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## Staff Development Policy

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<b>Review Period:</b>	Three years
<b>Revision No:</b>	3
<b>Date of Revision:</b>	13 <sup>th</sup> October 2010
<b>Purpose:</b>	The purpose of this policy is to set out the availability of professional development for the EIT staff and the Institute's expectation regarding staff progress and advancement.
<b>Scope:</b>	This policy is relevant for all EIT staff.
<b>Overview:</b>	<p>The EIT staff development policy is based on the high value placed upon its staff and the belief that they are central to the institute's success. This policy aims to assist in the development of each individual and thereby enhance the EIT's performance and its status as a quality employer. It covers the role of the EIT staff development committee, delineates responsibility for staff development and provides a framework for implementation of the policy, including consideration of equity</p> <p>The EIT has a key commitment to extending the knowledge and skills of its staff and is dedicated to the pursuit of lifelong learning. The consequence of staff development is the increase in learning opportunities for the EIT students. Development of knowledge, skills and attitudes enhance the performance of staff in their current tasks and prepares them for the emerging roles of a growing Institute. Staff development is a vital and strategic investment from which our students, our staff and the EIT will benefit.</p> <p>It should be noted that this policy is created within the context of a start-up institute using an array of very new e-learning technologies. This has the potential to create enormous opportunities for new positions, but also to increase the risk of creating stress for staff members in terms of the need to rapidly update their skills to deal with the day-to-day challenges of a growing entity.</p>
<b>Essential Supporting Documents:</b>	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.



## **1. Introduction**

This policy is broken into the following sections:

- The policy aims and objectives
- The EIT staff development committee
- Responsibilities for staff professional development
- The staff development framework

## **2. Policy Aims and objectives**

The aim of staff professional development is to assist with the professional development of each individual, reinforce the EIT's quality employment environment, and thereby enhance EIT's performance through improved organisational efficiency and effectiveness.

To this end, the objectives of the staff development policy and programs are to:

- Provide information essential for staff induction, to increase staff knowledge necessary for particular positions and assist in the personal development of staff in relation to job performance
- Enhance the standard of performance of all staff in their current positions.
- Maintain and increase job satisfaction.
- Provide support for career advancement, to ensure that the EIT retain staff who perform well
- Prepare staff for possible future responsibilities in the EIT.
- Improve and develop the ability of the staff to initiate and respond constructively to change, especially that imposed by external agencies.
- Maintain and improve organisational effectiveness and efficiency; and support the EIT's principles of equity.

Consistent with these objectives, an annual EIT program of staff development courses and activities will be developed, implemented and continuously monitored in order to ensure the integrated program balance:

- The needs of the 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 of staff at various levels of the organisation.



### **3. EIT Staff development committee**

Responsibility for the development of a comprehensive staff development policy and program for the EIT rests with the EIT Staff Development Committee which includes the Dean of Engineering, the Human Resources Manager and Accreditation Manager. The Academic Board, however, is ultimately responsible for the decisions and direction taken to professionally develop EIT staff. The terms of reference for the EIT Staff Development Committee are to:

- Develop policy on staff development for the EIT.
- Assess professional development needs, especially with regards to outcomes from the performance appraisal process.
- Advise on the needs of both academic and general staff members in staff professional development.
- Approve courses/programs proposed to be included in the staff development curriculum.
- Propose an annual budget for central staff development activities and deploy it appropriately when allocated.
- Coordinate the EIT's staff development programs with programs which are external to the EIT (such as those run by IDC Technologies and appropriate universities).
- Report to the Academic Board and submit an annual report to the Governance Board.

### **4. Responsibility for Staff Development**

#### **4.1 Policy Implementation**

The Human Resource Manager bears the primary responsibility for implementing this staff development policy by ensuring that staff are given the necessary opportunities to undertake appropriate professional development as outlined below:

#### **4.2 Responsibility of the Human Resource Manager**

The responsibility of the Human Resource Manager will be to:

- Analyse the staff development needs of the various departments and individual staff members and develop and implement plans to meet these needs. These plans will cover both:
  - The initiatives that can be taken within the organisational unit to meet individual or small group needs of unit staff.
  - Requirements for staff development which are beyond the current resources of the unit and which need to be referred to other units or agencies to coordinate.
- Recommend/authorise and make budgetary provision for staff development opportunities for staff when appropriate, and to ensure that staff are released for approved activities.
- Advise on development activities, including program content and the promotion of information sharing in the workplace.



- Evaluate the effectiveness of staff development strategies and systematically implement the staff appraisal process so that staff development needs that cannot met by the EIT can be brought to the attention of the EIT Staff Development Committee.

#### **4.3 Responsibility of Individual Staff Members**

The effectiveness of any staff development activity depends on the active and purposeful participation of the individuals involved. Staff members have a clear responsibility to develop their skills to enhance performance in their current positions and to be ready to assume further responsibilities. In recognition of the benefits of staff development to individual staff members as well as to the EIT overall, staff members are encouraged to:

- Seek opportunities to upgrade the skills and knowledge required in their current positions.
- Use constructively the performance appraisal process to represent staff development needs and opportunities to their supervisor
- Advise supervisors where specific needs are not being met as well as give feedback on the usefulness of staff development programs.
- Consider upgrading their formal qualifications through further studies to prepare for future responsibilities in the EIT.

### **5. Staff Development Framework**

**5.1** The framework to guide the implementation of this policy takes account of the need to recruit and select quality staff, to induct them, to professionally develop them, to appraise their performance and provide, where possible, chances to progress on appropriate career paths. A holistic and equitable approach has been adopted, rather than a narrow focus on professional development courses and other developmental activities in isolation. The staff development program aims to assist staff in planning their career development, and to support organisational objectives.

**5.2** Staff development may be viewed as a cycle which is repeated at each organisational level, as individuals grow personally and professionally. Many will seek to move on to the next level to further their career once they have acquired sufficient experience and demonstrated proficiency in their current positions. Others may choose to remain at the same level, but might seek to become more specialised or multi-skilled to maintain their interest and job satisfaction.

**5.3** At each level the cycle starts with recruitment and selection, then induction, followed by professional development and practice. It culminates in annual performance appraisals to provide feedback, identify further developmental needs and assess suitability for career advancement or opportunities for lateral moves to accommodate personal aspirations or organisational needs. Developmental needs may be met through attending skills or professional development courses, undertaking formal courses to prepare for advancement to the next level. Other developmental activities include attendance at conferences, undertaking projects or participating in job rotation.

**5.4** Individuals seeking career progression need to plan their development in conjunction with their supervisors as part of performance appraisal in the staff development cycle. Information about career paths will assist staff in choosing career progression and



developmental options, as well as enabling the EIT to plan for training and other developmental activities required at each level of the organisation.

**5.5** The framework for staff development consists of broad career paths which provide the opportunity for staff to progress from one level to the next, having completed one or more iterations of the staff development cycle at each level. However, it should be noted that career paths are not prescribed and there cannot be guarantees for any particular individual to progress automatically.

## **6. Career Paths and Staff development**

### **6.1 Academic Staff**

Tenure and promotion opportunities will open up as the EIT and its offerings grow. For academic staff, progress along a career path will be available 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 ultimately to that of Vice-Chancellor or President of the EIT.

### **6.2 Professional Staff**

It is anticipated that as the EIT grows to over 2,000 students, positions will be further identified with job families titled Administrative, Information Technology, Library, Professional, Scientific and Technical, and Trades and Services.

It is noted, however, that not all professional staff will seek advancement, nor can all be accommodated. Within some job families it may not be possible to progress beyond a certain level and many staff may not wish to move into a different field.

It is also necessary to accommodate the needs of those staff, both academic and professional, who join the EIT at different points along their career paths. Their prior learning in previous jobs can be recognised, but induction will be required and further professional development may be necessary to assist them in planning their careers.

### **6.3 Academic Staff Scholarships**

The EIT intends to encourage further scholarly activity and professional development amongst its staff in a number of ways. However, at this stage the majority of staff are sessional, which makes the promotion of scholarly activity a little more challenging.

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 idea, the EIT is in a position to make \$5,000 per year available to a full time staff member, with pro-rata payments offered to lecturers who are not full time, to engage in scholarly activity such as further research, applied research, attendance at conferences and through application to their teaching (including paid study leave). As the lecturers' activities are split between teaching units for the Master degree and the Advanced Diploma, the amount of financial support offered to a lecturer would be allocated in accordance with their work with either course. A conservative estimate would be that a sum of \$12,000 per annum will be more than sufficient for this allocation for scholarly activity. This allocation is reflected in the EIT Business Plan.