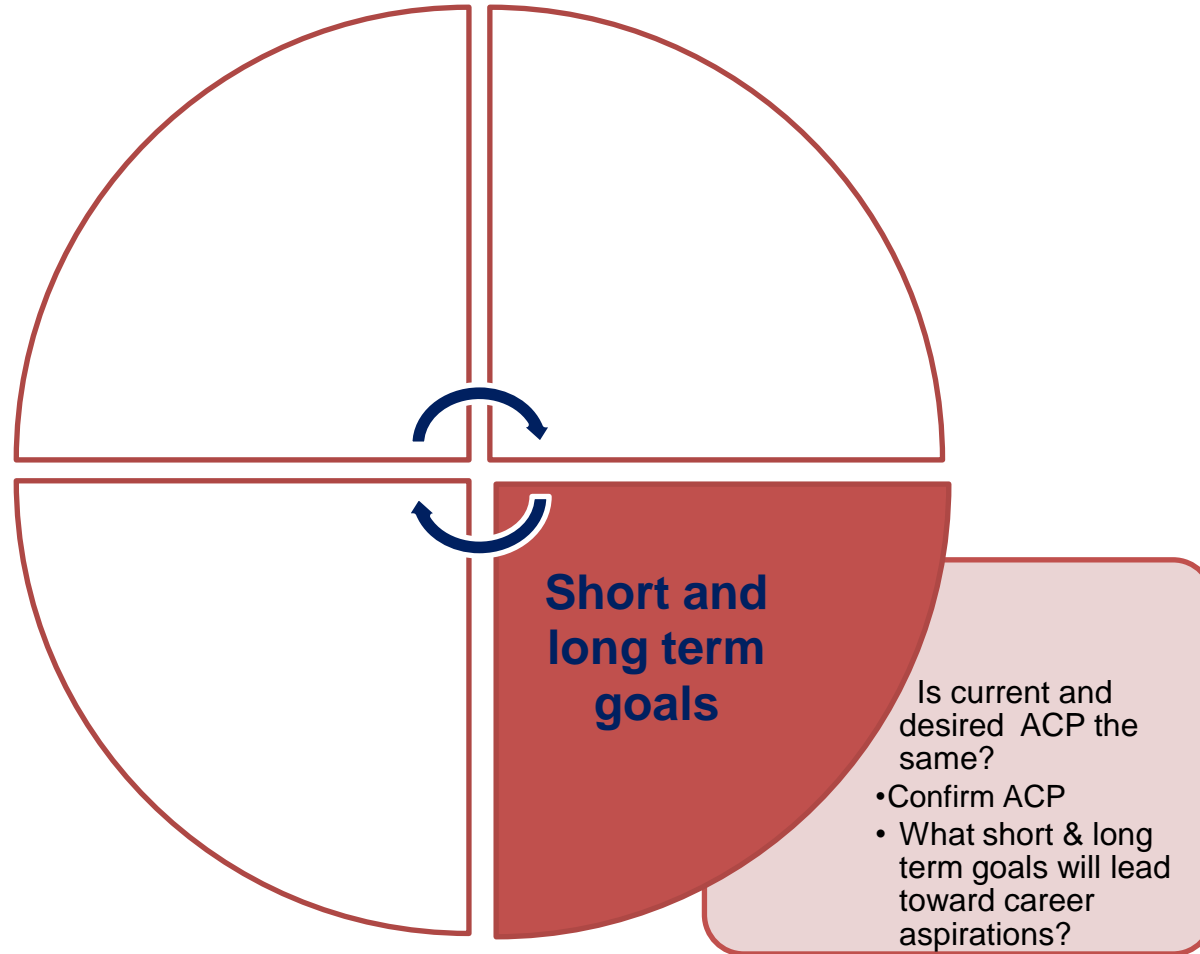
- Prepare a conversation plan
- Think about issues/solutions/questions
- Bring specific examples and evidence
- Be constructive and honest, provide a reality check
- Use the checklists and resources to prepare (*will be available online*)

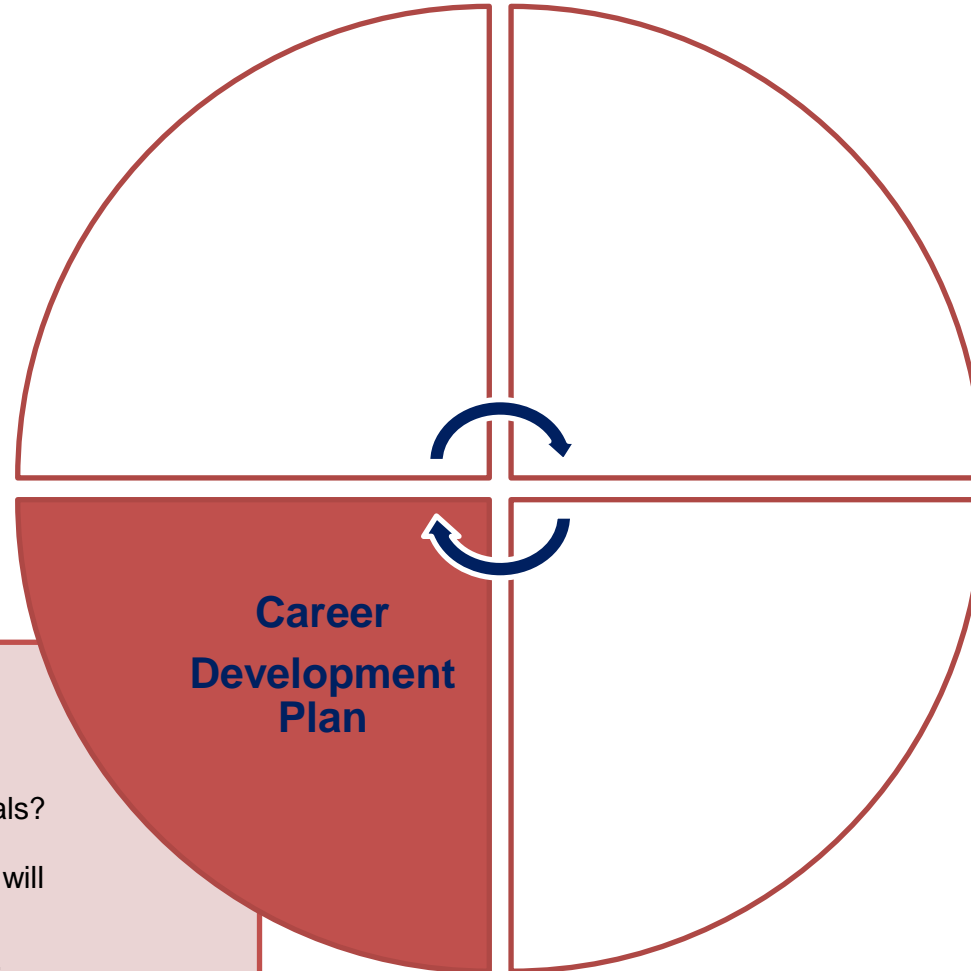


- Where are they now?
- What has been their work profile and performance to date?
- At what career stage are they?
- What are their key capabilities, strengths and weaknesses?









- What actions will facilitate these goals?
- What resources (including people) will assist?
- What are realistic timeframes to achieve them?

At the end of the conversation

Confirmation of an allocated academic career pathway

A mutually agreed plan with specific goals, steps and timeframes to ensure a map for career enhancement / progression is set in motion

All plans and actions should be aligned:

Individual - School - University strategic objectives

Managing Career Conversations: Case Studies

Case Study One: The Scenario

Staff member is unsure about desired career direction / progression

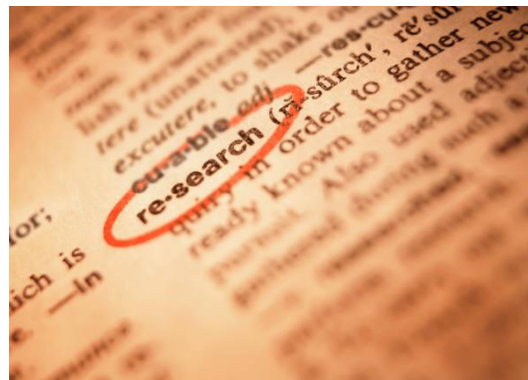


Case Study One: The Response

- Further exploration, discussion, probing quadrant 1
- If happy **and** performing in a Teaching and Research pathway for now, allocate as such
- Pathways designed to be flexible, so can change direction at a later date if different aspirations arise
- Ensure some stretch goals are set for the year to ensure they are still growing in their role

Case Study Two: The Scenario

No research output for number of years but wishes to maintain a teaching and research workload



Case Study 2: The Response

- Re-visit evidence of past performance in an attempt to gain agreement that this has proven unsatisfactory in the past
- Discussion about expectations and outcomes if desired pathway remains teaching and research
- Discussion of enabling strategies for research output

Case Study 2: The Response

- One off enabling research activity workload allocation for those with PhD completed in previous year
- Identified early career researchers are eligible for the allocation for up to 2 years
- Transitioning to T&R (unpublished in recent years) are eligible for workload allocation dependent upon research plan
- Full conditions outlined in the Academic Workload Model
- Implications for not meeting criteria for enabling pathway

Case Study Three: The scenario

Staff member does not wish to progress through promotion pathway (happy where they are)

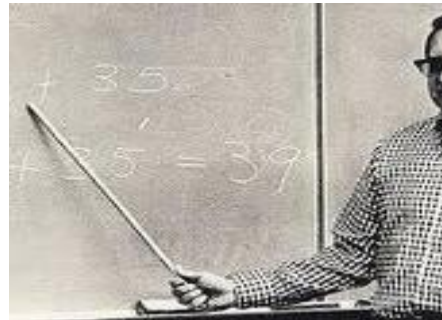


Case Study 3: The response

- Seek to understand motivations (ensuring it is about life/career stage, not dissatisfaction or disengagement)
- Ensure some stretch goals are set for the year to ensure they are still growing in their role
- Pathways and careers are flexible, so re-visit next year

Case Study 4: The scenario

Staff member identifies themselves in a Research-only pathway and does not want to do anything differently to what they have done in the past



Case Study 4: The Scenario

- Reinforce that the pathway, as written in the Enterprise Agreement requires all research-only staff to take on a teaching load up to 96 hours
- Students benefit from having access to ACU's key research personnel
- Negotiate how this will work for 2012

Systems, Recording , Reporting

- Academic Workload Planning System
- Academic Career Pathway plan / review submitted to HR
- Pay Global will change
- Individual personnel file

Academic Workload Planning System

Key changes:

- Introduction of ACP field
- Reallocation of hours / activities under:
 - Teaching Related
 - Research and Scholarship
 - Other activities
 - Leave

‘Red flagging’ of areas of workload that are under- or over- load
(outside of tolerances)

Current Academic Workload

Logged in as comate
 School of Education NSW
 Log out

Staff **Bloggs Joe** Units Reports

Dr Bloggs Joe

Summary HDR Admin Research Project

Staff Details Dr Bloggs Joe

Title Dr
 First Name Bloggs
 Last Name Joe
 School/Department School of Education NSW
 Level
 Fraction 1.0
 Employment FT
 Semester availability
 Comment

Staff Summary Dr Bloggs Joe

Teaching And Admin	598 /	1000
Research	50 /	500
Project	0 /	0
Total	648 /	1500

43%

Teaching Summary

Unit	Lecturer in Charge	Original lecture	Repeat lecture	Original tutorial	Repeat tutorial	Original practical	Repeat practical	Admin / Contact time face-to-face	Marking time	Development time	Teaching Online base	Teaching Online per student	FExp Marking	FExp Admin	FExp Onsite	FExp Supervision	Total Workload Hours
EDT5508 6C 201115	20	12		18				5	22								107
EDFD127 6C 201130		6	6	24	48			9	75								198
EDFD133 6C 201160		6		18	54			12	100								214
EDFX111 6C 201130	20												2	3	6		31
Add Row																	
Total	40	24	6	60	102	0	0	26	197	0	0	0	0	2	3	6	550

Current Academic Workload Planning System

Staff **Joe Bloggs** Units Reports

Staff search

Summary Teaching related Research and Scholarship Other Activities Leave

Staff Details Dr Joe Bloggs

Title	Dr
First Name	Joe
Last Name	Bloggs
School/Department	School of Education NSW
Level	
Academic Career Pathway	Teaching and Research
Fraction	1.0
Employment	FT
Semester availability	
Comments	

Staff Summary Dr Joe Bloggs

Teaching and Research	Actual Hours	Adjusted Target	Normal Target	Normal Min	Normal Max	Actual as % of Total Workload
Teaching (and related)	0 /	638	638	478	797	0.0 %
Research and Scholarship	159 /	638	638	478	797	10.0 %
Other activities	159 /	319	319	159	478	10.0 %
Leave	0 /	0				0.0 %
Total	318 /	1595				19.9 %
Face-to-face hours	0 /	336	336	96	336	

19%

Teaching Summary

Unit	LIC	Orig Lect	Repeat Lect	Orig Tut	Repeat Tut	Orig Prac	Repeat Prac	Marking/ Feedback	Admin/ Lg Class	Online Base	Online / Student	FExp Marking	FExp Admin	FExp Onsite	FExp Superv'n	Total Workload		
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Who are my key contacts?

Your peer Heads of School or Executive Dean is your first port of call.

They will be supported by specialist advice from other HR work units if required.



Ongoing support

- Learning Circles will be established to provide a peer network for support and skill development.
- Employee Assistance Program (EAP)



Questions

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