

Academic Staff Qualifications and Expectations Procedure

Section 1 - Purpose

(1) This procedure supports the following policies:

- a. [Academic Staff Probation Policy](#)
- b. [Academic Staff Promotion Policy](#)
- c. [Course and Subject Policy](#)
- d. [Higher Degree by Research Policy](#)
- e. [Appointments Procedure - Recruitment and Selection](#)
- f. [Appointments Procedure - Visiting and Adjunct Appointments](#)

(2) Because this procedure has sections that are intended to ensure academic quality in delivery of courses and subjects, as well as sections that will inform appointment and promotion decisions, it will be approved by the Deputy Vice-Chancellor (Academic), on the recommendation of:

- a. the Executive Director, People and Culture, and
- b. except where there is urgency, Academic Quality and Standards Committee.

(3) This procedure states the requirements of Charles Sturt University (the University) in relation to:

- a. the level of academic qualification required to teach, assess, examine and/or supervise in courses leading to each [Australian Qualifications Framework](#) level of qualification,
- b. the level of qualification required for each level of academic position,
- c. how a person's combination of a lower qualification and their experience and achievements may be assessed as equivalent to the required level of qualification,
- d. what activities are expected of staff at each academic level, and
- e. how the University will ensure that staff maintain currency of their discipline knowledge and learning and teaching skills to meet the relevant standards of the [Higher Education Standards Framework](#).

(4) This procedure is intended to:

- a. define the University's processes to:
 - i. assess equivalence of a staff member's qualification(s), achievements and experience to a higher level of qualification and record this assessment, and
 - ii. record and monitor each academic staff member's scholarly activity to maintain currency in their discipline and in their learning and teaching skills and knowledge, and
- b. supplement the 'Minimum Standards for Academic Levels' in the [Charles Sturt University Enterprise Agreement](#) by providing more detail of the University's expectations of each academic level, thereby providing consistent sets of:

- i. criteria for appointment or promotion to each academic level, and
- ii. performance expectations for each academic level.

(5) The [Higher Degree by Research Policy](#) and [Higher Degree by Research Procedure](#) state requirements to be registered as a supervisor of higher degree by research students.

Scope

(6) This procedure applies to:

- a. all academic staff of the University, including academic staff employed on an ongoing or fixed-term basis, casual academic (sessional) and adjunct academic staff, and
- b. academic staff of partner institutions who deliver Charles Sturt University subjects.

Section 2 - Glossary

(7) For the purposes of this procedure, the following terms have the definitions stated:

- a. Academic level – means one of the five levels associate lecturer (level A), lecturer (level B), senior lecturer (level C), associate professor (level D) and professor (level E).
- b. Academic Promotion team – means the staff of the Division of People and Culture who provide administrative support to the academic promotion process: the team’s email address is academicpromotions@csu.edu.au.
- c. Business days – means days when the University is open; excludes weekends and other days when the University or the relevant campus of the University is closed.
- d. Close supervision – of an academic staff member, means overseeing the staff member’s teaching and moderating their assessment in each assessment task, to ensure their teaching and assessment are at the expected academic standard.
- e. Course – has the meaning stated in the glossary section of the [Course and Subject Policy](#).
- f. Coursework subject – has the meaning stated in the glossary section of the [Course and Subject Policy](#).
- g. Higher degree by research course – has the meaning stated in the glossary section of the [Course and Subject Policy](#).
- h. Level of qualification – means the [Australian Qualifications Framework](#) level of qualification required for appointment or promotion to an academic level of position.
- i. Placement provider – has the meaning stated in the [Course and Subject Delivery and Management Procedure](#).
- j. QEAP – means the University’s academic qualifications and equivalence assessment panel.
- k. Research component subject – has the meaning stated in the glossary section of the [Course and Subject Policy](#).
- l. Scholarly activity – has the meaning stated in the glossary section of the [Course and Subject Policy](#).
- m. Subject – has the meaning stated in the glossary section of the [Course and Subject Policy](#).

Section 3 - Policy

(8) This procedure supports the following policies and should be read alongside them:

- a. [Academic Staff Probation Policy](#)
- b. [Academic Staff Promotion Policy](#)
- c. [Course and Subject Policy](#)
- d. [Higher Degree by Research Policy](#)

- e. [Appointments Procedure - Recruitment and Selection](#)
- f. [Appointments Procedure - Visiting and Adjunct Appointments](#)

Section 4 - Procedure

Overview of academic staff qualifications and expectations

(9) The University will ensure that each academic staff member holds the required level of qualification, or equivalent, to:

- a. teach and assess in a coursework subject and/or supervise students' research in the courses in which the staff member performs these activities,
- b. be appointed on a continuing or fixed-term basis at an academic level, and/or
- c. be promoted to a higher academic level.

(10) The University will ensure that external examiners of students' work submitted for research component subjects hold the required level of qualification or equivalent.

(11) The University also has the following expectations of academic staff in relation to their academic work:

- a. To teach and assess students, an academic staff member must maintain currency of their scholarship in their discipline and of their learning and teaching skills.
- b. To supervise a student's research project for a research component subject, an academic staff member must be research active.
 - i. The [Higher Degree by Research Procedure](#) states the criteria to classify a staff member as research active and thus able to be registered to supervise higher degree by research (HDR) students' research or examine HDR students' work submitted for examination.
 - ii. The [Assessment Policy](#) states that a principal supervisor of a student's research for a research component subject in a bachelor (honours) course or master by coursework course must be research active. That policy refers to the [Higher Degree by Research Policy](#) and [Higher Degree by Research Procedure](#) for the University's criteria to classify a staff member as research-active.
- c. To be appointed on a continuing or fixed-term basis at an academic level, or promoted to an academic level, the applicant must demonstrate that they have met at least the University's minimum expectations of academic activities at that level.
- d. To maintain satisfactory performance in their position at an academic level, a staff member must demonstrate that they continue to meet at least the University's minimum expectations of academic activities at that level.

Levels of qualification required to teach and assess in coursework courses

(12) Casual academic (sessional), fixed-term and continuing academic staff who teach or assess students in any coursework subject (including subjects offered with third parties), must have:

- a. a qualification in the same discipline as the subject, or a closely related discipline, which is one [Australian Qualifications Framework](#) (AQF) level higher than the award to which the course leads, or
- b. a combination of qualification(s) with experience and achievements that have been assessed as equivalent to the above.

(13) Where a course leads to more than one qualification at different levels, the highest qualification defines the level of the course.

(14) Where a subject is listed as part of the course requirements for more than one course, teaching staff must have the level of qualification required for the course that leads to the highest qualification.

Exceptions to qualification requirements for teaching and assessment

(15) The above qualification requirements do not apply to:

- a. guest lecturers, teachers or instructors who teach one-third or less of one subject in any teaching session.
- b. staff appointed before the University established a policy on qualifications required of teaching staff (on 22 May 2015), who at that time were assessed by the Head of School and/or Executive Dean as having the equivalent of the required level of qualification because they had been successful teachers for a long time.
- c. A staff member of a placement provider may supervise a student's workplace learning placement for a professionally accredited course and assess their performance on behalf of the University if the placement provider staff member:
 - i. holds the level of professional registration to which the course leads (regardless of the [Australian Qualifications Framework](#) level of their professional qualification), and
 - ii. has substantial professional experience.
- d. a student undertaking a later year of a bachelor or integrated bachelor (honours) course who tutors and/or assesses in introductory subjects of the same course, provided that their tutoring and assessment is guided and moderated by staff who hold the requisite level of qualification.

(16) Where an academic staff member does not hold the required level of qualification to teach in a course, they must either:

- a. have been assessed as having a combination of qualification(s), experience and achievements equivalent to the required level of qualification, or
- b. have substantial experience in the industry or profession for which the course or subject prepares students, and be closely supervised in their teaching and assessment by an academic staff member who does hold the required level of qualification or equivalent.

Levels of qualification required to supervise and examine in levels of higher degree by research course

(17) Casual academic (sessional), fixed-term or continuing academic staff who supervise a student's research in a research component subject for a higher degree by research course must have:

- a. a higher degree by research in the same discipline as the student's research project, or in a discipline that equips them to understand the student's research project, which is:
 - i. for supervision or examination in a course other than a doctoral degree, one [Australian Qualifications Framework](#) (AQF) level higher than the award to which the course leads, or
 - ii. for supervision or examination in a doctoral degree course, a doctoral degree, or
- b. a combination of qualification(s) with research experience and research achievements that have been assessed as equivalent to the requirements in subclause (17)a.

(18) Staff of external institutions who are appointed as an examiner of work submitted by a Charles Sturt University student, for a research component subject, must meet the qualification requirements in clause (17).

Levels of qualification for academic levels

(19) The University expects academic staff to hold the level of qualification in the following table, to be appointed or

promoted to each academic level. Alternatively:

- a. an academic staff member may be appointed or promoted to the relevant academic level, if they have been assessed as having a combination of:
 - i. a qualification one AQF level lower than the expected level of qualification for that academic level, and
 - ii. experience and achievements equivalent to the required level of qualification.
- b. An honorary degree does not meet the qualification requirements stated in the following table.

Academic level	Minimum required qualification
Associate lecturer (level A)	A bachelor (honours) degree
Lecturer (level B)	A master degree
Senior lecturer (level C)	A doctoral degree
Associate professor (level D)	A doctoral degree
Professor (level E)	A doctoral degree

Qualification equivalence assessment

Those who will assess equivalence

(20) The following positions or panel may assess someone as having a combination of qualification(s) with experience and achievements that are equivalent to a higher level of qualification, under the circumstances stated:

- a. A Head of School, or their nominee to perform such assessments, may assess as having the equivalent of the level of qualification required to teach in a course:
 - i. a candidate for casual academic (sessional) employment,
 - ii. an applicant for an adjunct academic position, or
 - iii. a staff member of a partner organisation that will deliver a Charles Sturt course or subject.
- b. The Dean, Graduate Studies may assess a person nominated as an external examiner of a higher degree by research candidate's work submitted for examination, as having the equivalent of a doctoral degree.
- c. The Executive Dean and the presiding officer of a selection committee may assess an applicant for continuing or fixed-term academic Level A or B positions as having the equivalent minimum qualification if:
 - i. the preferred applicant is currently enrolled in a course leading to the minimum qualification, and
 - ii. completion of the qualification is agreed to as an essential probation requirement.
- d. The Executive Dean and the presiding officer of a selection committee may make a recommendation to the Deputy Vice-Chancellor (Academic) in relation to equivalence for continuing and fixed-term appointments at Level C and above, without reference to the qualification equivalence assessment panel (QEAP).
- e. The qualification equivalence assessment panel (QEAP) may assess someone as having the equivalent of the level of qualification required for:
 - i. appointment on a fixed-term or continuing basis at the relevant academic level, or
 - ii. the academic level to which the person is seeking promotion.

Equivalence assessment processes

(21) Where a Head of School or their nominee assesses a prospective casual academic (sessional) staff member or adjunct staff member as having the equivalent of a higher level qualification, they will record the following details on the academic workload management system:

- a. the new sessional staff member's name and staff number,
- b. the name and position of the assessor,
- c. the date of the assessment,
- d. the level of qualification to which they have assessed the new staff member as having the equivalent,
- e. the level of qualification that the new staff member has, and
- f. a brief statement of the evidence of experience/achievements they have accepted as constituting the equivalence.

(22) Where a Head of School assesses a staff member of a partner organisation (other than adjunct staff) who will deliver a Charles Sturt course or subject, as having the equivalent of a higher-level qualification, they will record the same details as in clause (21) above (other than the Charles Sturt staff number) on a school or faculty system for this purpose.

(23) Where a person external to the University, who does not hold a doctoral degree, is nominated by a faculty as an external examiner for a higher degree by research candidate's work submitted for examination:

- a. the Sub Dean Graduate Studies, in nominating the examiner, will provide a curriculum vitae of their achievements and an argument that these include achievements closely equivalent to a doctoral thesis, and
- b. the Dean, Graduate Studies will assess their equivalence based on the curriculum vitae, and will only accept the nomination if they consider the equivalence established.

(24) Where a qualification equivalence assessment is needed to decide whether to appoint someone to a position:

- a. the chair of the appointment panel will:
 - i. ensure the applicant understands that their appointment is dependent on their being assessed as having a combination of qualification(s), achievements and experience equivalent to the level of qualification required for the position,
 - ii. obtain the evidence of the applicant's achievements and experience from the applicant,
 - iii. send these to the qualification equivalence assessment panel (QEAP) at qeap@csu.edu.au, with a brief statement of why the appointment panel considers they may be equivalent to the required level of qualification, and
 - iv. wait on the outcome of the qualification equivalence assessment before offering the position to the applicant.
- b. The chair of the QEAP will, as soon as possible, forward the request and evidence to the panel members.
- c. The QEAP members will, within two business days, advise the chair whether they consider the evidence establishes equivalence with the required level of qualification.
- d. The chair of the QEAP will, within one further business day, reply directly to the chair of the appointment panel with the outcome.
- e. The chair of the appointment panel will request approval from the Deputy Vice-Chancellor (Academic) to appoint the applicant based on the outcome of the qualification equivalence assessment.
- f. Where the QEAP decides that equivalence is established, it will, once appointment has occurred, record the equivalence decision on the relevant university staff data system.

(25) Where a qualification equivalence assessment is needed for a promotion applicant, the process is the same as in clause (24), except that:

- a. the applicant's supervisor will review the request and confirm the achievements/experience claimed before the supervisor sends the request and evidence to the QEAP at qeap@csu.edu.au,
- b. the QEAP chair may seek advice on the achievements/experience claimed in the application, from a specialist in

- the relevant discipline or profession,
- c. the time-frame for the QEAP members to assess the equivalence is five business days,
- d. the QEAP will reply to the applicant and supervisor with the outcome of the assessment, and
- e. where the outcome is that equivalence is established, the QEAP will record the outcome on the relevant university staff data system.

Privacy and use of information

(26) A position applicant's or staff member's application for qualification equivalence assessment is likely to contain personal information and its outcome may be sensitive. For this reason, it will be handled in accordance with the [Privacy Management Plan](#).

(27) In addition to the requirements of the [Privacy Management Plan](#), the following specific privacy and use of information requirements apply to an application for qualification equivalence assessment.

- a. It will only be used for the purposes of evaluating, deciding and recording the equivalence.
- b. It will be provided to the applicant's supervisor, to qualification equivalence assessment panel (QEAP) members and to professional staff who support the panel, for the purpose of managing the application and/or assessing the equivalence.
 - i. The panel chair may in turn share the application with a specialist in the relevant discipline or profession, for advice on the achievements/experience claimed.
- c. Supervisors, members of the qualification equivalence assessment panel, discipline specialists consulted by the panel chair, and staff who support the equivalence assessment process will:
 - i. keep qualification equivalence assessment applications in confidence, and
 - ii. not disclose anything about the outcome of a qualification equivalence assessment to anyone else, other than for the purposes in subclause 27(a).

Qualification equivalence assessment criteria

(28) To be assessed as having the equivalent of a qualification, a person must hold a qualification no more than one level of the [Australian Qualifications Framework](#) lower than the qualification to which equivalence is being assessed. This may be varied in exceptional circumstances. For example, where a staff member demonstrates sufficient commensurate expertise through a combination of activities and evidence, such as recognition of teaching excellence, professional development and certification, scholarship, leadership in the field and/or practice-based seniority.

(29) To assess someone for qualification equivalence, the assessor(s) must see evidence of one or more of the following:

This list is closely based on the list of examples in the Tertiary Education Quality and Standards Authority guidance note Determining Equivalence of Professional Experience and Academic Qualifications version 2.2, 11 October 2017.

- a. Exceptional experience and achievements in a profession, industry or discipline, that are similar to scholarly activity:
 - i. Leadership in the development of professional standards.
 - ii. Performing in a role that requires high order judgement and the provision of expert advice, or roles at a senior level.
 - iii. Managing significant projects in the field.
 - iv. Testimonials, awards or other recognition that acknowledge leadership or expertise in the field of

education.

- v. Contributions in the field of education through participation in advisory boards and professional networks.
 - vi. Other achievements that the assessor(s) consider(s) demonstrate a similar level of achievement in self-reflective practice, standard-setting and leadership of the profession, industry or discipline.
- b. Exceptional achievements in a profession, industry or discipline, that are similar to a higher degree by research:
- i. Peer-reviewed publications in the field of education.
 - ii. Other publications such as books and reports.
 - iii. Leadership or management of research acknowledged by peers.
 - iv. Other achievements that the assessor(s) consider(s) demonstrate a similar level of achievement in research.

(30) To assess someone as having the equivalent of a doctoral degree, for purposes such as supervising a higher degree by research candidate or appointment as associate professor or professor (roles that lead research), the assessor(s) must see evidence that the person has achieved a body of the types of achievement listed in clause (29)b closely similar to a doctoral degree, that is:

- a. a monograph published by a scholarly publisher,
- b. a sequence of peer-reviewed articles based on the person's original research into a single topic of enquiry,
- c. leadership of a research project and then being the lead author of the research report, which is recognised by other experts in the field to have extended knowledge in the field, and/or
- d. other achievements that the assessor(s) consider(s) equivalent to the experience of having undertaken and passed a doctoral degree.

Qualification equivalence assessment panel

(31) Each Executive Dean, at the start of each year, will nominate two academic staff at senior lecturer level (level C) or above, who hold a doctoral degree, to be part of a pool of possible members of the University's qualification equivalence assessment panel (QEAP).

- a. These nominations should coincide with the Executive Dean's nomination of faculty staff for the pool of possible members of the promotion committee and professorial promotion committee, required by the [Academic Promotion Procedure](#).

(32) The Pro Vice-Chancellor (Learning and Teaching) and Pro Vice-Chancellor (Research and Innovation) will alternate as convener of the panel, depending on their availability and the academic level for which the equivalence assessment is needed.

- a. Where the equivalence assessment is for appointment or promotion to associate professor (level D) or professor (level E), the Pro Vice-Chancellor (Research and Innovation) will convene the panel if they are available.

(33) For any qualification equivalence assessment, the QEAP will comprise the chair and one member from each faculty.

(34) In a qualification equivalence assessment, QEAP members may ask the chair to seek advice, or the chair may on their own initiative seek advice, from an academic staff member of Charles Sturt University or another institution who is a specialist in the discipline relevant to the appointment or intended promotion application.

(35) For the panel to decide that equivalence is established, three of the QEAP members (counting the chair as one) must have agreed on this outcome of the assessment.

Expected academic activities

(36) The University has higher expectations of academic staff at higher academic levels in terms of their:

- a. degree of autonomy,
- b. degree of complexity of activities,
- c. extent of leadership and collaboration, and
- d. scope of influence and academic reputation.

(37) The following statements of expectations of each academic level are consistent with Schedule VI: Minimum Standards for Academic Levels in the [Charles Sturt University Enterprise Agreement](#).

(38) An academic staff member is expected to perform at the levels described below across all the activities required of them in their position.

Associate lecturer (level A)

(39) An associate lecturer will:

- a. work with limited supervision from more senior academic staff, either independently or as a member of a team,
- b. develop their work activities with an increasing degree of autonomy, and
- c. depending on the activities required of their position:
 - i. contribute to teaching, research, creative work and/or professional engagement,
 - ii. undertake administration related to their own teaching, research, creative work and/or professional engagement,
 - iii. publish the results of their research as sole author or a co-author, and
 - iv. supervise students' research for the research component of a coursework course,
- d. if the associate lecturer is at step 6 of level A, they may be required to coordinate a subject.
- e. Refer to the tables of achievements and evidence which indicate the type of achievements expected in teaching, professional engagement and academic citizenship activities at each academic level, for staff who claim achievements in those activities when applying for promotion.
- f. Where the associate lecturer's position requires research, refer to the Research Productivity Index Guide which states the minimum level of research productivity expected of a staff member at each academic level.

Lecturer (level B)

(40) A lecturer will meet the expectations for level A staff and, in addition, will:

- a. work independently,
- b. where needed for the discipline or work context, coordinate and/or lead the activities of other staff,
- c. undertake administration primarily related to their own workload activities,
- d. depending on the activities required of their position:
 - i. make an independent contribution in teaching, research, creative work or professional engagement,
 - ii. contribute to the development of their discipline, and
 - iii. supervise students' research for the research component of a coursework course,
- e. where the lecturer's position requires research activity:
 - i. publish their research in refereed journals or achieve a similar order of research outputs,
 - ii. carry out independent and/or team research, and
 - iii. supervise students' research for research components of coursework courses and be a co-supervisor of

doctoral students' research.

- f. Refer to the tables of achievements and evidence which indicate the type and level of achievements expected in teaching, professional engagement and academic citizenship activities at each academic level, for staff who claim achievements in those activities when applying for promotion.
- g. Where the lecturer position requires research activity, refer to the Research Productivity Index Guide which states the minimum level of research productivity expected of a staff member at each academic level.

(41) A lecturer may be required to coordinate a course.

Senior lecturer (level C)

(42) A senior lecturer will meet the expectations for level A and B staff and, in addition, will:

- a. depending on the activities required of their position:
 - i. make a significant original contribution to teaching, research, creative work and/or professional engagement in their discipline, expanding knowledge and practice,
 - ii. contribute significantly to teaching, research and/or administration in an organisational unit or an interdisciplinary area of the University, and
 - iii. normally play a major role or provide leadership in teaching, research and/or professional engagement in their discipline, profession and/or community, and
- b. where the senior lecturer's position requires research activity:
 - i. make independent, original contributions to research that significantly extend knowledge in the discipline,
 - ii. have a substantial record of published research outputs,
 - iii. produce work acknowledged at a national level as influential in expanding knowledge in the discipline,
 - iv. lead research and research training, and supervise higher degree by research students, and
- c. A senior lecturer may be required to
 - i. coordinate a large course or several small courses, or
 - ii. lead a research team, research facility or teaching facility.
- d. Refer to the tables of achievements and evidence which indicate the type and level of achievements expected in teaching, professional engagement and academic citizenship activities at each academic level, for staff who claim achievements in those activities when applying for promotion.
- e. Where the senior lecturer's position requires research activity, refer to the Research Productivity Index Guide which states the minimum level of research productivity expected of a staff member at each academic level.

Associate professor (level D)

(43) An associate professor will meet the expectations for level A, B and C staff and, in addition, will:

- a. depending on the activities required of their position:
 - i. provide leadership and foster excellence in teaching, research, creative work, professional engagement and/or policy development in their discipline and/or profession,
 - ii. make original, innovative contributions to advance teaching and/or research in their discipline and/or profession, and
 - iii. make an outstanding contribution to the teaching, research and/or administration activities of a large organisational unit or interdisciplinary area, and
- b. where the associate professor's position requires research activity:

- i. make contributions to their discipline that are recognised at least nationally as outstanding,
 - ii. play an outstanding role within the University and in their discipline and/or profession in fostering research activities of others and in research training.
- c. Refer to the tables of achievements and evidence which indicate the type and level of achievements expected in teaching, professional engagement and academic citizenship activities at each academic level, for staff who claim achievements in those activities when applying for promotion.
- d. Where an associate professor's position requires research activity, refer to the Research Productivity Index Guide which states the minimum level of research productivity expected of a staff member at each academic level.

Professor (level E)

(44) A professor will meet the expectations for level A, B, C and D staff and, in addition, will:

- a. be recognised as an eminent authority in their discipline, at least at the national level and – depending on their position and/or discipline – internationally,
- b. depending on the activities required of their position:
 - i. provide leadership and foster excellence in teaching, research, creative work, professional engagement and/or policy development in their discipline and/or profession, and
 - ii. make distinguished contributions to teaching and/or research, and to the work of the University, in their discipline,
- c. where the professor's position requires research activity:
 - i. be internationally recognised for their sustained, distinguished performance as a researcher,
 - ii. provide leadership in their field of research, in the University, in their discipline and/or profession and in the scholarly and/or wider community, and
 - iii. foster excellence in research, research policy and research training.
- d. A professor may be required to lead and manage major academic units or activities.
- e. Refer to the tables of achievements and evidence which indicate the type and level of achievements expected in teaching, professional engagement and academic citizenship activities at each academic level, for staff who claim achievements in those activities when applying for promotion.
- f. Where a professor's position requires research activity, refer to the Research Productivity Index Guide states the minimum level of research productivity expected of a staff member at each academic level.

Scholarly Activity

(45) Academic staff (including any casual academic (sessional) staff member who teaches and assesses without close supervision) will engage in ongoing scholarly activity to maintain currency of scholarship in their discipline and (if their position requires them to teach) in learning and teaching as a profession.

(46) The University's process to ensure currency of scholarship among academic staff with continuing and fixed-term appointments is as follows:

- a. Staff will negotiate with their supervisor to plan at least one scholarly objective as part of annual work planning.
 - i. To approve a staff member's scholarly objective, the supervisor must be satisfied that the plan is sufficient to maintain the staff member's scholarship in both their discipline and (if the staff member's position requires them to teach) learning and teaching as a profession.
 - ii. Where the supervisor agrees that the planning scholarly objective requires a substantial amount of time to achieve it, they will provide an allocation of time for it as part of the staff member's workload.
 - iii. The staff member will record their scholarly objectives and subsequent completion of identified

objectives in EDRS Manager.

- iv. The staff member will record evidence of their completed scholarly objectives and reflection on their scholarly activity in the [Charles Sturt University Research Outputs](#) system.
- b. Where the staff member is employed by a partner institution:
 - i. the staff member will negotiate their annual scholarly objective with their supervisor,
 - ii. supervisors will report the staff members' completion of their scholarly objectives to the Charles Sturt University Division of Learning and Teaching, and
 - iii. the division will collate rates of partner staff formulation and completion of a scholarly objective as part of annual reporting on academic quality of the partnered delivery.
- c. Each school will report to the Faculty Board (using collated data from the EDRS system), and each Faculty Board will report to Academic Quality and Standards Committee and Academic Senate, on
 - i. the proportion of their academic staff who have formulated and completed a scholarly objective,
 - ii. how any gaps are being addressed, and
 - iii. aggregated data on the types of scholarly objectives completed by staff.

(47) The University's process to ensure currency of scholarship among casual academic (sessional) staff who teach or assess without close supervision is as follows:

- a. The staff member will negotiate at least one scholarly objective for each year with their supervisor, and report to the supervisor on completion of the planned objective.
- b. The supervisor will keep a record of the staff member's reports of completion of their scholarly objective.

Scholarly objectives

(48) Examples of activities that may be scholarly objectives are:

- a. To demonstrate that a staff member is maintaining currency in scholarship of their discipline:
 - i. publish a literature review,
 - ii. give a conference presentation,
 - iii. publish a research output on a topic within the discipline,
 - iv. design and deliver a new subject or course that involves reviewing current knowledge in the discipline or profession,
 - v. attend or help organise a discipline/professional conference or seminar,
 - vi. play an advisory role to an external body in relation to the discipline or profession,
 - vii. participate in editing a discipline/professional journal or serve as a peer reviewer for such a journal,
 - viii. participate in or lead discipline/profession community of practice activities such as an online discussion group or journal club,
 - ix. maintain a reflective blog or journal of discipline reading,
 - x. undertake a higher degree by research in the discipline, or
 - xi. where the discipline involves professional registration, meet the professional development requirements to maintain professional registration.
- b. To demonstrate that a staff member is maintaining currency in scholarship of learning and teaching they may:
 - i. lead or undertake professional development activities in learning and teaching skills,
 - ii. measure and reflect on the effectiveness of changes they make to learning activities and/or assessment tasks,
 - iii. maintain a reflective blog or journal of reading in learning and teaching scholarship and their own innovations in this area,

- iv. participate in editing a learning and teaching scholarship journal or serve as a peer reviewer for such a journal,
- v. mentor and/or be a peer reviewer for other staff members' teaching,
- vi. produce a research output in learning and teaching scholarship,
- vii. undertake formal study in learning and teaching such as a module for the Graduate Certificate in Learning and Teaching in Higher Education,
- viii. undergo peer review of their teaching or curriculum design, or
- ix. participate in or lead learning and teaching community of practice activities such as an online discussion group or journal club.

Section 5 - Guidelines

(49) Nil.

Status and Details

Status	Historic
Effective Date	21st July 2022
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Approval Authority	Deputy Vice-Chancellor (Academic)
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