

Staff Recruitment, Induction and Performance Policy

1. Purpose

The Staff Recruitment, Induction and Performance Policy outlines the type and level of staff that the Institution recruits and appoints to support its academic and corporate requirements. This policy provides for the recruitment, appointment, induction, and performance of academic and corporate staff in a transparent, equitable, and non-discriminatory manner. This policy should be read in conjunction with the *Employee Handbook, Recruitment Guidelines* and other internal forms and guidelines relating to performance review.

2. Scope

This policy applies to all current and potential staff and those involved in recruitment, appointment, induction and performance processes and decisions.

3. Definitions

See *Glossary of Terms*.

4. Policy statements

Recruitment and appointment

4.1 The Institution is committed to all staff being appropriately qualified, motivated, and able to engage with, and contribute to, the Institution's strategic and corporate objectives and values.

4.2 The Institution recruits:

a. academic and corporate staff based on course and subject requirements and the educational, academic support and administrative needs of student cohorts. It seeks to establish a staffing profile with the oversight and teaching capacity

needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.; and

b. hospitality and events staff to support the strategic and operational plans of the Functions and Venue Hire commercial operation.

4.3 The Institution ensures that all staff are appropriately qualified and have relevant skills, attributes and experience as per the responsibilities of their roles and in accordance with the requirements of the Higher Education Standards Framework 2021.

4.4 Recruitment and appointment practices and decisions:

a. are transparent;

b. are equitable;

c. are evidence-based;

d. are based on merit;

e. are free from bias and unlawful discrimination;

f. support equality of opportunity for diverse candidates; and

g. supports an inclusive and diverse workforce

h. support the Working with Children Check (WWCC) Guidelines.

4.5 The Institution encourages a working environment which is free from discrimination and harassment as per the *Diversity and Equity Policy* and ensures that employment decisions are taken without reference to irrelevant or discriminatory criteria.

4.6 The Institution encourages Aboriginal and/or Torres Strait Islanders to apply for positions at all levels of the Institution.

4.7 Academic staff recruited and appointed with responsibilities for academic

oversight and those with teaching and supervisory roles in courses or subjects are equipped for their roles, including having:

- a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice.
- b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of student cohorts, and
- c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise.

4.8 Processes explaining how prospective staff are recruited and appointed are outlined in the *Recruitment Guidelines*.

Induction

4.9 All staff receive an induction upon commencement of their employment to ensure that they understand expectations and are familiar with, and understand the importance of adhering to, policies and procedures. Managers are to adhere to the induction guidelines and checklists provided by the Vice President (People and Training).

4.10 All staff, with the exception of casual staff, are subject to a probation period as specified in their contract.

4.11 Staff are expected to have and maintain a thorough understanding of the *Employee Handbook* and *Staff Code of Conduct*. Any breaches are dealt with as misconduct.

4.12 All staff are encouraged to value relationships and build culture by demonstrating the Institutional Values as outlined in the *Employee Handbook*.

4.13 Relevant information about the Institution and its obligations under the National Code 2018 and the Higher Education Standards Framework, and other

legislation, are communicated and understood by new staff.

4.14 All academic staff, including casual staff, are required to complete the Academic Integrity Module and any other requirements as defined by the Institution prior to commencing teaching.

Performance

4.15 The Institution is committed to providing a supportive environment for all staff to fulfil their duties to the best of their ability while remaining accountable for their performance. Performance expectations are realistic and aligned to strategic objectives.

4.16 Staff performance is monitored regularly, and feedback provided as appropriate. Corrective action is taken promptly for issues relating to underperformance and recognition and reward given for strong performance.

4.17 Staff, including casual staff, participate in annual performance appraisals (with a mid-year review for salaried staff) to enable continuous improvement.

4.18 Performance of academic staff, including casual staff, is reviewed utilising student feedback, professional development plans and scholarly activities. Staff, are provided with feedback gathered from the *Student Evaluation of Teaching and Units*(SETU) survey each study period. The consideration of the SETU feedback, and expectations outlined in job descriptions, form part of the performance review process and leads to the development of a plan to support enhanced teaching practices.

4.19 In addition, academic staff, including casual staff, are reviewed through the Teaching Excellence Award program in which certain criteria must be met such as high SETU rates, examples of positive student feedback, attendance and retention rates in class, and assessment completion rates. Further measures include completing the Academic Integrity Module and completing and achieving Moodle Minimum Standards for subjects taught, which relate specifically to the duties required to set up and manage all student learning and reporting functions.

5. Roles and responsibilities

5.1 The Board of Directors approves the recruitment and appointment of the Chief Executive Officer (CEO) and receives reports about recruitment activities.

5.2 The Academic Board is responsible for overseeing the establishment of a suitable academic workforce profile.

5.3 The CEO is responsible for coordinating the recruitment, appointment, and induction of members of the Executive Management Group (EMG).

5.4 The Vice-President (People and Training) is responsible for advising hiring managers and facilitating the recruitment, appointment, and induction of all staff members.

5.5 The DVC (Learning and Teaching) is responsible for:

- a. Implementing the Workforce Plan;
- b. approving academic staff position descriptions;
- c. recognising equivalent experience;
- d. appointing academic staff upon approval by the CEO; and
- e. maintaining satisfactory academic staffing levels with relevant in-field experience.

5.6 The EMG advises and supports the CEO and the DVC (Learning and Teaching) in relation to recruitment and is responsible for monitoring and making recommendations for improvement relating to recruitment, appointment, and induction of staff.

5.7 Managers are responsible for conducting recruitment, appointment, induction, and performance activities in accordance with this policy.

6. Related documents

Academic Freedom and Scholarly-led Inquiry Policy

Academic Staff Qualifications and Experience Policy

Employee Handbook

Manager's Toolkit

Recruitment Guidelines

Scholarship in Learning and Teaching Policy

Scholarship in Learning and Teaching Procedures

Approved by	Board of Directors
Effective date	7 December 2021
Relevant legislation	Higher Education Standards Framework (Threshold Standards) 2021 Fair Work Act 2009 Privacy Act 1988