
Staff Development Policy

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1.0 Purpose

This policy provides a framework for staff development for EIT's higher education staff. The staff development policy is based on the high value placed upon its staff and the belief that they are central to EIT's success. This policy aims to assist in the development of each individual so that they are intrinsically more valuable and thereby enhance the quality of learning of its students, EIT's performance and its status as a quality employer.

EIT is committed to the pursuit of lifelong learning and the further development of knowledge, skills, and professional practices by supporting scholarly activities. This investment will benefit staff, students and the Institution as a learning organisation especially in maintaining its currency with rapid technology developments.

2.0 Scope

This policy applies to all members of EIT's higher education community.

3.0 Objectives

EIT invests in staff development to encourage and support staff to reflect on their practice, maintain currency in their field, develop their work capabilities, manage their careers and participate in relevant staff development programs and activities.

The aim of staff professional development policy is to provide a framework that supports and encourages the development of staff. Professional development activities should be in line with EIT's overarching Strategic Plan and teaching and learning objectives. The professional development of each individual will enhance EIT's performance through improved educational outcomes, organisational efficiency and effectiveness.

The guiding principles are to:

- Commit to the development of staff via an environment that supports and encourages development of its staff and a culture of learning
- Encourage academic staff to keep abreast of teaching and learning practices in their field and continuously improve their teaching
- Commit to the maintenance and improvement of job satisfaction to enable retention of quality staff
- Provide staff with equitable access to professional development activities that are relevant and appropriate to their role and that prepare them for possible future responsibilities in EIT and elsewhere in their academic and professional career
- Align staff development activities to performance objectives, strategic priorities and EIT's teaching and learning objectives
- Align staff development activities to performance reviews, promotions and other planning and review cycles
- Acknowledge that staff development is a responsibility shared by individual staff, supervisors and EIT
- Provide access to funding to support staff development activities in keeping with EIT's processes and budget commitments.

4.0 Implementation

Staff development forms part of a cycle which provides an overall framework for staff to grow personally and professionally. EIT will take account of other key human resourcing policies and ensure that they are integrated to take account of recruiting and selecting quality staff; providing them with appropriate induction to EIT; and linking staff development to annual performance reviews and promotion. Staff development activities will also take into account:

- The needs of EIT and those of individual staff members - to ensure professionally capable staff are able to maximise their potential and develop satisfying careers.
- The need to assist staff to perform their present duties more effectively with the need to prepare staff for changing duties and more senior responsibilities; to respond to changes in the internal and external environment, especially in relation to changing demands in the workplace, technological advancements and requirements.
- The needs and career aspirations of staff at various levels of the organisation.

Staff Development Activities

These activities can include involvement in formal and informal discussion groups and workshops; study in accredited programs and courses; other programs and activities to enhance effectiveness in teaching; and participation in various forms of action learning and action projects related to individual, group and organisational development. Opportunities for informal learning should be identified and encouraged.

Scholarly Activities

In order to achieve the aims of teaching and learning, higher education academic staff within EIT will be actively encouraged and funded to engage in a range of scholarship activities, such as:

- Attending and/ or presenting at conferences, either in their current or related discipline areas or on teaching and learning
- Engagement in engineering professional practice to strengthen teaching and learning of up-to-date, and innovative practices
- Keeping reflective journals on teaching and responses to student feedback
- Peer reviews of teaching practices
- Undertaking projects that aim to improve teaching practices, both for online and on-campus delivery of engineering courses.
- Keeping abreast of literature and research to inform teaching and learning practices, and to retain current content knowledge
- Integrating professional work practices into the academic teaching environment to keep curriculum up-to-date with the latest professional practices
- Forming communities of practice by meeting with peers to discuss teaching and learning; research articles; the latest professional practices and other discussions to promote scholarship.
- Dissemination of professional and academic activities in a wider academic environment via the publication of papers, presentations at conferences or as guest speakers, and lecturing at other higher education institutions nationally and internationally.
- Publication of books or articles with the assistance of EIT's resident publisher.
- Membership and participation in a local professional engineering institution such as Engineers Australia, the IET in the UK, ECSA in South Africa and the ISA and IEEE in the USA.

Staff Development Funding

The staff development budget will be determined annually in accordance with EIT's strategic priorities. For academic staff, EIT is committed to developing and further enhancing a culture of scholarship amongst staff and will provide for a budget that is in the order of approximately two per cent of gross academic staff salaries. This may vary from year to year, depending on priorities and the number of staff seeking funding.

According to Boyer (A special report entitled: Scholarship Reconsidered: Priorities of the Professoriate by Earnest L. Boyer, 1990), scholarly activity involves research (or discovery), synthesis (integration), through practice (application) and through teaching. In keeping with this concept, EIT will provide up to a maximum of \$5,000 per year to full time staff members, with pro-rata payments offered to part-time and sessional lecturers, to engage in scholarly activity such as further research, applied research, attendance at conferences and other activities that enhance their teaching (including paid study leave). The amount of financial support offered to a lecturer will take into consideration the workload for each course.

All staff will need to apply for funding of staff development activities and present a case for approval. Academic staff will also need to demonstrate how the proposed activity will contribute to the scholarship of teaching and learning.

Study Leave

All employees are entitled to four (4) days of study leave per annum, on the condition that they pass the unit or course for which the study leave has been taken, otherwise it will be deemed to be normal leave and not study leave. Staff are still entitled to the remainder of the study leave in that year, however, study leave is non-cumulative.

Monitoring

EIT will monitor the effectiveness of this policy and associated activities by evaluating staff induction processes and development activities. It will also monitor the numbers of staff attending courses and other development activities.

EIT will closely monitor scholarship activities to strengthen the quality of activities undertaken by higher education academic staff and the number and frequency of activities undertaken.

The Deputy Dean will be responsible for working with and encouraging staff to build a culture of scholarship amongst staff teaching into higher education courses.

Responsibility for Staff Development

The Academic Board has responsibility for the oversight of academic staff and the Governance Board has responsibility for general (administrative) staff. However, the Human Resources Manager, in association with the Dean, holds responsibility for the implementation of the Staff Development Policy.

The Human Resources Manager will be responsible for overall staff development processes and reporting, and will:

- undertake analyses of staff development needs and develop proposed plans to assist with meeting these needs;
- disseminate staff development opportunities to all staff, both internal and external
- monitor the budget for staff development activities
- review and evaluate activities and make recommendations to improve staff development activities
- implement staff performance reviews in conjunction with staff supervisors
- liaise with the Dean and Deputy Dean regarding higher education academic staff development activities
- prepare reports to the Academic Board and Governance Board annually, and at other times as required.

The Dean will be responsible for academic staff development and scholarly activities and will:

- monitor academic scholarly activities and encourage collaboration with colleagues participating in research or latest professional practices, to build communities of practice
- promote the recognition of excellence in teaching and reward excellence through staff performance programs and promotions
- encourage and support scholarship through adequate budget and time allocations, including the release of staff for approved activities, where relevant
- disseminate research activities and current literature to the higher education community

- liaise with the Human Resources Manager and Deputy Dean regarding higher education academic staff development activities
- provide advice to the Human Resources Manager regarding planning, processes and reporting on staff development activities

The Deputy Dean will assist with monitoring of staff development and scholarly activities by:

- promoting critical thinking in all aspects of teaching
- promoting and encouraging free intellectual enquiry via research informed teaching
- monitoring and reporting on feedback on teaching and the identification of staff development needs to improve teaching
- liaise with the Human Resources Manager and Dean regarding higher education academic staff development activities
- provide advice to the Dean regarding planning, processes and reporting on staff development activities

Staff will take responsibility for:

- reflecting on their own performance and identifying development needs
- participating in performance reviews and development opportunities that arise and actively discussing their needs with their supervisor
- maintaining a portfolio of teaching and learning practices and achievements, and development activities
- applying new skills and knowledge to improve teaching and learning and develop their own careers
- identifying their own professional development activities and participating in scholarly activities to promote a culture of teaching and learning.
- upgrading their formal qualifications through further studies to prepare for future responsibilities, where relevant.

Staff Promotion

Academic staff may pursue a career path from Level A through to Level C lecturers in accordance with the *Educational Services (Post-Secondary Education) Award 2010*. Progress may also be sought through a series of academic and administrative leadership positions; from Manager to Head of School, Dean of Engineering and membership on academic committees.

Professional staff opportunities will become available as EIT grows such that further positions will be identified within job families such as Administrative, Information Technology, Library, Professional, Scientific and Technical, and Trades and Services.

5.0 Definitions

Nil

6.0 Related policies and procedures

The following policies and procedures are related to this policy:

- Selection, Appointment and Induction Procedure – Academic and Administration Staff
- Academic Staff Promotions Policy and Criteria



- Staff Performance Review Policy and Procedure
- Staff Performance Review Guide

Supporting Document:

Boyer (A special report entitled: Scholarship Reconsidered: Priorities of the Professoriate by Earnest L. Boyer, 1990), scholarly activity involves research (or discovery), synthesis (integration), through practice (application) and through teaching.

7.0 Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and EIT's community via the website and other publications.