

ACADEMIC STAFF RECRUITMENT, SELECTION AND APPOINTMENT PROCEDURE

Category	Procedure		
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1 PURPOSE

Australian National Institute of Management and Commerce (hereafter the Institute or IMC) recognises the essential role that academic staffing plays in the achievement of its objectives. The purpose of this policy is to document the procedures which guide academic staff recruitment, selection and appointment decisions and to outline the processes involved.

This procedures document should be read in conjunction with the Academic Staff Recruitment, Selection and Appointment Policy.

2 PROCEDURES

2.1 Workforce Planning

Staff recruitment must be preceded by careful planning and should be based on fulfilling the workforce planning needs to support the Institute's overall institutional strategic goals, taking into account financial implications. Workforce planning will involve analysis of the Institute's needs to ensure staffing of a level and skill set that reflects the teaching, scholarship and engagement requirements of the Institute. Staff planning will include careful consideration to ensure that students are taught by experienced and qualified staff in an environment with scholarly leadership and oversight. Workforce planning will be essential when the Institute is undertaking new initiatives, including developing new programs, enhancing digital learning and teaching, and fostering community engagement.

2.2 Position Analysis

The establishment of a new academic position or filling a vacancy for an existing position must be proposed by the relevant academic manager in the Institute (such as a delegate) and approved by the Deputy President (Education). Before seeking approval to commence the process of hiring, consideration must be given to the teaching,

research, scholarship and engagement needs of the Institute in proposing that the position be filled.

The person proposing the position shall document the requirements of the role in a position description. The position description will determine the way responsibilities are organised and performed and will consider the teaching, research, scholarship and engagement environment and practices of the Institute. Position descriptions will outline the main dimensions of a position, and the criteria required. They will consist of:

- a duty statement that lists the specific duties for the position; and
- selection criteria, divided into essential criteria and desirable criteria, identifying the minimum qualifications and experience required for the position

The Academic Selection Committee must make selection decisions on the basis of the applicant's merit for the position as it is described. Once the duty statement and selection criteria are approved, they cannot be changed by the Academic Selection Committee. Hence it is essential that the position description is accurate and includes all relevant detail.

Advertising for academic positions must be approved by the Deputy President (Education) (in consultation with the Chair of the Academic Board). Advertisements should be open and transparent, being posted on the Institute website and in print or online forums for an adequate time. The Academic Selection Committee can approach and invite application from suitable individuals. Closing dates included in advertising will, other than in exceptional circumstances, be no less than four weeks from the date of the advertisement.

2.3 Position Criteria

Applicants for appointment will be expected to demonstrate how they meet the criteria of the level to which they seek appointment and the category in which they are applying.

The criteria for appointment will be:

- appropriate academic qualifications or experience for the level sought; and
- evidence of performance in Teaching, Scholarship and Engagement at the level of appointment being sought

The position description for each academic level provides details of minimum expected performance at levels A, B, C, D and E. Specific criteria for appointment will be informed by the position description. In summary, levels are generally differentiated by the level of complexity, degree of autonomy and leadership requirements of the position.

Notwithstanding minimum expected performance at levels A, B, C, D and E, position descriptions may also be tailored to meet the requirements of a specific position. It could be reasonably expected, for example, that to address needs arising from the introduction of a new coursework program a position may include criteria that specify oversight of staff and supervision of students in a specialist discipline area.

Appointment will be based on the criteria of the position description and may include some or all of the elements of academic endeavour:

- Teaching
- Research
- Scholarship
- Engagement (which encompasses both internal service and external engagement)

The elements are often mutually supporting; each contributing to the development of the others in ways that are jointly productive and beneficial. Each of the elements are described below.

2.3.1 Teaching

Teaching is a process, requiring mastery of both content and pedagogy, that provides opportunities for students to achieve learning outcomes. It includes, but is not limited to:

- Preparing for and delivering lectures, tutorials and workshops in a professional manner
- Developing new units and revising existing units where necessary
- Managing or contributing to curriculum review and development
- Developing effective learning environments, student support and guidance
- Adopting and evaluating new technologies such as those involved in digital learning
- Performing tasks involved with assessment such as: invigilation of tests; provision of examination questions and assessment tasks; monitoring students; marking and completing follow-up activities; and providing adequate feedback to students
- Recording and reporting student participation, providing adequate student consultation and maintaining standards that ensure the quality of the student experience across all campuses and including online delivery

2.3.2 Scholarship

Scholarship is activity concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in disciplinary knowledge through original research. Scholarship is based on the Boyer Framework that includes, but is not limited to, the Scholarship of Teaching and Learning.

2.3.2.1 Scholarship of Teaching and Learning

The Scholarship of Teaching and Learning includes the following.

- Creating and evaluating innovations in teaching and learning strategies, based on knowledge of contemporary developments in course discipline and pedagogy and professional practice
- Authoring or co-authoring teaching materials such as textbooks or case study books or digital learning materials
- Integrating scholarship output into the advancement of expected learning outcomes, course content, the way courses are taught and professional practice

- Demonstrating leadership in teaching and curriculum development, e.g., initiating and leading project teams
- Contributing to a quality teaching culture such as through mentoring and sharing resources
- Securing internal or external grants related to the creation of teaching innovations, resources or tools
- Presenting to peers at education focussed seminars and conferences; and/or publishing pedagogical research in peer-reviewed journals

2.3.3 Research

Research is a part of scholarship and includes but is not limited to the following.

- The creation of new knowledge and/or the use of existing knowledge in a new and creative way to generate new concepts, methodologies and understandings
- Publication of research in high-ranking academic journals and other outputs, including contract research reports with demonstrated research impact and/or demonstrated research engagement. This does not include paid consulting assignments
- Securing internal and external research funding
- Research leadership
- Contribution to research culture
- Higher degree research supervision
- Leadership, development and facilitation of partnerships with industry, government, business or community groups to support research initiatives

2.3.4 Engagement

Engagement encompasses internal service which includes, but is not limited to:

- Leadership roles commensurate with the academic level
- Contribution to working groups and committees
- Participation in student related activities
- Student and staff mentoring and oversight
- Attending and participating in IMC meetings and scheduled events

Engagement can be external professional and community engagement which includes, but is not limited to:

- Representing the Institute in relevant professional and academic bodies
- Engagement with the Academic community
- Provision of expertise to government/industry
- Engagement with the wider community through media commentary

2.4 The Selection Process

2.4.1 Academic Selection Committee

Other than as noted below in section 2.5, the composition of the Academic Selection Committee will be determined by the Deputy President (Education) or delegate and will consist of at least five people comprising the following.

- The Chair of Academic Board (or nominee), who shall chair the Committee
- At least two Institute Professors (see notes below)
- At least one member of the Institute's Council
- At least one member who is a senior academic in the relevant academic field from another academic institution (see notes below)

2.5 Further Details of the Appointment Committee

The Chair of the Academic Board may delegate meetings of the Committee to senior members of the Institute; including but not limited to the Deputy President (Education) or delegate, Vice Principal and Chair of the Research Strategy Committee.

The Chair of the Committee shall only vote if a casting vote is required.

For appointments to levels B or C there is no requirement for a member of the committee to be from another academic institution, and the two internal members (b) may be other than Professor but must be at least one rank higher than the level applied for. External committee members are expected to be impartial and objective advisors and to provide a balanced view of the applicant's achievements and worthiness for appointment at the Institute. The Director of Human Resources shall be invited to be an observer at Academic Selection Committee Meetings for levels at or above level C – senior lecturer.

Committee members must ensure that there is no actual or potential or perceived conflict of interest between their personal interests and their responsibilities as committee members.

Should committee members have either a personal relationship with an applicant or consider that there is an actual or potential conflict of interest, they should draw this to the attention of the Chair of the Committee no less than two weeks before commencement of shortlisting of candidates wherever possible. The Chair of the Committee will determine what alternative arrangements are necessary, if any.

2.4.2 Selection of Candidates

Selection of the shortlisted candidates involves the rating and ranking of applicants based on written applications. The Academic Selection Committee will meet to initially short-list candidates. Following the short-listing process one or more applicants will be invited to be interviewed by the Committee. After all invited applicants have been interviewed, their applications will be evaluated objectively, fairly and rigorously and assessed relative to the position descriptions.

It may also be appropriate to consider factors that have impacted performance and achievement including consistency with norms that prevail in the applicant's particular discipline and achievement relative to opportunity.

Applicants will be assessed on the following criteria as laid out in the position description and may include assessments of achievements in some or all of the elements of academic endeavour described above including:

- Teaching
- Research
- Scholarship
- Engagement

Achievement levels

Applicants will be required to provide evidence of the level of achievement of criteria. The three levels are:

Outstanding – Demonstrates highly significant achievements and contributions which clearly meet, or exceed, the minimum criteria for the level to which appointment is being sought.

Superior – Demonstrates significant achievements and contributions at the level at which the applicant is currently appointed.

Satisfactory - Demonstrates achievements and contributions at the level at which the applicant is currently appointed.

For appointment to level B or C, applicants must provide evidence of the achievement of each of the three criteria as per the following minimum levels. Achievement of one of the criteria must be considered "Outstanding" and two of the criteria must be "Satisfactory". In addition, it would be expected that a level C applicant would have achieved a greater number and quality of outcomes than a level B applicant. Further it would be expected that a level B applicant would have achieved a greater number and quality of outcomes than a level A applicant.

For appointment to level D, applicants must provide evidence of the achievement of each of the above criteria as per the following minimum levels. Achievement of one of the criteria must be considered "Outstanding", one "Superior" and one "Satisfactory". In addition, it would be expected that the applicant has; national recognition in their area of expertise, a history of leadership, been the sole or principal author of a number of research published papers in higher level scholarly journals, obtained nationally or regionally competitive research grants.

For appointment to level E, applicants must provide evidence of the achievement of each of the three criteria as per the following minimum levels. Achievement of one of the criteria must be considered "Outstanding", and two "Superior". In addition, it would be expected that the applicant has; international recognition in their area of expertise, a history of leadership, been the sole or principal author of several research published papers in higher level scholarly journals, obtained nationally or internationally competitive research grants.

In demonstrating achievement of the criteria and meeting the required levels, the applicant will provide evidence of the achievement of the selection criteria and perform satisfactorily in the interview.

Note that for some positions there may be the requirement for short-listed applicants to present research or a seminar. For Level E candidates this presentation is mandatory, other than in exceptional circumstances. Where this occurs the performance of the candidate in the seminar will also play a role in the Academic Selection Committee's recommendation.

Once the Academic Selection Committee has decided on the most suitable applicant or candidates, reference checks will be conducted, submitted academic qualifications and transcripts will be reviewed and confirmation will be sought to ascertain that the candidate or candidates has legal status to work in Australia, if relevant. Prior to making a final selection and employment offer, the Chair of the Academic Selection Committee will undertake verbal reference checking to; confirm previous work history; and obtain an appraisal of the applicant's previous work performance. Following the necessary checks, the Chair of the Academic Selection Committee will recommend the preferred applicant to the President for approval.

2.5 Appointment

2.5.1 Offer of Employment

Final approval to make an offer of employment can only be authorised by the President. The Deputy President (Education) or delegate will then make a written offer of employment, including a copy of the duty statement, an explanation of conditions of employment and the grade of appointment. An employment contract, ensuring the clarification of roles and responsibilities of both parties, will be issued to the new employee and signed prior to their commencement date. Contracts must include teaching, research workloads, as specified in the Institute's Workload Model. Other than in exceptional circumstances for level E appointments the contract will normally include a 12-month probation period.

Regret notifications should be sent to unsuccessful applicants once the successful candidate has accepted the offer.

2.5.2 Induction

The relevant supervisor will conduct an induction within the first week of employment. The induction will include a discussion of the employment contract, duty statement, and relevant aspects of the role, as well as information regarding access to the Institute's policies, including the Staff Code of Conduct.

3 RELATED DOCUMENTS

- i. Academic Intellectual Property Policy*
- ii. Academic Staff Promotion Policy*
- iii. Academic Staff Promotion Procedure*
- iv. Academic Staff Appointment and Promotion Guidelines*
- v. Academic Staff Recruitment, Selection and Appointment Policy*
- vi. Access and Equity Policy*
- vii. Bullying, Harassment and Discrimination Prevention Policy and Procedure*
- viii. Conflict of Interest Policy*
- ix. Privacy Policy*
- x. Research Active Status Determination*

- xi. Staff Code of Conduct*
- xii. Workload Model*

4 VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Academic Board	10 October 2024
2021.09	Academic Board	02 September 2021

The Deputy President (Education) oversees the implementation and compliance of this policy. Please contact the Deputy President's office via - policy@imc.edu.au for any enquiries or clarifications related to this policy.