An Introduction to Academic Career Pathways

Academic Supervisors
Today’s Session

An introduction to Academic Career Pathways (ACP):

• The Big Picture – Creating a culture of excellence at ACU

• Up Close – The ACP Framework

• ACP ‘Live in Action’ – The Career Conversation
Today’s Session

Ultimately it’s about having a shared understanding of:

- what is the ACP Framework
  - what needs to be done
  - your responsibilities
- the resources you have to support you.

We’ll explore a range of scenarios – specific questions taken up later
The Big Picture

• Vice Chancellor highlighted a need to focus on the development of a high performing workforce

• Realignment of academic and professional staff with organisational strategy is a priority over 2012-2014

• ACP facilitates individual balance/type of workload cascading from institutional imperatives

• ACP is laying the foundation for an agile and high performing workforce
Up Close: Academic Career Pathways

• Recognises, embraces and enables a range of career trajectories that may be undertaken across the lifecycle of an academic.

• Seeks to enhance the career satisfaction and prospects of the individual while concurrently building an optimum workforce profile that can fulfil the strategic objectives of the University.

• Enabled through the Staff Enterprise Agreement 2010-2013
Academic Career Pathways (Strategy)

enables

Academic Workload Framework (Staff Enterprise Agreement 2010-2013)

Underpinned by
<table>
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<th>Teaching</th>
<th>Research and/or Scholarship</th>
<th>Other activities</th>
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<td>40%</td>
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<td></td>
<td>638 hours (up to 336 hours face to face - or equivalent - contact time)</td>
<td>638 hours</td>
<td>319 hours</td>
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<td><strong>Teaching-focussed</strong></td>
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<td>Up to 319 hours (Research focused: up to 168 face to face; Research only: up to 96 hours face to face – or equivalent maximum contact time)</td>
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<td><strong>Academic Leadership/Service</strong></td>
<td>Up to 40%</td>
<td>Up to 638 hours (normally 96 hours face to face – or equivalent maximum contact time)</td>
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ACP and Probation

• ACP expectations will need to feature in recruitment and therefore probation

• Will be relevant to career pathway

• There will be changes to policy and review application to reflect this

• Little or no change for most people
ACP and Planning and Review

• Academic Planning and Review process requires changes that embrace ACP

• Simplify process - establish short and long term goals, annual review based, on collected evidence

• Interim process and forms for 2012 planning

• There will be some policy and formalised processes to reflect this
ACP and Promotion

- Clear and transparent criteria for promotion across all pathways
- Establish equal access to promotional opportunity across all career pathways
- Revised promotion criteria for 2012
The Career Planning Conversation

Context of the conversation:

• Role clarity
• Current pathway & performance/future pathway & performance
• Past, current, and 2012 workload focus
• Academic Career Pathway confirmation 2012
• Career Plan 2012-2014
The Career Planning Conversation

- Two-way, collaborative, outcomes-focused
- Allow adequate time, scheduled in advance
- Remove interruptions
- Preparation is essential
- Conduct this meeting face to face wherever possible
The Career Planning Conversation

Preparation & Expectations:

- Prepare a conversation plan
- Think about issues/solutions/questions
- Bring specific examples and evidence
- Be constructive and honest, provide a reality check
- Use the checklists and resources to prepare (*will be available online*)
Reflection and Evaluation

Career Aspirations

Career Development Plan

Short and long term goals
• Where are they now?
• What has been their work profile and performance to date?
• At what career stage are they?
• What are their key capabilities, strengths and weaknesses?

Reflection and Evaluation
• Where do they want to go?
• Is this a realistic option based on quadrant 1?
• Which ACP pathway is evident?
• Is current and desired ACP the same?
• Confirm ACP
• What short & long term goals will lead toward career aspirations?

Short and long term goals
Career Development Plan

• What actions will facilitate these goals?
• What resources (including people) will assist?
• What are realistic timeframes to achieve them?
At the end of the conversation

Confirmation of an allocated academic career pathway

A mutually agreed plan with specific goals, steps and timeframes to ensure a map for career enhancement / progression is set in motion

All plans and actions should be aligned: Individual - School - University strategic objectives
Managing Career Conversations: Case Studies
Case Study One: The Scenario

Staff member is unsure about desired career direction / progression
Case Study One: The Response

- Further exploration, discussion, probing quadrant 1

- If happy and performing in a Teaching and Research pathway for now, allocate as such

- Pathways designed to be flexible, so can change direction at a later date if different aspirations arise

- Ensure some stretch goals are set for the year to ensure they are still growing in their role
Case Study Two: The Scenario

No research output for number of years but wishes to maintain a teaching and research workload
Case Study 2: The Response

- Re-visit evidence of past performance in an attempt to gain agreement that this has proven unsatisfactory in the past
- Discussion about expectations and outcomes if desired pathway remains teaching and research
- Discussion of enabling strategies for research output
Case Study 2: The Response

• One off enabling research activity workload allocation for those with PhD completed in previous year

• Identified early career researchers are eligible for the allocation for up to 2 years

• Transitioning to T&R (unpublished in recent years) are eligible for workload allocation dependent upon research plan

• Full conditions outlined in the Academic Workload Model

• Implications for not meeting criteria for enabling pathway
Case Study Three: The scenario

Staff member does not wish to progress through promotion pathway (happy where they are)
Case Study 3: The response

• Seek to understand motivations (ensuring it is about life/career stage, not dissatisfaction or disengagement)

• Ensure some stretch goals are set for the year to ensure they are still growing in their role

• Pathways and careers are flexible, so re-visit next year
Case Study 4: The scenario

Staff member identifies themselves in a Research-only pathway and does not want to do anything differently to what they have done in the past.
Case Study 4: The Scenario

- Reinforce that the pathway, as written in the Enterprise Agreement requires all research-only staff to take on a teaching load up to 96 hours

- Students benefit from having access to ACU’s key research personnel

- Negotiate how this will work for 2012
Systems, Recording, Reporting

- Academic Workload Planning System
- Academic Career Pathway plan / review submitted to HR
- Pay Global will change
- Individual personnel file
Academic Workload Planning System

Key changes:

• Introduction of ACP field

• Reallocation of hours / activities under:
  • Teaching Related
  • Research and Scholarship
  • Other activities
  • Leave

‘Red flagging’ of areas of workload that are under- or over- load
(outside of tolerances)
# Current Academic Workload

**Staff Details**

- **Title**: Dr
- **First Name**: Bloggs
- **Last Name**: Joe
- **School/Department**: School of Education NSW
- **Level**: 1.0
- **Employment**: FT
- **Semester availability**: 
- **Comment**:

**Staff Summary**

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**Teaching Summary**

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<th>Original tutorial</th>
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View Policy | Help
Who are my key contacts?

Your peer Heads of School or Executive Dean is your first port of call.

They will be supported by specialist advice from other HR work units if required.
Ongoing support

- Learning Circles will be established to provide a peer network for support and skill development.

- Employee Assistance Program (EAP)
Questions
Contact Details:

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ACP Project Officer

Leisha.ryding@acu.edu.au

02-9739-2935