

An Introduction to Academic Career Pathways

Academic staff

Today's Session

An introduction to Academic Career Pathways (ACP):

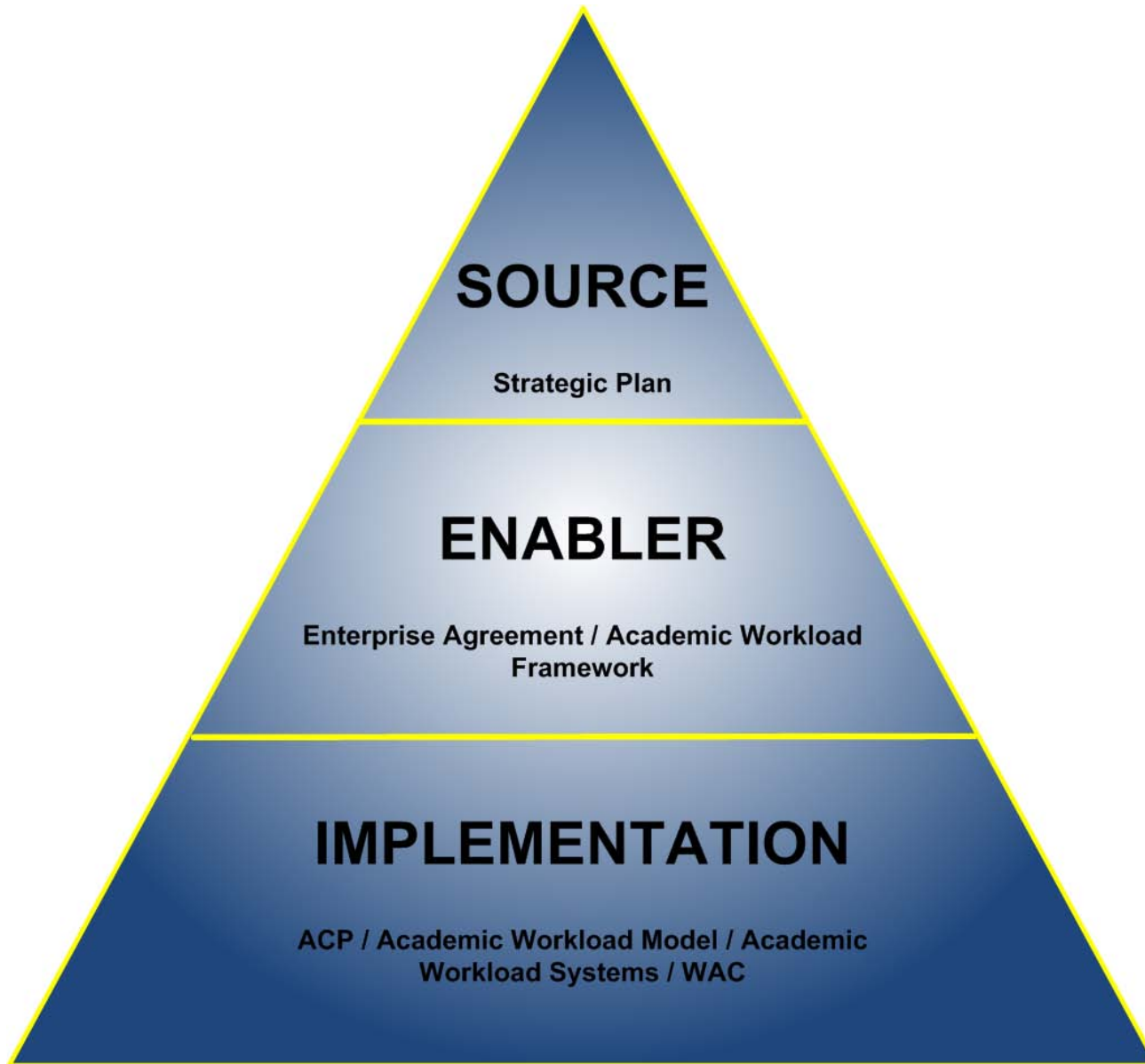
- The Big Picture – Creating a culture of excellence at ACU
- Up Close – The ACP Framework
- ACP - The Career Conversation

The Big Picture

- Strategic intent – ACU Strategic Plan
- Vice Chancellor’s Discussion Paper March 2011 – highlights the need for a high performing workforce
- Enterprise Agreement 2010-2013, including the Academic Workloads Framework
- ACP facilitates individual balance/type of workload cascading from institutional imperatives

Up Close: Academic Career Pathways

- Enables a range of career pathways that may be undertaken across the lifecycle of an academic
- Recognises what a lot of staff are already doing
- Provides a clear promotion pathway to align with each career pathway.
- Seeks to build an optimum **workforce** profile that can fulfil the strategic objectives of the **University**
- Enabled through the 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%	Up to 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

Teaching

- Default pathway is Teaching/Research
- Teaching is important in all pathways (except a minority of Research Only)
- All teaching - expectation of scholarship in learning/teaching/curriculum development

Scholarship

- Scholarship means the creation, development and maintenance of the intellectual infrastructure of subjects and disciplines.
- An allocation of up to 159 hours is available to staff to maintain the teaching/research nexus. Scholarly activities are critical to achieving excellence in teaching and curriculum development.
- Scholarly activities may include:
 - publications related to the profession
 - applying for and receiving teaching and learning grants

ACP and Probation

- ACP expectations will need to feature in recruitment and therefore probation
- Probation requirements will be aligned to the Career Pathway
- There will be changes to policy
- There will be 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
- 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 across all career pathways
- Revised promotion criteria for 2012

The Career Planning Conversation

- A requirement under the Enterprise Agreement
- Role clarity
- Current pathway & performance/future pathway & performance
- Past, current, and 2012 workload focus
- Academic Career Pathway confirmation 2012
- Career Plan 2012-2014+

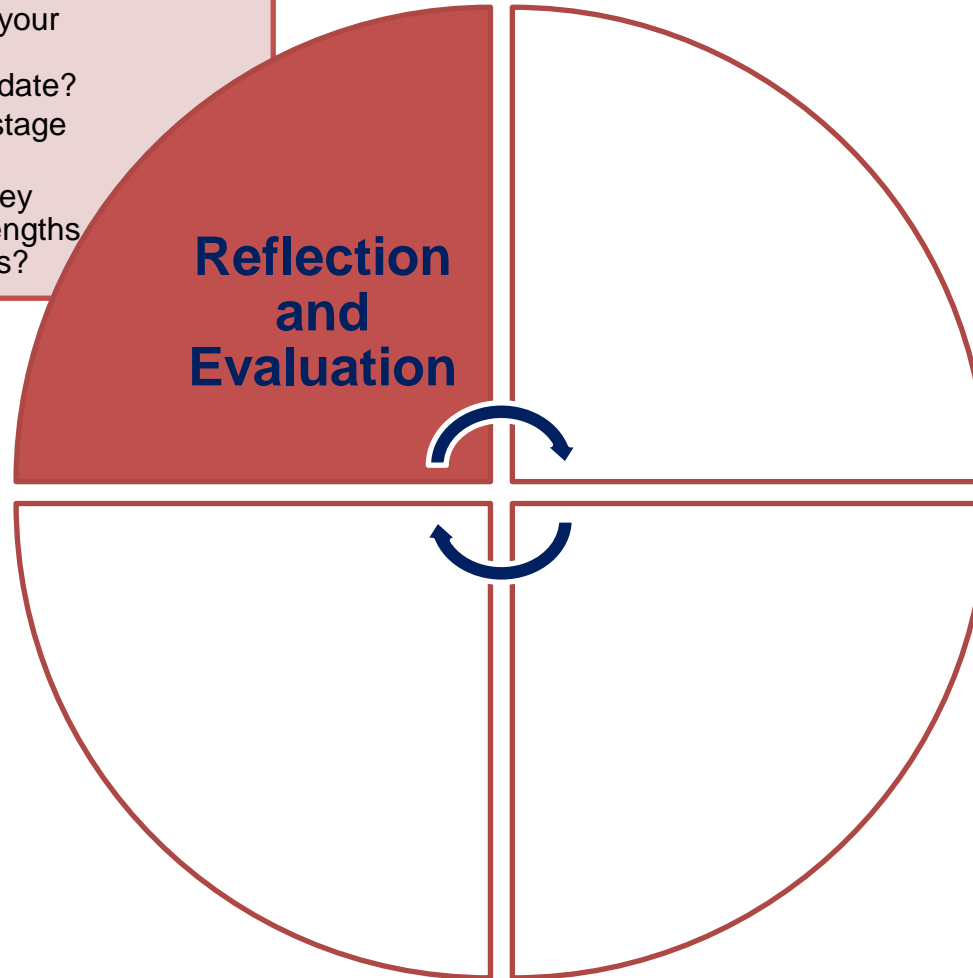
The Career Planning Conversation

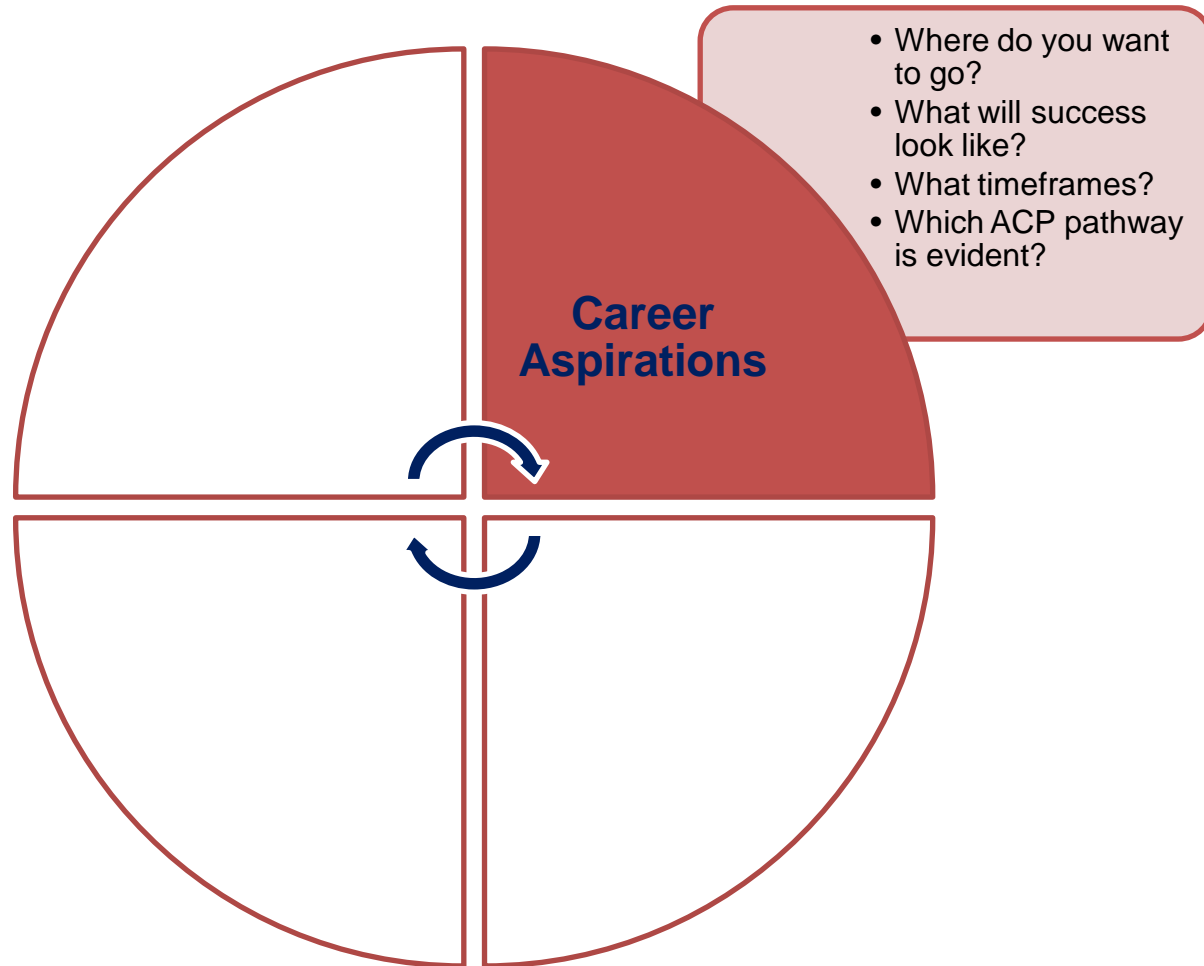
- Two-way, collaborative, outcomes-focussed
- Scheduled in advance, adequate time allowed
- Preparation is essential
- Conducted face to face wherever possible

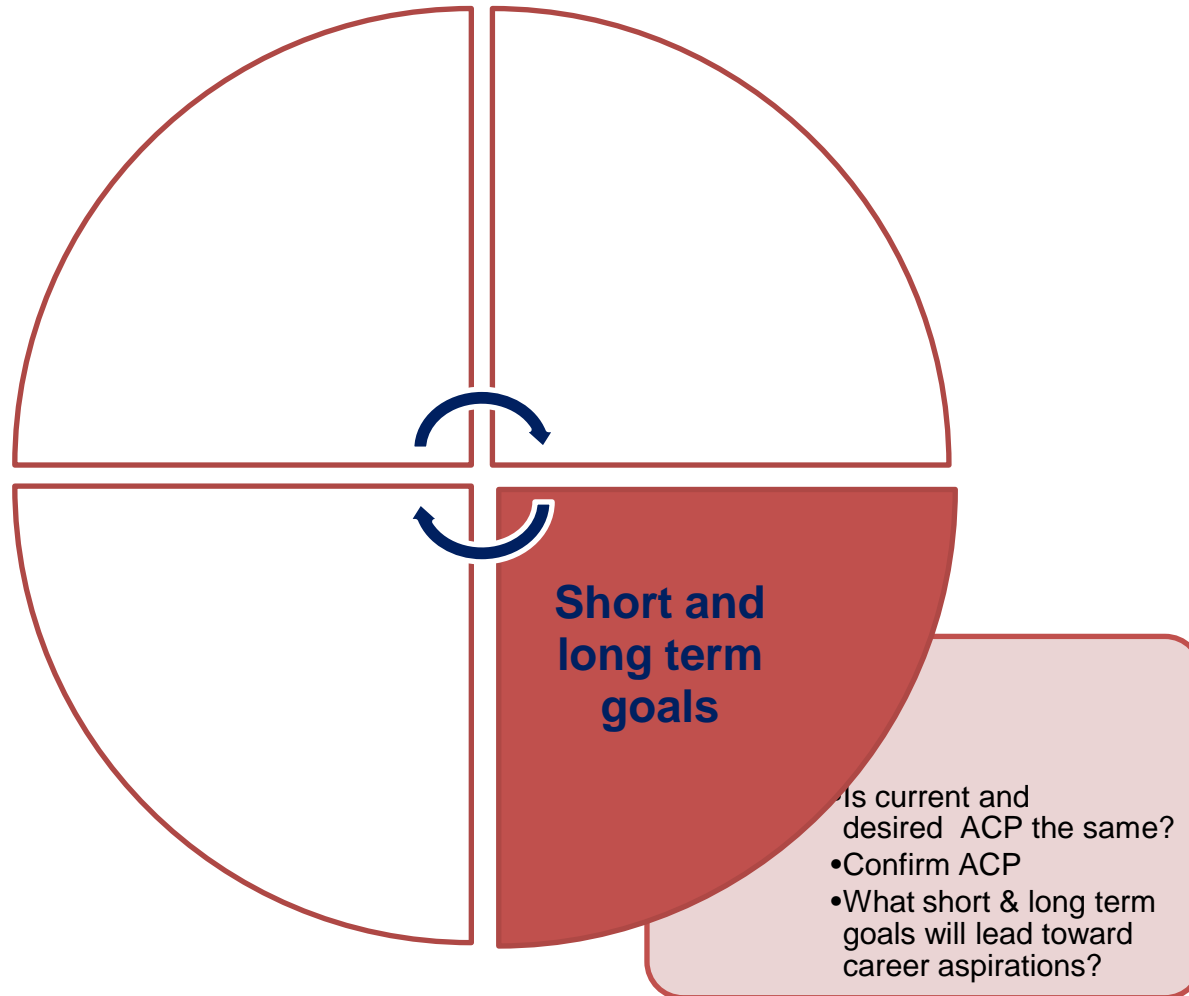
The onus is on you to drive your career planning and progression – taking into account the constructive feedback and advice from your supervisor

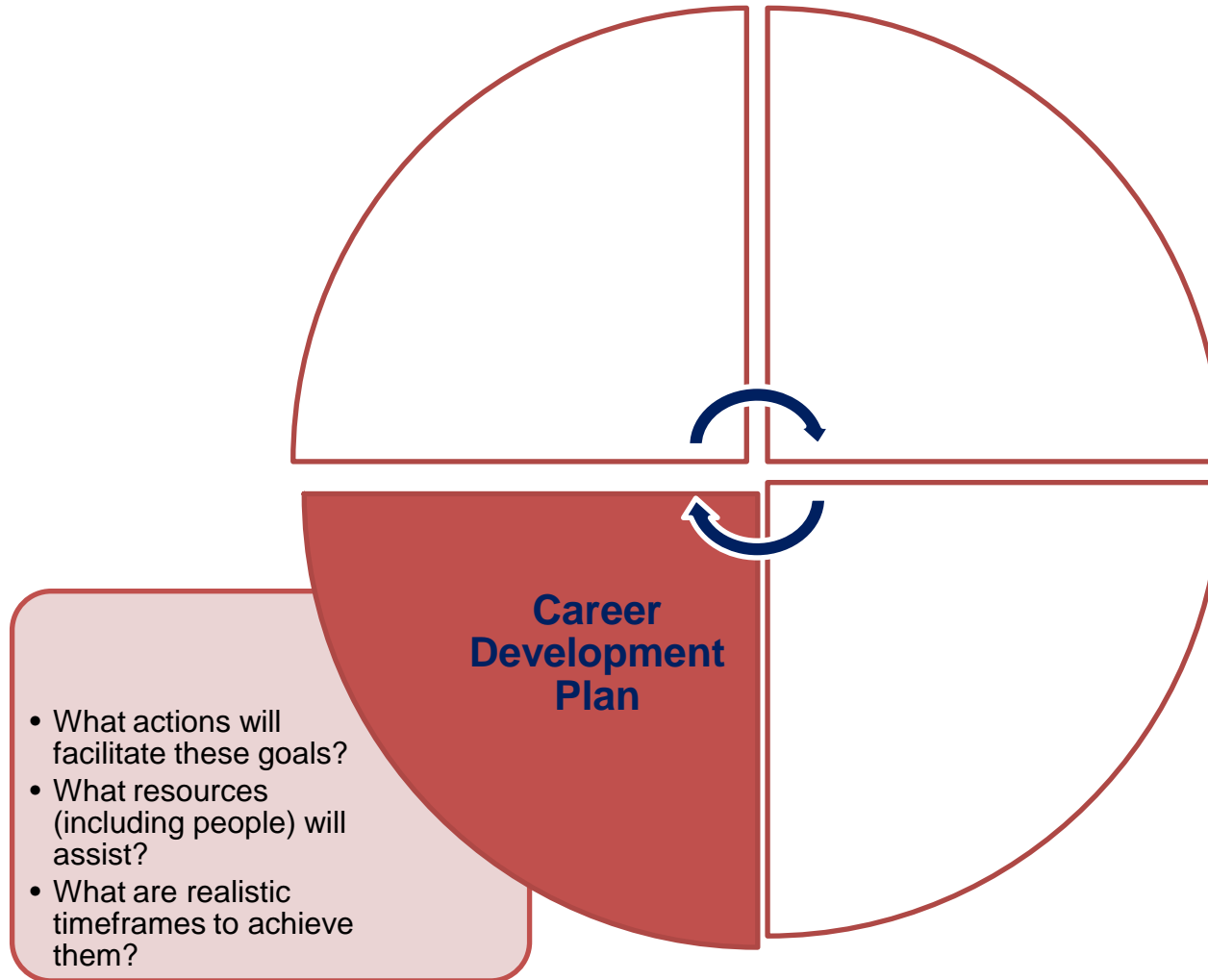


- Where are you now?
- What has been your work profile and performance to date?
- At what career stage are you?
- What are their key capabilities, strengths and weaknesses?









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

Case Study One: The scenario

You are unsure about your
desired career direction /
progression



Case Study One: The response

- Work through the beginning quadrants using the questions to critically assess your strengths and performance
- Discuss these with your supervisor, integrating their feedback and insights with your own
- If you are happy and performing well in a Teaching and Research pathway for now, nominate this pathway
- Pathways are designed to be flexible, so you can change direction at a later date
- Ensure you and your supervisor set some stretch goals for the year to ensure you are still growing in your role

Case Study Two: The Scenario

You have not had any research output for a number of years but wish to maintain a teaching and research workload



Case Study Two: The Response

- Discuss your motivations for this with your supervisor
- Discuss your plans for achieving research outputs
- The following enabling activities are on offer:
 - One off enabling research activity workload allocation for staff who completed a PhD in the previous year
 - Identified early career researchers are eligible for a workload allocation for up to 2 years
 - Transitioning to research (unpublished in recent years); eligible for workload allocation dependent upon endorsed research plan
 - Full conditions are outlined in the Academic Workload Model

Case Study Two: The Response

- Seek agreement with your supervisor to proceed with the appropriate enabling strategy
- Understand what is required of you to meet the requirements
- Understand that not meeting the requirements of the enabler will result in further discussions regarding suitable re-allocation and possible performance management

Case Study Three: The Scenario

You're happy with your career stage and have no desire to progress through promotion pathway in the foreseeable future

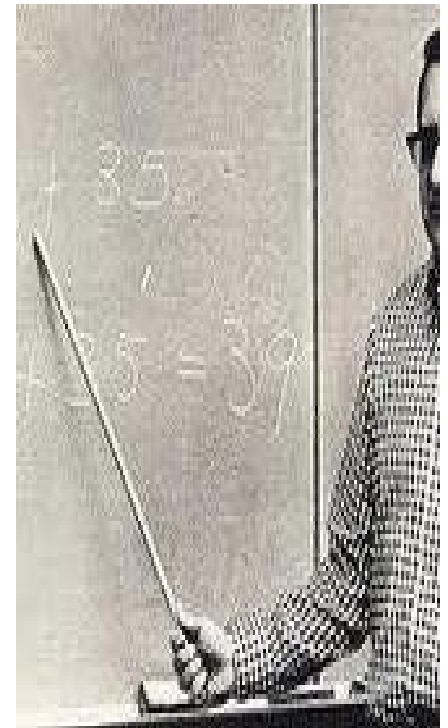


Case Study Three: The response

- Ensure some stretch goals are set for the year to ensure you are still growing in your role
- Ensure any probation requirements are mapped into your career plan
- Pathways and careers are flexible, so you can re-visit next year

Case Study Four: The scenario

You nominate a Research only pathway, as you have done for years. You do not want your workload to change to include teaching hours



Case Study Four: The response

- The pathway, as written in the Enterprise Agreement requires all Research only staff to take on a small teaching load
- Students benefit from having access to ACU's key research personnel
- Negotiate how this will work with your supervisor

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)

Who are my key contacts?

- Your supervisor (normally the Head of School) is your first contact.
- Your supervisor will be supported by specialist advice from an HR Consultant if required.
- EAP
- NTEU



Questions