

MACQUARIE UNIVERSITY

**Australian Centre for Educational Studies
(ACES)**

Discipline Profiles

2007

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MACQUARIE UNIVERSITY

Australian Centre for Educational Studies

Discipline Profiles

INTRODUCTION

The Australian Centre for Educational Studies (ACES) provides educational opportunities for those who work, or aspire to work, as practitioners or researchers in the broad field of education. These opportunities encompass both formal undergraduate and postgraduate programs which lead to the granting of a Macquarie University Degree, Diploma or Certificate as well as professional development or in-service opportunities in all sectors of the education community: early childhood, school education, vocational or continuing education, and higher education.

Five different organisational elements assume responsibility for the design, development, implementation and evaluation of the Division's programs. Three assume specific responsibility for programs which target specific portions of the education community:

- Institute of Early Childhood (early childhood education)
- School of Education (school, vocational and continuing education)
- Institute of Higher Education Research and Development (higher and tertiary education)

while two focus their efforts on providing educational opportunities in particular areas of need:

- Macquarie University Special Education Centre (special education)
- Macquarie University ICT Innovations Centre (the effective use of ICT in teaching and learning).

A distinctive feature of the Division of ACES is the diversity in both teaching and research evident within and across each of the elements of the Division. Naturally, this diversity is reflected in the staffing profile of the Division. While some have expertise and interests in the foundation disciplines of education, others concentrate on preparing individuals to assume particular roles (e.g., as subject teachers, counsellors, special needs teachers, or as educational leaders or managers) or to work in particular educational contexts (e.g., in early childhood centres, schools, corporate training and/or development units, or in higher education institutions). Staff research focuses on both theory building and the application of theory to practice, using a wide variety of research methodologies.

A particular consequence of the need for this diversity within the Division is that ACES is obliged to maintain a mixture of staff: (a) in continuing positions, (b) on short-term (typically two year) contracts, and (c) employed on a casual basis. Continuing staff enable the Division to meet its ongoing responsibilities for program design, development, implementation and evaluation in each of its core areas of business (teaching, research, and community outreach). Staff on short-term contracts provide the Division with the necessary recency of experience in working in the particular educational contexts or in the particular area of education interest to maintain the currency and relevancy of the Division's programs. Casual staff teach across the Division's programs and provide the person-power necessary to meet demand for particular programs. **The profiles described in this document are for academic staff in *continuing* positions only.**

Most academic staff within the Division come to their current positions as academics in education after having completed initial studies and worked for a period of time, in other disciplines. Consequently, many enter the profession relatively late in their careers, and this is evident in their research and publication record.

Commitment to the wider community through involvement of academic staff with providers of educational services, including schools, early childhood organisations, corporate training providers, universities, government departments and instrumentalities is a second distinctive feature of ACES. Such involvement derives from the Division's perception of its social responsibility, and informs both its teaching and research programs.

RESPONSIBILITIES OF ACADEMIC STAFF OF THE DIVISION

In accord with Section 8.02 of the Macquarie University Enterprise Agreement 2003 – 2006, all academic staff of the Division are expected to make a contribution to a range of activities within the University including:

- teaching,
- research, and
- outreach/service to the University and/or the wider community

The boundary between teaching and research is often blurred (as in the case of postgraduate research supervision), thus, in ACES, it is left to the discretion of the individual and the Promotions Committee to determine how their contributions to the University might most appropriately be described.

While expectations regarding performance in teaching are relatively consistent across the organisational elements of the Division, expectations regarding research and the nature and standards of performance in outreach /service to the University and/or wider community, vary considerably between the Institute for Higher Education Research and Development (IHERD) and the other elements of the Division.

These differences arise due to IHERD's unique relationship with the Centre for Professional Development (CPD) and its primary mission as the major provider of professional and organisational development programs, activities, and services to the University.

In recognition of these differences, the standards described herein, are documented in three sections.

Part A describes Divisional standards in relation to *the qualifications expected of all staff* appointed to full-time continuing positions within the Division.

Part B outlines the responsibilities and levels of performance that pertain to staff in the *Institute of Early Childhood (IEC), the School of Education (SOE) and the Macquarie University Special Education Centre (MUSEC)*.

Part C outlines the responsibilities and levels of performance that pertain to staff of the *Institute for Higher Education Research and Development (IHERD)* who are substantively appointed to the Centre for Professional Development (CPD). These standards cohere with the general standards of the Division but are interpreted explicitly in relation to the professional and organisational development roles that staff of the Institute assume within the University.

PART A

Divisional Standards

QUALIFICATIONS

Associate Lecturer (Level A)

An Associate Lecturer will normally have completed four years of tertiary study in the relevant discipline and/or have equivalent qualifications and/or professional experience. In many cases, a position at this level will require an honours degree or higher qualifications, an extended professional degree, or a three-year degree with a postgraduate diploma. In determining experience relative to qualifications, regard is had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and/or contributions to technical achievement.

Lecturer (Level B)

Lecturers will normally have a doctoral qualification or equivalent accreditation and standing. In determining experience relative to qualifications, the following are important: teaching experience; experience in research; experience outside tertiary education, creative achievement; professional contributions; and/or technical achievement.

Senior Lecturer (Level C)

Senior Lecturers will normally have a doctoral qualification or equivalent accreditation and standing (an outstanding publication record may be seen as an alternative to a doctorate). In determining experience relative to qualifications, regard shall be had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and/or to technical achievement. In addition, a person appointed at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.

Associate Professor (Level D)

Associate Professors will normally have a doctoral qualification or equivalent accreditation and standing (an outstanding publication record may be seen as an alternative to a doctorate). In determining experience relative to qualifications, regard shall be had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and/or to technical achievement. In addition Associate Professors will normally require a record of demonstrable leadership and academic excellence in the discipline that is evidenced by an outstanding contribution to teaching, research and/or community outreach/service.

Professor (Level E)

Professors will normally have a doctoral qualification or equivalent accreditation and standing (an outstanding publication record may be seen as an alternative to a doctorate). Professors will have demonstrated leadership and academic excellence in the discipline that is evidenced by an outstanding contribution to teaching, research and/or community outreach or service. In addition, Professors will be recognised as a leading authority in the relevant discipline.

PART B

Institute of Early Childhood School of Education Macquarie University Special Education Centre

EXPECTED LEVELS OF RESPONSIBILITY

LEVEL A – ASSOCIATE LECTURER

Associate Lecturers are expected to make contributions to the teaching effort of the Division and their Department, particularly at undergraduate and graduate diploma level and to carry out activities to develop their scholarly, research and/or professional expertise relevant to the profession or discipline.

Specific duties required of an Associate Lecturer may include:

Teaching

- designing, developing, and producing teaching and/or learning materials and resources with appropriate guidance from the subject or course co-ordinator
- conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and/or studio sessions
- preparing and delivering lectures and seminars provided that skills and experience demonstrate this capacity
- marking and assessment primarily connected with the units the staff member teaches
- providing students with feedback primarily connected to with the units the staff member has marked and assessed
- consulting with students
- limited administrative functions primarily connected to the units the staff member teaches
- acting as a unit co-ordinator, provided that skills and experience demonstrate this capacity (The most complex levels of subject co-ordination should not be carried out by an Associate Lecturer)

An Associate Lecturer will not be required to teach primarily in units which are offered only at Masters level or above.

Research

- conducting and disseminating the findings of research either independently as part of a doctoral research program, as a collaborator on a project managed by another more experienced colleague, as a research assistant, or as an independent investigator where skills and experience demonstrate this capacity

Contribution to the University and Community

- attending and contributing to discipline and/or Departmental/Divisional meetings, and/or membership of a limited number of Departmental/Divisional committees.
- active involvement in professional associations.

LEVEL B - LECTURER

Lecturers are expected to make contributions to the teaching effort of the Division and their Department and to carry out activities to maintain and develop their scholarly, research and/or professional activities relevant to the profession or discipline.

Specific duties required of a Lecturer may include:

Teaching

- designing and developing course units with appropriate advice from and support of more senior staff
- designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- acting as subject co-ordinator
- supervising the program of study of postgraduate students engaged in course work or of honours students

Research

- supervising major honours or postgraduate research projects
- conducting and disseminating the findings of research either as part of a doctoral research program, as a collaborator on a project managed by another more experienced colleague, or as an independent investigator where skills and experience demonstrate this capacity

Contribution to the University and the Community

- performing a range of administrative functions, the majority of which are connected with the subjects the staff member teaches
- attending and contributing to discipline and/or Departmental/Divisional meetings, and/or membership of a limited number of Departmental/Divisional committees.
- active involvement in professional activity
- limited involvement in consulting/service activities in the wider community

LEVEL C – SENIOR LECTURER

Senior Lecturers are expected to make substantial contributions to the teaching effort of the Division and their Department and make substantial contributions to scholarship, research and/or professional activities within their discipline, Department and/or Division. A staff member at this level is also expected to make a substantial contribution to the leadership and management of academic programs and functions within their Department and/or the Division.

Specific duties required of a Senior Lecturer may include:

Teaching

- designing and developing courses and course units
- designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- mentoring others to fulfill these functions
- fulfilling the leadership and management responsibilities of a course coordinator

Research

- supervising major honours or postgraduate research projects
- supervising the programs of study of honours students or postgraduate students engaged in course work
- conducting and disseminating the findings of research either as an independent investigator or as a collaborator
- playing a significant role in research projects including, where appropriate, leading and managing a research team

Contribution to the University and the Community

- performing a range of leadership, management, and/or administrative functions on behalf of their Department and/or Division
- attending and contributing to discipline and/or Departmental/Divisional meetings
- contributing to the work of Departmental/Divisional committees.
- active involvement in professional activity at a national and/or international level
- being actively engaged in consulting and service activities in the wider community

LEVEL D – ASSOCIATE PROFESSOR

General Standard

Associate Professors are expected to make significant contributions to the teaching effort of the Division and their Department and make significant contributions to scholarship, research and/or professional activities within their discipline, Department and/or Division. A staff member at this level is also expected to make extensive contributions to the leadership and management of academic programs and functions within their Department and/or the Division. Staff members at this level may be appointed in recognition of distinction in their disciplinary area.

Specific duties required of an Associate Professor may include:

Teaching

- conceptualising, designing and developing courses and course units
- conceptualising, designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- leading, managing and mentoring others to fulfill these functions
- fulfilling the leadership and management responsibilities of a course coordinator
- leading and managing the development of the teaching functions within the discipline, Department, and Division

Research

- supervising major honours or postgraduate research projects;
- supervising the programs of study of honours students and postgraduate students engaged in course work
- conducting and disseminating the findings of research either as an independent investigator or as a collaborator
- leading and managing large intra/inter-disciplinary/institutional research teams
- leading and managing the development of the research functions within the discipline, Department and Division

Contribution to the University and the Community

- performing a range of high level leadership, management, and/or administrative functions on behalf of their Department and/or Division
- attending and contributing to discipline and/or Departmental/Divisional meetings
- contributing to the work of Departmental/Divisional/University committees.
- making significant contributions to professional and/or discipline bodies national and/or international levels
- being actively engaged in consulting and service activities in the wider community

LEVEL E – PROFESSOR

General Standard

Professors are expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the academic discipline, within the University and within the community.

Specific Duties

Specific duties required of a Professor may include:

Teaching

- having an active role in the maintenance of academic standards and in the development of educational policy and of curriculum within the discipline, department and/or Division;
- making a distinguished personal contribution to teaching within the discipline, Department and/or Division at all levels;
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- leading, managing and mentoring others to fulfill these functions

Research

- demonstrating a continuing high level of personal commitment to, and achievement in, a particular scholarly area
- conducting and disseminating the findings of research either as an independent investigator or as a collaborator
- leading and managing large intra/inter-disciplinary/institutional research teams
- fostering the research of other groups and individuals within the discipline and within related disciplines;
- developing research policy;
- supervising major honours or postgraduate research projects;
- supervising the programs of study of honours students and postgraduate students engaged in course work

Contribution to the University and the Community

- performing a range of high level leadership, management, and/or administrative functions on behalf of their Department, Division and/or the University
- attending and contributing to discipline and/or Departmental/Divisional/University meetings

- contributing to the work of Departmental/Divisional/University policy making committees.
- making significant contributions to professional and/or discipline bodies national and international levels
- participating in and providing leadership in community affairs, particularly those related to the discipline, in professional, commercial and industrial sectors where appropriate.

Institute of Early Childhood

EXPECTED LEVELS OF PERFORMANCE

Introduction

The Institute of Early Childhood is a multidisciplinary department. The range of expertise of staff within IEC reflects the broader professional and research concerns within early childhood. While all staff are expected to be actively involved in teaching, research and community service, the nature and extent of the contributions will vary across these three areas of activity.

Teaching

IEC offers four undergraduate programs. Most units at IEC are taught both internally and by distance mode, so IEC staff are involved in online flexible teaching, as well as on campus teaching during university recesses. Staff are expected to engage in reflective, innovative teaching, and to undertake frequent evaluation of their teaching using peer and student evaluations. IEC has a long tradition of team-teaching, which is strongly encouraged. All staff are required to advise students on practicum. There has been limited opportunity for some staff to teach in postgraduate units, due to small enrolments. Similarly, the opportunity to supervise postgraduate or Honours research students has not been available to all appropriately qualified staff. Staff at Level B and above are expected to coordinate core and/or large elective units.

Research

A wide range of research traditions is evident in the research undertaken by IEC staff. Research may be funded through a variety of sources including philanthropic associations, government departments and internal university grants, as well as the ARC. For some researchers, external funding is not required, particularly if their work is conceptual rather than empirical. In these cases, the use of research assistants may sometimes be inappropriate. Significant research projects in early childhood can often be sustained with limited funding. The low level of funding required for many projects means that researchers are less likely to approach granting bodies such as ARC and NHMRC than would be the case for researchers in many other fields. The ability to attract external research grants, therefore, is not necessarily an indicator of research excellence or peer recognition. Tenders and consultancies may also be a way of supporting research activity.

Methods of dissemination vary across research traditions within the IEC. The main forms of publication are books (including textbooks), monographs, book chapters, refereed journal articles, and commissioned reports on research or scholarly analyses of policy and practice. Additional forms of dissemination include performances, exhibitions and other creative endeavours. Because of IEC's relationship with the early childhood field, IEC staff publish their research in both scholarly academic journals and practitioner publications. One substantial, theoretically complex paper may be considered equivalent to several shorter descriptive papers. Citation indices are not always indicative of the quality of the journal, as many highly-regarded refereed journals in early childhood and related fields are not included in these indices. Quality and impact may be demonstrated in many additional ways, including but not limited to invitations to present keynote addresses and seminars, invitations to offer expert advice to government bodies, acting as a 'critical friend' or expert witness, and influencing early childhood practice through research findings.

Joint authorship is common in early childhood studies. Supervisors are encouraged to publish with their students where appropriate.

Community Outreach

Some service is expected of all staff. This may be demonstrated in a variety of ways including through outreach programs, professional development for practitioners, presentations to international visitors, and contributions to community development and / or professional associations. All staff are expected to contribute to the administration and decision making processes of the Department, as well as mentoring sessional staff. Staff at Level C and above are expected to be involved in significant departmental

administrative roles that may involve taking a key role in program development, chairing committees, and / or representing IEC or ACES on University or external committees.

School of Education

EXPECTED LEVELS OF PERFORMANCE

Background Information

In general, expected levels of performance of staff conform to the ACES discipline profile. The School of Education provides both academic teaching and research in the disciplines included within Education as well as accredited teacher education pre-service programs. One consequence of this diversity is that there is a balance of staff in continuing positions, a significant proportion of staff on short-term (two year) contracts, and others employed on a casual basis. Staff on two year contracts bring a recency of successful classroom teaching to students in the pre-service teacher education program but do not necessarily hold higher degrees. They contribute primarily to the curriculum and methodology units but not research supervision. The mix of staff within the School of Education means, however, that many administrative roles must be held by staff in continuing positions which may have an impact on typical workloads. The profiles presented refer to academic staff in continuing positions only.

Typical Workload Pattern

All academic staff are expected to be involved in teaching, research and service to the University and community. The majority of continuing staff will conform to a mixed teaching and research pattern, with several (Head of Department and Director, TEP in particular) having a workload that is weighted towards administration.

Teaching

Typically, academics in the School of Education are experienced teachers, most with a formal teaching qualification, and high value is placed on the teaching and learning process. It is expected that a range of teaching styles will be employed, varying according to student need and the subject matter. Many undergraduate units are taught both internally and by distance and a number of postgraduate units are taught entirely online and using flexible delivery. It is expected that staff incorporate current developments in curriculum, assessment and policy areas into their teaching, as well as implementing appropriate technologies.

Convening: All staff at level B and above convene at least one unit each semester on which they teach. In addition, as a consequence of using sessional staff in some specialised methodology and postgraduate units and on units offered through OUA, a number of staff members convene and have general oversight of units where they do not provide the teaching.

Teaching: All staff contribute to undergraduate teaching and normally teach on two or more units a semester. Usually Lecturers and above convene at least one unit on which they teach, each semester, in addition to the additional convening listed above. On the larger units, there is frequently team teaching that involves both fulltime and sessional staff. Academic staff members, from level B and above, may contribute to the postgraduate program by convening postgraduate seminars and by supervising research students.

Placement supervision: Typically, supervision of students in school placements is conducted by staff who teach on TEP units together with additional sessional staff. Many staff on curriculum and methodology units also take responsibility for the planning and organization of school and field placements. All curriculum staff are involved with liaising with their students on placements, master teachers and the schools.

Teaching loads are calculated in terms of face-to-face contact hours (or equivalent, for on line or distance offerings), unit enrolments and other professional duties, with a heavy load in one area being compensated for by a lighter load in another area.

Research and Scholarship

Because of their previous employment in other settings, many Education academics come to their first academic position relatively late, which then has an impact on their research and publication record. All academics in the School of Education are expected to be active researchers but their research profiles, especially in term of research funding and publications, will differ according to their areas of interest and the methodologies they employ. Academics with a background in a discipline apart from Education may have a research profile in that area.

(a) External Grants

While the gaining of competitive grants from such agencies as the ARC is an indicator of research productivity, the converse does not necessarily apply. For some researchers, external funding is not required, particularly if the work is conceptual rather than empirical.

As a result of their links with the wider educational community, some academics in the School may carry out commissioned research studies. The School places a high value on such research activities as they often have important applications.

(b) Dissemination of research findings

Methods of dissemination vary, although staff members are expected to produce predominantly peer-reviewed material. There is a wide variety of refereed journals in Education ranging from general journals covering several subjects areas to specialist journals covering particular areas. Both types can be of equally high quality. Choice of journal depends on the target audience, whether academic researchers or the wider educational community. Academics working with a teacher education focus frequently publish in both types of journals. Recognition can be assessed by the impact of the research on educational practice, as evidenced by expert reviews, adoption of a practice by a school system or commissioning authority, or citations by peers as well as by more traditional impact measures.

(c) Research Supervision

There is a small honours program and so not all appropriately qualified staff will have had the opportunity to supervise Honours students. All staff, however, are involved in the marking of the research projects. The School has a larger number of postgraduate research students and it is expected that all academics from Lecturer and above assist with supervision. The nature of the supervision varies from projects in a coursework masters program to doctoral theses. It is expected that senior staff mentor junior staff in the supervisory process, especially by acting as joint or associate supervisors.

Contribution to the University and Community

Some community service is expected of all staff. This may be demonstrated in a variety of ways, from serving the University community, acting on editorial boards, to the wider education community. This broader involvement may be with providers of educational and related services, including schools, training organisations, professional associations, government departments and instrumentalities such as the Board of Studies. The School places a high value on successful achievements and contributions of this type. Such activities are welcomed and encouraged in relation to obtaining senior academic status in so far as they complement and further teaching and research.

Macquarie University Special Education Centre

EXPECTED LEVELS OF PERFORMANCE

Introduction

Macquarie University Special Education Centre (MUSEC) is a University Research centre located within, and forming part of, the Australian Centre of Education Studies (ACES), which falls within the College of Humanities and Social Sciences. MUSEC has a relatively small number of academic staff teaching mostly at the postgraduate level. A number of postgraduate courses are offered, including the Masters and Diploma of Special Education, a number of Postgraduate Certificates, and higher degrees by research. MUSEC has an established reputation for research productivity, teaching, and community service.

In general, expected levels of performance of staff conform to the ACES discipline profile. Some specific considerations, which reflect the unique character of MUSEC, are outlined below.

Typical Workload Pattern

As MUSEC teaching is predominately at a postgraduate level, all staff, including Associate Lecturers, are expected to teach primarily units that are offered at a Masters level or above. Consistent with the nature of MUSEC as a research centre, all academic staff are expected to be actively involved in research and publication.

Teaching

MUSEC Academic staff are expected to work very much as a team. Staff may coordinate individual units, contribute to the teaching and/or assessment in individual units, and contribute to whole programs of study by modifying existing units or developing new units. MUSEC offers all postgraduate programs in distance mode, so academic staff are expected to make use of various technologies (for example, the online teaching facility, videotaped lectures, iLecture) in order to cater for external students and provide more flexible access for internal students.

Research

As a research centre, the predominant method of dissemination of knowledge by MUSEC is through peer-reviewed (C1) journal articles. It would be expected that staff would publish in a range of peer-reviewed journals and this would provide the primary index of research productivity.

Contribution to the University and the Community

MUSEC staff have complementary but highly diverse interests and skills. Consequently, it is expected that community service obligations will be met in a correspondingly wide variety of ways. This may include, but is not limited to: administrative service within the Centre, Division or University; consultancy with community and service organizations; contributions to professional organizations.

PART C

Institute for Higher Education Research and Development

INTRODUCTION

Staff of the Institute for Higher Education Research and Development (IHERD) *who hold substantive appointments in the Centre for Professional Development (CPD)* work under a ***different workload model*** to most other academics in the University or the Division.

As academic members of a ***central support unit***, staff of IHERD/CPD are expected make *significant and substantial contributions* to the *professional and organisational development* activities of the University's staff and organisational units, while contributing and demonstrating their expertise to the Division's teaching, research, and community outreach/service activities.

Thus, the *proportion of total work time* that a member of the staff of IHERD/CPD might devote to:

- *Teaching* (on the Division's postgraduate programs in higher education or educational leadership)
- *Postgraduate Research Supervision*
- *Research (institutional as well as personal curiosity driven research)*
- *Service for the University* (in the form of contributions to the CPD's professional and organisational development programs, activities and services)
- *Outreach to the Wider Community*

will vary considerably from that devoted to these activities by other academics in the Division or University.

Table One summarises, *as a percentage of total full-time workload*, ***typical workload patterns*** for staff of IHERD/CPD who hold different levels of appointment, and who assume different levels of management responsibility on behalf of the Institute/Centre.

Table One
Typical Workload Patterns for IHERD/CPD Staff
(Percentage of Full-time Total Workload)

Level of Academic Appointment	Formal Management Responsibilities within IHERD/CPD	Teaching in IHERD's PG Programs	PG Research Supervision	Research	Contribution to the Wider Community	Contribution to the University	
						CPD P&OD Activities	L&M IHERD/CPD
A	Nil	25%	Nil	25%	5%	45%	-
A	Nil	-	-	-	-	-	-
B	Nil	25%	5%	20%	5%	45%	-
B	Nil	-	-	-	-	-	-
C	Nil	25%	5%	20%	5%	45%	-
C	Prog Director	25%	5%	20%	5%	15%	30%
C	Exec Director	10%	5%	15%	5%	5%	60%
D	Nil	25%	5%	20%	5%	45%	-
D	Prog Director	25%	5%	20%	5%	15%	30%
D	Exec Director	10%	5%	15%	5%	5%	60%
E	Nil	25%	5%	20%	5%	45%	-
E	Prog Director	25%	5%	20%	5%	15%	30%
E	Exec Director	10%	5%	15%	5%	5%	60%

For descriptions of *typical workload patterns* for staff of IHERD/CPD *in terms of activities* (e.g., convening/teaching postgraduate units, facilitating professional or organisational development seminars, conducting institutional research, administering University Grants or Awards, or contributing to University/Divisional committees and so on) see:

- Appendix One - for staff who are appointed at level A.
- Appendix Two - for staff who are appointed at levels B, C, D, or E and have *no formal management responsibilities* in IHERD/CPD
- Appendix Three - for staff who are appointed at levels C, D, or E and have assumed the role and *responsibilities of a Program Director* in IHERD/CPD
- Appendix Four - for staff who are appointed at levels C, D, or E and have assumed the role and *responsibilities of the Executive Director* of IHERD/CPD

PARAMETERS FOR DETERMINING WORKLOAD PATTERNS

The *principles* upon which these workload patterns are determined are as follows:

- All members of IHERD/CPD **must maintain** a workload pattern consisting of:
 - *Teaching* on the Institute's postgraduate program in higher education
 - *Postgraduate Research Supervision*
 - *Research (institutional as well as personal, curiosity driven research)*
 - *Service for the University* (in the form of contributions to the CPD's professional and organisational development programs, activities and services)
 - *Outreach to the Wider Community*
- Due to the joint nature of their appointments IHERD/CPD staff have a responsibility **to ensure** that:
 - teaching on the Institute's postgraduate program in higher education, supervising postgraduate research students, and engaging in personal and institutional research makes up **no more than 50% and no less than 40%** (30% in the case of those who assume the roles of Program Director or Executive Director) *of their total workload*
 - Contributions to the *professional and organisational development programs, activities and services of the CPD* make up **no less than 50% of their total workload** (40% in the case of Program Directors and 10% in the case of the Executive Director).
- Academics appointed at Level A will be supported to develop their competence in each of these core areas of responsibility. Thus, they **will not** be required to supervise postgraduate students, and they **will be** given additional time in their allocated workload to develop and demonstrate their research competence.
- Academics appointed to Levels A, B, C, D, or E without a doctoral degree will be supported to complete such a degree in a chosen field of higher education consistent with the strategic interests of the Institute. Thus, for the duration of their candidature as a doctoral student, they will be entitled to adopt the workload pattern for a Lecturer Level A.
- All academic members of IHERD/CPD staff are expected to assume principal responsibility for preparing, teaching, assessing, and evaluating a **minimum of TWO** four-credit point postgraduate units in the IHERD schedule in any year (a minimum of one in the case of the Executive Director).
- All academic members of IHERD/CPD staff (except those appointed at Level A) are expected to supervise postgraduate research students who are enrolled in the Institute's postgraduate research

programs and who have been approved from time to time by the Institute's Postgraduate Research Committee, the Executive Director IHERD/CPD and the Dean of ACES.

- A full-time IHERD/CPD staff member is ***not permitted*** to assume a *postgraduate research supervision* load that exceeds:
 - ***TWO*** - PhD /EdD /M Phil students for whom the staff member is the Principal Supervisor,
OR
 - ***ONE*** - PhD or EdD or M Phil student for whom the staff member is the Principal Supervisor, AND
 - ***ONE*** - PhD or EdD or M Phil student for whom the staff member is an Associate Supervisor
- Due to the required workload pattern, full-time members of IHERD/CPD ***cannot*** substitute larger postgraduate research supervision loads for their *required* contributions to the Institute's postgraduate teaching or research activities, nor for their professional and organisational development responsibilities in CPD.
- All academic staff of IHERD holding substantive appointments to CPD must in each academic year:
 - convene or contribute to at least 175 hours of seminar activities on issues of strategic importance to the University, and/or associated with CPD's "Foundations" programs and/or "POD" Seminar Series'.
 - contribute to, facilitate and/or administer University/Divisional committees and/or University Award or Grant schemes for not less than 125 hours
 - engage in a minimum of 400 hours (approximately 10 hours per week for 40 weeks) Local Area Consultancy activities within the University.

EXPECTED LEVELS OF RESPONSIBILITY

LEVEL A – ASSOCIATE LECTURER

Associate Lecturers are expected to make contributions to the teaching effort of the Division and the Institute, and to carry out activities to develop their scholarly, research and/or professional expertise relevant to the profession or discipline.

Specific duties required of an Associate Lecturer may include:

Teaching

- designing, developing, and producing teaching and/or learning materials and resources with appropriate guidance from the subject or course co-ordinator
- conducting tutorials, practical classes, demonstrations, workshops, and/or student field excursions
- preparing and delivering lectures and seminars provided that skills and experience demonstrate this capacity
- marking and assessment primarily connected with the units the staff member teaches
- providing students with feedback primarily connected to with the units the staff member has marked and assessed
- consulting with students
- limited administrative functions primarily connected to the units the staff member teaches
- acting as a unit co-ordinator, provided that skills and experience demonstrate this capacity (The most complex levels of subject co-ordination should not be carried out by an Associate Lecturer)

Research

- conducting and disseminating the findings of *institutional and/or evaluative research* on behalf of the University or one of its organisational elements *for the purposes of supporting policy, planning or organisational development*, either as a collaborator on a project managed by another more experienced colleague, as a research assistant, or as an independent investigator where skills and experience demonstrate this capacity
- conducting and disseminating the findings of *curiosity-driven research* either independently as part of a doctoral research program, as a collaborator on a project managed by another more experienced colleague, as a research assistant, or as an independent investigator where skills and experience demonstrate this capacity

Contribution to the University and Community

- designing, developing, and producing materials and resources to support the facilitation of, and learning within, CPD's *Foundations, Professional and Organisational Development (POD), and seminar* programs, with appropriate guidance from more experienced staff
- contributing to the facilitation of seminars and/or sessions within CPD's Foundations and/or POD programs
- independently preparing and facilitating POD and seminars programs provided that skills and experience demonstrate this capacity
- consulting with staff within or outside the university on matters pertaining to professional and/or organisational development in their area of expertise either as a collaborator with a more experienced member of CPD's staff, or independently, where skills and experience demonstrate this capacity
- contributing to the administration of University grants and award schemes
- attending and contributing to discipline and/or Departmental/Divisional meetings, and/or membership of a limited number of Departmental/Divisional committees.
- active involvement in professional associations.

LEVEL B - LECTURER

Lecturers are expected to make contributions to the teaching effort of the Division and the Institute and to carry out activities to maintain and develop their scholarly, research and/or professional activities relevant to the profession or discipline. A staff member at this level is also expected to contribute to the professional and/or organisational development programs of the Centre for Professional Development.

Specific duties required of a Lecturer may include:

Teaching

- designing and developing course units with appropriate advice from and support of more senior staff
- designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, and/or student field excursions,
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- acting as subject co-ordinator
- supervising the program of study of postgraduate students engaged in course work or of honours students

Research

- conducting and disseminating the findings of *institutional and/or evaluative research* on behalf of the University or one of its organisational elements *for the purposes of supporting policy, planning or organisational development*, either as a collaborator on a project managed by another more experienced colleague, as a research assistant, or as an independent investigator where skills and experience demonstrate this capacity
- conducting and disseminating the findings of *curiosity-driven research* either as part of a doctoral research program, as a collaborator on a project managed by another more experienced colleague, or as an independent investigator where skills and experience demonstrate this capacity
- supervising research projects of students enrolled in the Institute's postgraduate research program

Contribution to the University and the Community

- designing, developing, and producing materials and resources to support the facilitation of, and learning within, CPD's *Foundations, Professional and Organisational Development (POD), and seminar* programs
- designing and facilitating *Foundations, POD and seminar* programs to address identified professional and/or organisational development needs, either independently where skills and experience indicate this capacity, or as a collaborator with a more experienced member of CPD's staff
- consulting with staff within or outside the university to identify and/or address professional and/or organisational development needs *in their local area*, either independently, where skills and experience demonstrate this capacity, or as a collaborator with a more experienced member of CPD's staff
- administering University Grants and Awards schemes which fall under CPD's responsibility
- performing a range of administrative functions, the majority of which are connected with the subjects the staff member teaches as part of their contribution to IHERD's postgraduate teaching program
- attending and contributing to Departmental/Divisional meetings, and/or membership of a limited number of Departmental/Divisional committees.
- active involvement in professional activity associated with higher education development
- limited involvement in consulting/service activities in the wider community

LEVEL C – SENIOR LECTURER

Senior Lecturers are expected to make substantial contributions to teaching, scholarship, research and/or professional activities within the Institute and the discipline. A staff member at this level is also expected to make a substantial contribution to the *leadership* and *management* of professional and/or organisational development programs of the Centre for Professional Development.

Specific duties required of a Senior Lecturer may include:

Teaching

- designing and developing courses and course units
- designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, and/or student field excursions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- mentoring others to fulfill these functions
- fulfilling the leadership and management responsibilities of a course coordinator

Research

- conducting and disseminating the findings of *institutional and/or evaluative research* on behalf of the University or one of its organisational elements *for the purposes of supporting policy, planning or organisational development*,
- playing a significant role in *institutional and/or evaluative research* projects including, where appropriate, leading and managing a research team
- conducting and disseminating the findings of *curiosity-driven research* either as an independent investigator or as a collaborator
- supervising research projects of students enrolled in the Institute's postgraduate research program

Contribution to the University and the Community

- implementing strategies to systematically identify and address professional and/or organisational development needs across the University in areas related to their particular responsibilities
- designing and facilitating *Foundations, Professional and Organisational Development (POD) and seminar* programs to address identified professional and/or organisational development needs
- designing, developing, and producing materials and resources to support the facilitation of, and learning within, CPD's *Foundations, POD, and seminar* programs
- consulting with staff within or outside the university to identify and/or address professional and/or organisational development needs *in their local area*
- *preparing* briefing papers and reports to guide the development of policy and practice within the University and its organisational elements, in areas directly related to their responsibilities
- *making significant contributions to* the development of materials to support institutional responses to changes in policy or expectations by external agencies like DEST, CILTHE, and the AVCC.
- *administering* University Grants and Awards schemes which fall under CPD's responsibility
- *managing* a program (Foundations, POD, or seminar) or project (consulting) team to address identified professional and/or organisational development needs in the area of their expertise
- *fulfilling* the responsibilities of a Program Director within the CPD, where skills and experience demonstrate this capacity, as required.
- *attending and contributing* to Institute/Divisional meetings
- *contributing to* the work of Institute/Divisional committees.
- *active involvement in* professional activity at a national and/or international level
- being *actively engaged in* consulting and service activities in the wider community

LEVEL D – ASSOCIATE PROFESSOR

General Standard

Associate Professors are expected to make significant contributions to teaching, scholarship, research and/or professional activities within their discipline, the Institute and/or Division. A staff member at this level is also expected to make extensive contributions to the leadership and management of professional and/or organisational development programs, activities and services within the Centre for Professional Development. Staff members at this level may be appointed in recognition of distinction as a professional and organisational developer within an area of strategic importance to the Centre for Professional Developer.

Specific duties required of an Associate Professor may include:

Teaching

- conceptualising, designing and developing courses and course units
- conceptualising, designing, developing and producing teaching and/or learning materials and resources
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, and/or student field excursions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- leading, managing and mentoring others to fulfill these functions
- fulfilling the leadership and management responsibilities of a course coordinator
- leading and managing the development of the teaching functions within the discipline, Department, and Division

Research

- conducting and disseminating the findings of *institutional and/or evaluative research* on behalf of the University or one of its organisational elements *for the purposes of supporting policy, planning or organisational development*,
- playing a significant role in *institutional and/or evaluative research* projects including leading and managing large intra/inter-disciplinary/institutional research teams
- leading and managing the development of research capacity, including *institutional and/or evaluative research capacity* within IHERD, the University, and the discipline.
- conducting and disseminating the findings of *curiosity-driven research* either as an independent investigator or as a collaborator
- supervising research projects of students enrolled in the Institute's postgraduate research program

Contribution to the University and the Community

- *conceptualising*, designing, and facilitating strategies to systematically identify and address professional and/or organisational development needs across the University
- *conceptualising*, designing, developing, and producing materials and resources to support the facilitation of, and learning within, CPD's *Foundations, Professional and Organisational Development (POD), and seminar* programs
- *consulting* with staff within the university to identify and/or address professional and/or organisational development needs *in their local area*
- *managing* the preparation and dissemination within the University of briefing papers and reports to guide the development of policy and practice throughout the University in those areas of learning and teaching development, higher degree research development, or leadership, management and organisational development that most closely align with their broad area(s) of responsibility and/or expertise.
- *managing* the development of materials to support institutional responses to changes in policy or expectations by external agencies like DEST, CILTHE, and the AVCC.
- *making a significant contribution to* the design and development of University Grants and Awards schemes to encourage, enable, recognise and reward excellence in learning and teaching development, research development, and leadership, management and organisational development

- *assuming overall responsibility for* managing the implementation and administration of University Grant and Award Schemes
- *managing* program (Foundations, POD, or seminar) or project (consulting) teams to address identified professional and/or organisational development needs within the University
- *contributing* to the development of the professional and organisational development functions of the CPD that are aligned most closely with their broad area of expertise by mentoring others to become effective professional and organisational developers in this area.
- *fulfilling* the responsibilities of a Program Director within the CPD, as required.
- *attending and contributing* to Institute/Divisional meetings
- *contributing to* Institute/Divisional/University committees.
- *making significant contributions to* professional and/or discipline bodies at national and/or international levels
- *being actively engaged in* consulting and service activities in the wider community

LEVEL E – PROFESSOR

General Standard

Professors are expected to exercise a special responsibility in providing leadership and in fostering excellence in (a) professional and organisational development, (b) teaching, and (c) research in higher education development, within the University and community.

Specific Duties

Specific duties required of a Professor may include:

Teaching

- having an active role in the maintenance of academic standards and in the development of educational policy and of curriculum within the discipline, the Institute and/or Division;
- making a distinguished personal contribution to teaching within the discipline, Institute and/or Division at all levels;
- preparing and delivering lectures and seminars
- conducting tutorials, practical classes, demonstrations, workshops, and/or student field excursions
- marking and assessing students work
- providing students with feedback related to the units the staff member has marked and assessed
- consulting with students
- leading, managing and mentoring others to fulfill these functions

Research

- demonstrating high level of personal commitment to, and achievement in, a particular scholarly area
- conducting and disseminating the findings of *institutional and/or evaluative research* on behalf of the University or one of its organisational elements *for the purposes of supporting policy, planning or organisational development*,
- playing a significant role in *institutional and/or evaluative research* projects including leading and managing large intra/inter-disciplinary/institutional research teams
- developing and maintaining a suitable policy framework for *institutional and evaluative research* undertaken by staff of IHERD (CPD).
- fostering the development of *institutional and/or evaluative research capacity* within IHERD, the University, and the discipline
- conducting and disseminating the findings of *curiosity-driven research* either as an independent investigator or as a collaborator
- supervising research projects of students enrolled in the Institute's postgraduate research program

Contribution to the University and the Community

- *assuming an active role* in the development of policy and strategy in professional and organisational development within the University and its organisational elements
- *playing a significant role* in designing, developing, implementing and evaluating quality assurance and improvement strategies for professional and organisational development functions within the discipline of higher education development, CPD and/or the University;
- *making a distinguished personal contribution* to professional and/or organisational development within the CPD, the University, and other higher education institutions nationally and internationally
- *leading the preparation and dissemination* of briefing papers and reports to guide the development of policy and practice in learning and teaching development, research development, or leadership, management and organisational development, throughout the University
- *assuming a leading role* in the development of materials to support institutional responses to changes in policy or expectations by external agencies like DEST, CILTHE, and the AVCC.
- *leading the design and development* of University Grants and Awards schemes to encourage, enable, recognise and reward excellence in learning and teaching development, research development, and leadership, management and organisational development
- *leading and/or managing program* (Foundations, POD, or seminar) *or project* (consulting) *teams* to address identified professional and/or organisational development needs *across* the University
- *leading and managing the strategic development* of CPD and its professional and organisational development programs, activities and services
- *fulfilling the responsibilities of a Program Director* within the CPD as required
- *fulfilling the responsibilities of the Executive Director* of CPD/IHERD as required.
- *attending and contributing* to Institute/Divisional/University meetings
- *contributing to* the work of the Institute's and/or Divisional/University policy making committees.
- *making significant contributions* to professional and/or discipline bodies national and international levels.

EXPECTED LEVELS OF PERFORMANCE

ELIGIBILITY FOR PROMOTION

While criteria for the promotion of academic staff in IHERD/CPD are identical to those for any other academic in the University, *the particular requirement for high levels of contribution (no less than 50% of total workload) to the University through CPD's professional and organisational development programs, activities and services, means that **to be eligible for promotion**, staff of IHERD/CPD **must, in addition, satisfy two additional requirements.***

Specifically, IHERD/CPD staff **must** be able to demonstrate that they have **consistently**, while holding their current level of appointment:

- **met the requirements of the Institute/Centre's Workload Model** in the way they have *structured* and *practiced* their work, and
- **performed satisfactorily** in their *professional and organisational development* roles.

Appropriate evidence to support claims of having met these "hurdle requirements" includes:

- written **Annual Workload Agreements** between the individual and the Centre, as negotiated during the Goal Setting phase of the annual Performance Management process and approved by IHERD/CPD's Executive Director
- written **Reports of Achievement Against Annual Workload Agreement** as reported by the individual and agreed by their Advisor *and* the Executive Director of IHERD/CPD, during preparation for the review phase of the annual Performance Management process
- written **Summaries of Reports of Performance Against Annual Workload Agreement** as determined by the individual's advisor and the Executive Director IHERD/CPD during the review phase of the annual Performance Management process.

Academic staff of IHERD/CPD seeking promotion **must submit** each of these documents in support of their application.

PERFORMANCE STANDARDS

Teaching

As outlined above, *teaching* in IHERD/CPD refers to the teaching of units in *postgraduate* programs offered by the Division (e.g., PGCertHEd, PGDipHEd, MHed, PGCertEdL, PGDipEdL, MEdL).

Typically, due to the nature of CPD's mission the staff of IHERD/CPD are experienced teachers who place high value on the teaching and learning process.

All staff are expected to adopt a scholarly approach to teaching and learning and to exemplify and model 'best practice' in curriculum planning, instructional design, resource development, assessment, feedback, facilitation, and evaluation.

Postgraduate Research Supervision

As described above, postgraduate research supervision refers to supervision of students enrolled in any of the following postgraduate research degrees – the PhD, EdD, MPhil– **offered by the Institute.**

Due to the limitations placed upon the workload patterns of IHERD staff by their professional and organisational development responsibilities in CPD, staff of the Institute do not have the opportunity to supervise more than *one or two* postgraduate research students at any one time.

However, where the opportunity does arise, staff are expected to demonstrate:

- a deep awareness of the roles and responsibilities of a postgraduate research supervisor,
- expertise in fulfilling these roles and responsibilities.

Research

Research for staff in IHERD refers to both *pure* and *applied* research aligned with the strategic priorities of the University and the CPD, that may be driven by University needs as in the case of *institutional, evaluative and policy related research* or personal interest and curiosity.

As full-time members of a *central support unit* of the University, it is expected that much of the scholarly research activity undertaken by staff of IHERD/CPD will be *institutional* in nature, designed to evaluate or inform policy related to one or more of the key areas of developmental priority for the CPD, namely teaching and learning development, research development, and leadership and management development.

While research may be funded through a variety of sources including government departments (e.g., DEST and DET) and other external organisations (e.g., AVCC, Carrick Institute, and the ARC), the institutional nature of the majority of this research means that the principal source of funding for research undertaken by staff of IHERD/CPD is the University itself.

Staff of IHERD/CPD *are less likely* to approach external granting bodies such as the ARC than would be the case for researchers in many other fields, and consequently, the ability to attract external research grants *is not* necessarily an indicator of research excellence or peer recognition.

Methods of dissemination also vary between staff of IHERD/CPD and staff in other disciplines.

As elsewhere, the main forms of publication for the outcomes of *personal curiosity driven research* are refereed conference papers, journal articles, book chapters, and monographs, including books and textbooks. However, due to the workload model under which staff of IHERD/CPD operate, these forms of publication are *often small in number*, usually amounting to no more than *ONE* such publication in any academic year.

The majority of the scholarly institutional research output produced by staff of IHERD/CPD is disseminated through *the professional and organisational development programs, activities and services of the CPD as well as in the form of internal reports, briefing documents, discussion papers, and where appropriate refereed conference papers and/or journal articles*. It forms the basis (as in the case of evaluative needs analyses) for planning and reviewing University and CPD policy and strategy for supporting and developing learning and teaching development, research development, and leadership, management and organisational development programs, activities and services.

Thus, appropriate indicators of the *quality and impact* of this research *will not be found in citation indices* but include *peer recognition, nationally and internationally*, of the quality of the professional and/or organisational development programs, activities and services that are developed and implemented by staff on the basis of such research, *as exemplified in the numbers of invitations for staff to speak, consult, facilitate programs, or participate in research projects and/or reviews* in other institutions on topics related to their area of developmental expertise.

In institutional research, joint authorship of the resulting reports, documents, discussion papers, and so on is common. Thus one would reasonably expect the publication lists of IHERD/CPD staff to contain may jointly authored works, perhaps even the majority.

Contribution to the University

For staff of IHERD who hold substantive appointments to CPD, “contribution to the University” refers to the contributions made to the University through the *professional and organisational development programs, activities, and services of CPD*. In this context:

- **Professional Development** programs, activities and services are those aimed at developing an individual’s *knowledge and skills* in four key learning domains:
 - *professional practice* (i.e., the knowledge and skills necessary to effectively plan, implement and evaluate a teaching unit or a research project)
 - *scholarship and enquiry* (i.e., the knowledge and skills necessary to critically utilise the research literature to effectively plan, implement, and evaluate projects/processes to enquire into one’s professional practice)
 - *leadership, management and administration* (i.e., the knowledge and skills necessary to effectively lead, manage, or administer a team/unit engage in some form of collective endeavour – e.g., teaching, research, outreach, or student administration)
 - *personal mastery* (i.e., the knowledge and skills necessary (a) remain aware of one’s behaviour and the impact of one’s behaviour on others and team performance, and (b) to make changes to one’s behaviour to meet the needs of others and to ensure optimal team performance).
- **Organisational Development** programs, activities and services are those aimed at developing an organisational unit’s capacity in three key areas:
 - *Envisioning and Planning* (i.e., the organisational unit’s capacity to draw upon the expertise of its staff and other key stakeholders to effectively (a) develop and maintain a vision for the future of the organisational unit’s teaching, research, outreach or administrative functions, and (b) plan – in strategic, operational, and budgetary senses - to enable these visions to be realised)
 - *Organising and Staffing* (i.e., the organisational unit’s capacity to (a) develop the structures, policies, processes, and infrastructure to effect its core business and plans for development, and (b) recruit, select, induct, and manage the performance of staff with the knowledge and skills necessary to effect its core business and plans for development.)
 - *Monitoring and Problem Solving* (i.e., the organisational unit’s capacity to develop a culture of critical, scholarly, systemic enquiry and feedback into all facets of its operations that is designed to identify areas in need of change or development and strategies for addressing these)

For staff to be deemed to be performing satisfactorily in this area of their work they need to be able to provide evidence of having effectively collaborated with appropriate members of the CPD and University community to:

- *identify and document areas of professional and/or organisational development need* (e.g., appropriate evidence might take the form of a written report of a University-wide needs analysis)
- *design and document a professional and/or organisational development program* (i.e., a series of appropriate policy interventions, programs, activities, and/or services) *to address this area of developmental need* (appropriate evidence might take the form of a detailed program proposal)
- *develop and document a planning framework* (i.e., strategic, operational, budgetary and project plans) *that will enable the professional and/or organisational development program to be effectively implemented* (appropriate evidence would be in the form of the plans themselves)
- *prepare any resources required in the delivery of the program* (appropriate evidence would be in the form of the resources themselves)
- *implement the program* (appropriate evidence would be in the form of a detailed schedule of activities for the program)
- *monitor, evaluate, and document the effectiveness of the program* (i.e., in terms of participant satisfaction, effectiveness in facilitating the desired learning outcomes for individuals, and any desired

organisational change) (appropriate evidence would be in the form of the instruments used to collect evaluative data and reports of the findings of these evaluations)

- *undertake any follow-up that may appear necessary from this evaluation to realise the program's goals* (appropriate evidence would document the nature of any follow-up activities and may include any or all of the types of evidence described above)
- *archive all documents related to the program in both hard and electronic form as required by the CPD quality assurance processes* (appropriate evidence would be in the form of the documents themselves)

Further, in accord with the expected level of responsibility associated with their appointment, staff of IHERD/CPD must also provide evidence of having effectively:

- contributed to the design, development, implementation and/or evaluation of institutional and/or national grants schemes and/or awards (e.g. MUTDG Schemes, OTA Schemes, the RDRS and the like) (appropriate evidence might include, evaluative research reports on existing grants schemes, new policy frameworks and/or guidelines for grants)
- prepared applications for funding from external providers (e.g., DEST, Carrick and so on) on behalf of the University (appropriate evidence would include copies of the applications themselves)
- supported individuals/groups from around the campus to prepare applications for teaching development grants or outstanding teaching awards (appropriate evidence would include copies of the applications themselves)
- engaged as an internal consultant with staff of the University on matters relevant to their field of developmental expertise. (appropriate evidence would include testimonials from the commissioning individual or body outlining the nature of the consultancy provided by the IHERD/CPD staff member)

Contribution to the Wider Community

All staff of IHERD/CPD are expected to make contributions to the wider community. This may be demonstrated in a variety of ways including through outreach programs, professional development for practitioners, presentations to international visitors, and contributions to community development and / or professional associations.

Appendix One

Typical Workload Patterns for Level A Academic Staff in IHERD/CPD

Level of Academic Appointment	Formal Management Responsibilities in IHERD/CPD	Activity	<i>Typical Pattern</i>
A	NO	Teaching	<ul style="list-style-type: none"> • Convene 3 existing units (<10 students), OR • Convene 2 & contribute to 1 existing units (<20 students), OR • Convene 1 existing & 1 new unit (<20 students)
		Research	<ul style="list-style-type: none"> • Undertake Personal research (possibly for your PhD) & • Contribute to one Institutional Research Project
		Contribution to the Wider Community	<ul style="list-style-type: none"> • Contribute to the equivalent of two x 1 week consultancies & • Contribute to one contract research project
		Contribution to the University through the Professional and Organisational Development Programs, Activities and Services of CPD	<ul style="list-style-type: none"> • Convene/contribute to 1 Foundations program, & • Convene/contribute to 2 POD Seminar Series & • Facilitate/participate in 10 hrs local area consultancy per week OR • Convene/contribute to 1 Foundations program, & • Convene/contribute to 1 POD Seminar Series, & • Convene/contribute to 5 strategic seminars & • Facilitate/participate in 10 hrs local area consultancy per week

Appendix Two

Typical Workload Patterns for Staff at Levels B, C, D, or E who have NO formal management responsibilities in IHERD/CPD

B C D E	Nil	Teaching	<ul style="list-style-type: none"> • Convene 3 existing units (<10 students) <li style="text-align: center;">OR • Convene 2 & contribute to 1 existing units (<20 students) <li style="text-align: center;">OR • Convene 1 existing & 1 new unit (<20 students)
		Postgraduate Research Supervision	<ul style="list-style-type: none"> • Act as Principal Supervisor for ONE student, <li style="text-align: center;">& • Act as Associate Supervisor for ONE student,
		Research	<ul style="list-style-type: none"> • Undertake Personal research <li style="text-align: center;">& • Lead/Manage/Contribute to one Institutional Research Project
		Contribution to the Wider Community	<ul style="list-style-type: none"> • Plan/Convene the equivalent of two x 1 week consultancies <li style="text-align: center;">& • Lead/ Manage/Contribute to one contract research project
		Contribution to the University through the Professional and Organisational Development Programs, Activities and Services of CPD	<ul style="list-style-type: none"> • Convene/contribute to 1 Foundations program, <li style="text-align: center;">& • Convene/contribute to 2 POD Seminar Series <li style="text-align: center;">& • Facilitate/participate in 10 hrs local area consultancy per week <li style="text-align: center;">OR • Convene/contribute to 1 Foundations program, <li style="text-align: center;">& • Convene/contribute to 1 POD Seminar Series, <li style="text-align: center;">& • Convene/contribute to 5 strategic seminars <li style="text-align: center;">& • Facilitate/participate in 10 hrs local area consultancy per week

Appendix Three

Typical Workload Patterns for Staff at Levels C, D, or E who assume the responsibilities of a Program Director in IHERD/CPD

C D E	Program Director	Teaching	<ul style="list-style-type: none"> • Convene 3 existing units (<10 students) <li style="text-align: center;">OR • Convene 2 & contribute to 1 existing units (<20 students) <li style="text-align: center;">OR • Convene 1 existing & 1 new unit (<20 students)
		Postgraduate Research Supervision	<ul style="list-style-type: none"> • Act as Principal Supervisor for ONE student, <li style="text-align: center;">& • Act as Associate Supervisor for ONE student,
		Research	<ul style="list-style-type: none"> • Undertake Personal research <li style="text-align: center;">& • Lead/Manage/Contribute to one Institutional Research Project
		Contribution to the Wider Community	<ul style="list-style-type: none"> • Plan/Convene the equivalent of two x 1 week consultancies • Lead/Manage/Contribute to one contract research project
		Contribution to the University through Professional and Organisational Development Programs, Activities and Services of CPD	<ul style="list-style-type: none"> • Convene/contribute to 1 Foundations program, <li style="text-align: center;">& • Convene/contribute to 1 POD Seminar Series <li style="text-align: center;">& • Facilitate/participate in 5 hrs local area consultancy per week <li style="text-align: center;">OR • Convene/contribute to 1 Foundations program, <li style="text-align: center;">& • Convene/contribute to 1 POD Seminar Series, <li style="text-align: center;">& • Convene/contribute to 2 strategic seminars <li style="text-align: center;">& • Facilitate/participate in 5 hrs local area consultancy per week
		Contribution to the University through Leadership and Management of IHERD/CPD	<ul style="list-style-type: none"> • Spend approximately 1.5 days per week fulfilling the leadership and management responsibilities of a Program Director in IHERD/CPD

Appendix Four

Typical Workload Patterns for Staff at Levels C, D, or E who assume the responsibilities of Executive Director of IHERD/CPD

C D E	Executive Director	Teaching	<ul style="list-style-type: none"> • Convene 1 existing units (<30 students), <li style="text-align: center;">OR • Convene 1 new unit (<20 students),
		Postgraduate Research Supervision	<ul style="list-style-type: none"> • Act as Principal Supervisor for ONE student, <li style="text-align: center;">& • Act as Associate Supervisor for ONE student
		Research	<ul style="list-style-type: none"> • Undertake Personal research <li style="text-align: center;">& • Lead/Manage/Contribute to one Institutional Research Project
		Contribution to the Wider Community	<ul style="list-style-type: none"> • Plan/Convene the equivalent of two x 1 week long consultancies <li style="text-align: center;">& • Lead/Manage/Contribute to one contract research project
		Contribution to the University through Professional and Organisational Development Programs, Activities and Services of CPD	<ul style="list-style-type: none"> • Convene/contribute to 5 strategic seminars or seminars associated with Foundations or POD programs
		Contribution to the University through Leadership and Management of IHERD/CPD	<ul style="list-style-type: none"> • Spend approximately 3 days per week fulfilling the Executive Director's leadership and management responsibilities for IHERD/CPD