Academic Staff Professional and Scholarly Development Guidelines

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ICMS is committed to supporting the academic staff in learning and teaching excellence, as outlined in the *Staff Recruitment, Induction and Performance Policy*. This document serves as a comprehensive guide to assist academic staff in their transition, integration, and ongoing professional development within the institutional academic community.

1. Objectives

These guidelines are to ensure:

- Academic staff, including teaching staff and academic management staff, new to ICMS are inducted in order to provide them with the knowledge and skills necessary for them to perform their role;
- The induction process provides the new members of staff with an understanding of the key elements of the Institution, culture, business vision and mission and Learning and Teaching philosophy;
- Academic staff are supported with a Mentor;
- Academic staff are provided with the equitable access to professional and scholarly development opportunities that support career progression, inclusive workplace practices and a diverse academic workforce.

2. Related Policies & Procedures

These guidelines are underpinned by the following policies and procedures from the Policy Library (https://policies.icms.edu.au/):

- *Staff Recruitment, Induction and Performance Policy*;
- *Protection of Freedom of Speech and Academic Freedom Policy;*
- *Academic Staff Qualifications and Experience Policy;*
- *Employee Handbook* (On ELMO);
- *Scholarship and Scholarly Practice Policy;*
- *Scholarship and Scholarly Practice Procedures;*
- *Scholarship and Scholarly Practice Framework;*
- *Academic Titles and Promotions Policy;* and
- *Academic Titles and Promotion Procedures.*

3. Induction and Onboarding

Onboarding is the organisational process designed to familiarise new academic staff with essential information about the institution, its personnel, and services, in order to successfully perform their role responsibilities.

The onboarding experience aims to achieve the following:

- Emotional and rational engagement;
- New starter is fully equipped to do their job;
- Minimal stress and ambiguity;
- Increased immediate productivity; and
- Reduced turnover and associated costs.

Academic Staff Onboarding Journey:

The following are a series of checklists designed for the line manager to support the full onboarding of new academic staff. The purpose of this checklist is to:

- ensure that the right information is given to the new academic staff at the right time by the appropriate individual; and to
- provide an easy-to-use checklist and guide for all those involved in the orientation process.
- clearly define the roles and responsibilities for academic staff orientation;

3.1 Pre-Arrival

- Confirm start date with new academic staff and finalise the contract;
- Human Resources will send the contract plus *Employee Handbook* and other relevant information for completion by the new academic staff;
- Inform new academic staff of first day arrival information, where to go and what to bring. Set up welcome meeting with an existing staff colleague/mentor;
- Invite new academic staff to the Faculty Day;
- Inform all Academic Department staff of the new academic staff's start date and role, plus brief team;
- Prepare first day and first week agenda for the new academic staff (see 'First Day/First Week' sections below for guidance);
- Assign a mentor if needed, and guide the mentor through the training agenda for the initial weeks, and provide support and/or training where necessary (see 'Mentorship Program' section below for guidance);
- Follow the ELMO Onboarding procedures as prompted by the HR system and complete all required tasks;
- Prepare workstation/ office set up/materials for new academic staff – as applicable:
    - Operations: Workstation furniture and access card (city campus only),
    - Manager on Duty (MOD): Campus Card;
    - IT: Laptop and MS account setup/network access;
    - HR: Name badge;
    - HR: Staff profile photo;

3.2 First Day

- Welcome and introductions to team and office/campus;
- Provide the First Day and First Week Agenda;
- Liaise with Human Resources to ensure all paperwork has been completed for new academic staff;
- Brief site tour: Access procedures, bathroom locations, kitchenette/s, dining outlets (including meal times), printing/copying, offices, boardrooms, relevant storerooms;
- Provide new academic staff with a copy of their job description, and give an overview of their responsibilities, performance expectations, ordinary hours of work and breaks. Provide a realistic preview of a typical day;

- Meet with the appointed mentor (if applicable);
- Explain structure of work area including department's organisational chart, workflow, division of tasks and ICMS visions;
- Explain roles of key personnel, and supply contact details of respective Head of Department, and advise who to call in case of lateness and/or illness:
    - Deputy Vice Chancellor
    - Postgraduate Dean
    - Undergraduate Dean
    - Associate Dean of Scholarship
    - Head of Learning, Teaching and Innovation (LTI)
- Supply contact details for ICMS systems:
    - ELMO: Vice President (People and Training),
    - IT Access on Starting: Network and Systems Administrator
    - Moodle: Head of Learning, Teaching and Innovation
    - INTEGRATION SOFTWARE: Information Systems Manager
    - Avantis: Vice President (Student Administration) & Deputy Registrar
    - Student Services: Vice President Student Life
    - Library: Library Services Manager
- Demonstrate computer logins, and other relevant systems for review:
    - ELMO, payroll, leave applications and timesheet
    - MS suite & SharePoint
    - Moodle
    - Zoom
    - Echo360
    - Avantis
    - PowerBI

3.3 First Week

- Review ICMS policies and procedures from the Policy Library that apply to the academic staff's role including over the first few weeks of employment:
    - HESF 2021, ESOS Act 2000, and National Code 2008;
    - Employee Handbook;
    - Staff Code of Conduct;
    - Workplace Health and Safety policies: critical incident reporting and management;
    - Course and subject related policies and procedures: course proposal and subject outlines, development, review and approval;
    - Assessment related policies and procedures: design, review, grading, feedback, submission & academic integrity;
    - Scholarship and scholarly practice related policies and procedures: scholarship, scholarly practices, academic titles & promotions, supports;
    - Student support & wellbeing related policies and procedures: support, complaints and appeals.

- Arrange times for the new academic staff to meet with relevant Executive Management Group (EMG) members and/or CEO, and other key stakeholders, if needed;
- Allow opportunity for new academic staff to access, and familiarise themselves with SharePoint:
  - Using the SharePoint and MS Teams for collaboration on projects with other program managers, lecturers and Dean (report, subject sign-off meetings, etc.);
  - Basic knowledge on SharePoint and MS Teams functionalities is needed to ensure documents can be loaded into folders for academic and or committee meetings;
- Attend the LTI Learning and Teaching Induction training which includes the following:
  - Advice and guidance in getting started with teaching at ICMS including an introduction to the ICMS learning and teaching principles.
  - Understanding and ensuring the Moodle Minimum Standards (MMS) have been adhered to and implemented;
  - Creating and auditing settings in TurnitIn dropboxes for scheduling assessment submissions;
  - Creating and linking the marking rubrics to TurnitIn;
  - Supporting Moodle Grade Book usage and grade entering
  - Setting up Moodle activities (padlet, quizzes etc);
  - Updating learning and teaching resources;
  - Support in facilitating online communication with students;
  - Introduction to learning pathways in Moodle (e.g AIM module);
- Allow opportunity for new academic staff to access, and familiarise themselves with the following platforms:
  - ZOOM: Zoom account familiarisation and functionality finetuning, breakout rooms, polls, screen-sharing, recording, using the whiteboard etc.
  - Echo360: ECHO360 account troubleshooting, editing and linking video recordings to Moodle for students to view.
  - INTEGRATION SOFTWARE: Checking Students' academic records, academic misconduct and contact details; Retrieving updated student attendance lists;
  - ELMO: Checking lecturers' academic records and contact details; Updating personal profile with academic scholarship outputs;
  - PORTAL (to be moved to Moodle soon): Checking for SETU results and student comments;
  - Ensure PMs are proficient with the Sign-Off Process, including gradebook set-up import and administration;
  - If applicable: PowerBI: Creating a better understanding of WHAT is available in BI and HOW the information can be accessed; Working with Demographic and Cohort Reports, Onboarding reports, Educational KPIs, Student on-line activity reports, ANE lists, etc.
  - ICMS Library and Databases: how to access, what resources are available and who to contact for inquiries;
- Prepare the START OF TERM CHECKLIST with useful links.

3.4 First Month

- Allow opportunity for new academic staff to complete the onboarding trainings on ELMO;
- Familiarise the new academic staff with the academic operation procedures at ICMS:

  - Privacy and policies
  - Census day
  - Academic issues/ handbook
  - Academic Integrity policies and procedures - L&T pathways on academic integrity and AIM
  - Complaints and appeals
  - Course proposals and subject outlines
  - Assessments
  - Assessment operations: submission, supervision, uploading (criteria marking), validation and moderation
  - Classroom behavior: replace furniture, no food/open drink – act as role model
  - Commitment to teaching technologies: troubleshooting, recording lessons and uploading, other
  - Commitment to participate in institution activities and events (meetings, graduation ceremony, master classes, open day, etc.)
- Schedule regular check-ins for the new academic staff to meet with the manager to set KPIs and key professional development expectations;
- Schedule regular meetings with the mentor as per the mentorship schedule (See 'Mentorship Program' section below for details);
- Provide information about faculty committees, interest groups, professional development sessions and other opportunities for involvement, and encourage participation in academic and social events to foster a sense of community.

3.5 First Three Months

- Arrange times for the new academic staff to meet with the Associate Dean of Scholarship to discuss scholarship expectations and supports needed;
  - Outline scholarship performance expectations (three SOAR entries per year) and opportunities for professional and scholarly development, including workshops, seminars, and conferences;
  - Provide information about available resources for scholarship and research, such as the Scholarly Practice Hub on Moodle, scholarship clusters, grants, awards and collaboration opportunities;
  - Introduce the Institution's policies on scholarship, research ethics, and SOAR (scholarly output and activity register);
- Schedule regular check-ins with new academic staff to assess their integration, address concerns, and provide feedback;
- Finalise the mentorship program (See 'Chapter 4. Mentorship Program' below for details);

3.6 First Six Months

- Establish a feedback mechanism for new academic staff to share their experiences and suggestions for improvement, and use feedback to enhance the onboarding process continually;
- Encourage new academic staff to create individual development plans outlining their professional goals and growth areas, and provide support and resources to help the academic staff achieve their professional development objectives;

- Highlight opportunities for faculty to showcase their achievements and contributions;
- Outline the Institution's performance review process and criteria for recognition, and conduct performance review on ELMO.

3.7 Roles and Responsibilities

People and Training:

- Create induction tools at organisational level on ELMO;
- Provide tools for managers to facilitate process;
- Administer completion of online induction modules;
- Run interactive induction sessions;
- Alternate point of contact for questions;

Dean, Program Manager &/or Delegate:

- First point of contact for the new academic staff;
- Work through induction checklist;
- Complete induction plan;
- Assign mentors and guide the mentors through the mentorship process;
- Connect new academic staff with key stakeholders in the institution;
- Discuss specific role requirements and expectations based on the job description;

Associate Dean of Scholarship:

- Provide information and support in scholarship practices;

Learning, Teaching and Innovation:

- Provide learning & teaching induction training;
- Resources and How to Guides to support classroom delivery
- Support and guidance in the design and development of learning objects
- Support in effectively facilitating learning through the Moodle Learning Management system
- Professional development in Higher Education learning, teaching and innovation

Mentor (See below the 'Chapter 4: Mentorship Program' section for details):

- Provide mentorship guidance and support;
- Record the mentorship activities and events;
- Report to the manager if further support and/or performance management is needed;

New academic staff:

- Work through induction checklist;
- Finish online induction modules on ELMO;
- Finish all systems training with line managers and/or relevant stakeholder(s);
- Attend orientation and faculty day;
- Attend learning and teaching induction with the LTI team;
- Work collaboratively with the mentors throughout the mentorship program;

4. Mentorship Program

4.1 What is a mentor?

New lecturers to ICMS with limited or no teaching experience are assigned a Mentor by the Program Manager responsible for the lecturer. The Mentor allocated to the new lecturer is agreed in consultation with the relevant Dean.

The Mentor is a person with experience at teaching/facilitation at ICMS and has a broad knowledge of the key departments that interrelate with the ICMS Academic team, the culture and Learning and Teaching Principles. The Mentor provides support to the new lecturer by providing advice on classroom management, reflective practice, student management, ICMS Learning and Teaching Principles, expectations of the role and responsibilities and other institutional practices for example on managing academic integrity cases.

The current full-time teaching staff are the suggested mentors, that have been deemed suitable for the role would be chosen, supported by Program Managers and Subject Leads. Sessional teaching staff taking on the role of mentor, will be remunerated as per the estimated hours (see below).

4.2 Mentor-Mentee Pairing

The Program Manager is responsible for selecting a mentor for the new academic staff and communicating with both parties to set up their introductory meeting during the first week of employment.

- Select the mentor in advance of the new academic staff's commencement;
- Make a well-considered selection of a mentor for the new academic staff;
- Brief the mentor on the role they are to take in the new academic staff's induction;
- Ensure the mentor has full access to the mentorship recourses and supports;
- Allow time for the mentor to be accessible to the new academic staff;
- Take the time to personally introduce the new academic staff to their mentor;
- Monitor the progress of the relationship to ensure it is proceeding well;
- Recognise the mentor for their contribution to induction;

The Program Manager will facilitate the pairing of mentors and mentees based on academic interests, departmental alignment, and compatible communication styles.

4.3 Responsibilities of a Mentor

Building rapport:

- Develop a positive and trusting relationship with the mentee.
- Clearly communicate the purpose, goals, and expectations of the mentorship relationship.

Providing guidance and support:

- Establish a timeline and schedule for meetings and interactions.

- Share insights, experiences, and knowledge relevant to the mentee's professional and academic goals.
- Share resources, such as relevant articles, books, and professional development opportunities.
- Offer guidance on career development, research projects, and teaching strategies.

Providing peer review & observations:

- Conduct teaching observations and provide feedback to enhance the mentee's teaching skills.
- Collaborate on strategies for effective classroom management and student engagement.

Facilitating assessment moderations:

- Support the mentee in understanding and implementing moderation processes to ensure consistency and fairness in grading.
- Collaborate with the mentee in the analysis of assessment results to identify trends, areas for improvement, and opportunities for refining teaching strategies.

Offering feedback:

- Regularly assess the effectiveness of the mentorship relationship.
- Be open to feedback and make adjustments as needed to meet the evolving needs of the mentee.

Maintaining mentorship records:

- Keep organised records of meetings, discussions, and milestones achieved during the mentorship.
- Record feedback provided to the mentee, including both positive reinforcement and constructive criticism.
- Provide evidence of the mentee's progress and achievements as needed.
- Document observations from teaching peer reviews or other professional assessments.

4.4 Mentorship Schedule and Tasks

The mentorship program will typically run the first term of the new academic staff's employment. Participants are encouraged to continue the mentorship relationship beyond the formal program if both parties agree.

- Meet the new academic staff on their first day where possible;
- Two 60-min meetings for the first two weeks;
- Two live class observations, mentee to mentor;
- Two live class observations, mentor to mentee;
- For the rest of the term, general 10-15-min catch-ups per week or longer as needed;
- One 60-min assessment moderation session towards the end of the term;
- One 30-45-min meeting for feedback at the end of the term;

Please see below for a sample mentorship schedule (approximately **9*** contact hours in total):

Mentorship Schedule (Sample)

Weeks	Duration	Recommended Activities
0.	30 mins	Orientation: meeting the mentor
1.	60 mins	Mentor-mentee meeting: policies and procedures
2.	60 mins	Mentor-mentee meeting: academic operations
3.	60 mins	Class observation: mentee to mentor
4.	60 mins	Class observation: mentor to mentee
5.	60 mins	Class observation: mentee to mentor
6.	60 mins	Class observation: mentor to mentee
7.	10-15 mins	Mentor-mentee meeting: general inquires, concerns and feedback
8.	10-15 mins	Mentor-mentee meeting: general inquires, concerns and feedback
9.	10-15 mins	Mentor-mentee meeting: general inquires, concerns and feedback
10.	60 mins	Assessment moderation & sign-off process and requirements
11.	30-45 mins	Mentor-mentee meeting: feedback and expectations
12.	--	Mentor finalising all mentorship records on ELMO

Note:

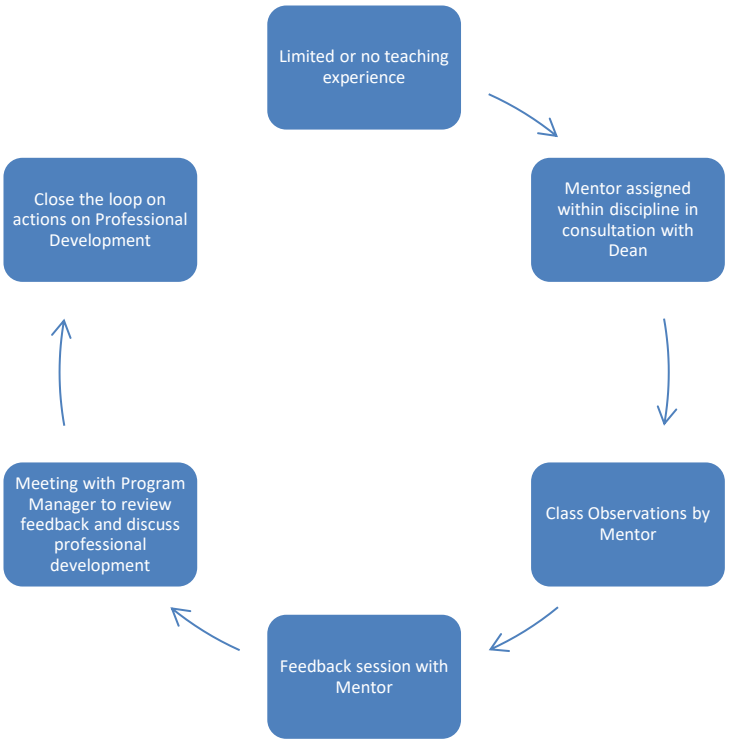
- Mentors are expected to dedicate approximately 9 contact hours in total.
- Compensation will cover 7 hours of mentoring activities, excluding the 2 hours allocated for mentee observation purposes.

4.5 Peer Review & Classroom Observations

During the first term of teaching the Mentor will arrange classroom observations with the teacher normally within the first 8 weeks of teaching.

- The new lecturers will be encouraged to attend at least 2 live class sessions of the mentor (online and/or face-to-face on campus), to observe and provide teaching suggestions and recommendations;
- The Mentor will attend 2 live class sessions of new lecturers to ensure quality and provide support as needed.

The classroom observation provides the opportunity to observe a classroom delivery by the new lecturer, meet with the lecturer to provide feedback, discuss teaching and facilitation practices and to support the new lecturer during their first period with ICMS.



There are 3 steps in the observation:

- **Step 1: Pre-observation Planning**: the reviewer and reviewee will discuss and agree on a day which is suitable for the observation, and the reviewee prepares a brief overview of the lesson, and send it together with all other resources needed for the lesson to the reviewer prior to the lesson. The lesson should contain a high degree of teacher-student and student-student interaction.
- **Step 2: In-Observation**: the observation will take place at the agreed time. A list of the Observation Criteria should be sent to the reviewee in advance. The reviewee should also reflect on his/her lesson, and be prepared to discuss it in a follow-up meeting. A Self-reflection form is included in the same form for reviewees to fill out.
- **Step 3: Post-Observation General Feedback**: the reviewee will meet with the reviewer in a follow-up feedback meeting. The reviewee then will be asked to reflect on the lesson and give a copy of the Self-reflection, and the reviewer will give the feedback regarding the Observation Criteria. Reviewer and reviewee together co-identify three core strengths and three core opportunities for reviewee.

4.6 Observation Criteria & Observation Form

The observation criteria of quality teaching that the reviewer will be looking for in the peer review are outlined *Peer Review of Teaching: Teaching Observation Form*. The reviewee is expected to present evidence of the following:

- Objectives, coherence and student understanding

- Learning activities and participation
- Use of questioning and student feedback
- Organisation of subject materials

The peer review observation is recorded in *Peer Review of Teaching: Teaching Observation Form*, downloadable from the SOAR Form in ELMO.

4.7 Note Regarding Experienced Lecturers

In cases where a new lecturer has significant teaching experience, the standard mentorship pairing may not apply. Instead, the Program Manager or designated staff member will follow a similar procedure to observe the lecturer's classes during the first term of employment. This process aims to assess the lecturer's teaching methods, classroom dynamics, and alignment with institutional standards.

The Program Manager or designated staff member will provide feedback and support as needed, ensuring a smooth transition into the academic community. The lecturer is encouraged to engage in discussions with the Program Manager to address any specific concerns or seek guidance on professional development opportunities.

4.8 Benefits & Recognition

Within the institutional scholarship framework, it's important to note that the mentor's contributions extend beyond traditional mentorship roles. Engaging in activities such as providing peer reviews and conducting class observations not only enrich the mentorship experience, but may also be recognised as scholarly practices.

The recognition of contribution to the scholarly practices is agreed in consultation with the Program manager and the Associate Dean (Scholarship).

Refer to the following policies and procedures for details:

- *Scholarship and Scholarly Practice Policy;*
- *Scholarship and Scholarly Practice Procedures;*
- *Scholarship and Scholarly Practice Framework;* and
- *Academic Titles and Promotion Procedures.*

5. Performance Review and Planning

The performance review and planning process is the framework for setting objectives, planning the development activity and reviewing performance throughout the year. It is important that the performance review and planning process is discussed with the staff member early in their employment.

Staff, including sessional/casual staff, participate in the following performance review activities to enable continuous improvement:

- a mid-year review for salaried staff;
- annual performance appraisals for all academic staff (incl sessional /casual staff);

- Staff, are provided with feedback gathered from the *Student Evaluation of Teaching and Units* (SETU) survey each study period;
- student feedback, professional development plans and scholarly activities.

Check out the performance management information on ELMO, *Employee Handbook* and in the following policy for more information and resources to guide the new academic staff through the process:

- *Staff Recruitment, Induction, Performance Policy*;
- *Employee Handbook* (On ELMO).

6. Academic Professional Development and Training

6.1 Academic Professional Development Programs and the alignment with the *Academic Titles and Promotions Policy*

The *Academic Titles and Promotions Policy and Procedures* support the academic staff's individual performance goal setting, appraisals and promotions as they set out the key criteria for promotions as well as the types of evidence one needs to demonstrate to advance to the next academic level.

In support of professional and scholarly development, the Institution provides the academic staff with the academic professional development (APD) programs. The APD programs support three of the four Academic Performance Domains for academic promotions as stated in the *Academic Titles and Promotions Policy,* namely:

- Learning and teaching
- Scholarship/research
- Service and leadership (excl. civic engagement)

'Industry or professional practice' and 'civic engagement' that are not directly related to scholarship/research are not supported. Staff are encouraged to seek and utilise resources outside of ICMS.

The programs are designed based on the level of capability expected of each academic promotion level. Therefore, they each have their own themes:

- Program for promotion to level B:
  - Being an effective teacher
  - Basic scholarship/research skills
- Program for promotion to level C:
  - Managing an academic program
  - Growing your research career
  - Managing and leading people in higher education
- Program for promotion to level D:
  - Being a senior academic leader
  - Preparing for strategic and departmental level responsibilities

Program for promotion to Level E will not be offered yet as low demand is expected.

6.2 APD Opportunities Available at ICMS

The types of academic professional development offerings provided or facilitated by ICMS are:

1. **Internal in-person workshops**: Structured, instructional learning; participants may produce something concrete at the end, such as a plan or strategies
    - **Growth Area 1**: Teaching Method and Practices
    - **Growth Area 2**: Course and Subject Development and Review
    - **Growth Area 3**: Assessment Development and Review
    - **Growth Area 4**: Scholarship and Research
    - **Growth Area 5**: Technology and Innovation in Learning and Teaching
    - **Growth Area 6**: Legislation and Quality Assurance:
    - **Growth Area 7**: Student mentoring, coaching, counselling and advising
    - **Growth Area 8**: Academic leadership
2. **External workshops or seminars**: Those run by universities in Australia or overseas;
3. **Self-paced online learning**: Online short courses provided by third parties, e.g. Epigeum or Coursera for research-related courses and LinkedIn Learning for management/leadership skills;
4. **Mentorship**: Customised to the needs of the mentees; most likely internal; mentors can be +1 level academics and Honorary Professors (See Chapter 4 Mentorship Program for details);
5. **Internal Brown Bag / Book Club**: Peer to peer sharing and discussions based on a given theme;

The design and delivery of the programs require a considerable amount of resources. Therefore, those who want to take part are required to enrol and commit to completing their program, although some internal offerings may be open to all staff if capacity allows.

Lecturers are advised to engage with the Associate Dean of Scholarship to discuss academic professional development plans and explore potential opportunities for advancement if seeking academic promotion as per the *Academic Titles and Promotions Procedures*. Additionally, they are encouraged to review the *Scholarship and Scholarly Practice Framework* for details on the requirements for scholarly output.

Termly Opportunities at ICMS

There will be routine APD opportunities that occur regularly at specific times every term at ICMS:

- Faculty Day at the beginning of each term;
- Mid-term PD seminars;
- New teaching staff mentoring & peer review (class observations);
- Student mentoring, coaching, counselling and advising;
- Scholarship grants and awards (entries due on Friday of Week 9)

These opportunities will be made available to all faculty members, ensuring equitable access to professional development initiatives.

Lecturers are encouraged to contact the Program Manager or Associate Dean of Scholarship to express their interest in any identified topics should any opportunities arise.

On-going Opportunities at ICMS

The following ongoing professional development and training opportunities are provided to all faculty members through the academic year at ICMS:

- Learning pathways on the L&T Hub for Lecturers
- Course & subject development/re-development and reviews;
- Assessment development, validation and moderation;
- Pilot programs;
- Benchmarking programs;
- Access to external third party providers and their learning modules OneHE;
- Industry engagement and civic leadership programs, such as Master classes, Employability Symposium;

These opportunities will also be made available to all faculty members, ensuring equitable access to professional development initiatives.

Lecturers are encouraged to contact the Program Manager or Associate Dean of Scholarship to express their interest in any identified topics should any opportunities arise.

Faculty members who are seeking academic promotions should speak to their manager and the Associate Dean of Scholarship for additional and customised support.

6.3 Academic Promotion and Academic Professional Development Matrix

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	Scholarship/research	Service and leadership (excl. civic engagement)	Internal in-person workshop	External workshop or seminar	Self-paced online learning	Mentorship	Internal Brown Bag / Book club
B **Being an effective teacher**	• Developing a teaching portfolio ○ Teaching philosophy ○ Collecting evidence			**Growth Area 1**: Teaching Method and Practices x				
Basic scholarship/ research skills	• Learning experience design ○ Engaging students in the classroom ○ Assessment design – Validity and reliability			**Growth Area 1**: Teaching Method and Practices X **Growth Area 2**: Course and Subject Development and Review X **Growth Area 3**: Assessment Development and Review X	x	x		

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	**Scholarship/research**	**Service and leadership (excl. civic engagement)**	**Internal in-person workshop**	**External workshop or seminar**	**Self-paced online learning**	**Mentorship**	**Internal Brown Bag / Book club**
	• Peer class observation (to observe and be observed)						x	
		• Developing your own scholarship/research agenda		**Growth Area 4**: Scholarship and Research x				
		• Essential research methods				x		
		• Research ethics and integrity		**Growth Area 4**: Scholarship and Research x		x		
			• Career planning				x	
C	• L&T innovation			**Growth Area 5**: Technology and Innovation in L&T x	x			x

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	**Scholarship/research**	**Service and leadership (excl. civic engagement)**	**Internal in-person workshop**	**External workshop or seminar**	**Self-paced online learning**	**Mentorship**	**Internal Brown Bag / Book club**
Managing a program **Growing your research career** **Managing and leading people in HE**	• Program QA and continuous improvement strategies			**Growth Area 6**: Legislation and Quality Assurance x				
	• Contributing to students' sense of belonging, personal and professional growth			**Growth Area 7**: Student mentoring, coaching, counselling and advising x	x			x
		• Research impact planning and evidencing – creating meaning and value				x		x
		• Peer review (German Council of Science and Humanities, 2017)						x
		• HDR supervision				x		

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	**Scholarship/research**	**Service and leadership (excl. civic engagement)**	**Internal in-person workshop**	**External workshop or seminar**	**Self-paced online learning**	**Mentorship**	**Internal Brown Bag / Book club**
			• Managing people in HE ○ Four university models (McNay, 1995) and NPM ○ The academic and management divide (Ramsden, 1998; Shepherd, 2017)					x
			• Managing people in HE ○ Change management in HE (Julius et al., 1999; Crew and Crew, 2018) ○ Workload management ○ Performance management ○ Coaching for managers	**Growth Area 8**: HE Academic Leadership x	x	x		x

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	Scholarship/research	Service and leadership (excl. civic engagement)	Internal in-person workshop	External workshop or seminar	Self-paced online learning	Mentorship	Internal Brown Bag / Book club
			○ Capacity building (Toma, 2010)					
			• Academic leadership ○ Learning to lead (Ramsden, 1998; Scott et al. 2008) ○ Shared leadership (Bolden et al., 2015) ○ Connected leadership (Hayward, 2017) ○ Emotional intelligence and its downside (Chamorro-Premuzic and Yearsley, 2017) ○ Well-being – looking after oneself and others			x	x	x

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	Scholarship/research	Service and leadership (excl. civic engagement)	Internal in-person workshop	External workshop or seminar	Self-paced online learning	Mentorship	Internal Brown Bag / Book club
D **Being a senior academic leader** **Preparing for strategic and departmental level responsibilities**	• Leading L&T innovation				x			

		• Research leadership
		  ○ Shaping positive research cultures
		  ○ Project management
		  ○ Multi-level dissemination strategies
						x		

		• Grant writing			x			

			• Understanding the HE landscape
			  ○ History of Australian universities and path dependency (Davis, 2012)
			  ○ The policy environment
								x

Promotion level	Academic performance domain			PD offerings provided or facilitated by ICMS				
	L&T	**Scholarship/research**	**Service and leadership (excl. civic engagement)**	**Internal in-person workshop**	**External workshop or seminar**	**Self-paced online learning**	**Mentorship**	**Internal Brown Bag / Book club**
			○ Public vs. private universities ○ Trends, opportunities and challenges					
			• What makes a good dean (Boer and Goedegebuure, 2009; Bruner, 2017)					x
			• Strategic planning and metrics • Understanding executive level decision making	**Growth Area 8:** HE Academic Leadership x				
			• Sustainable leadership in HE (Singh and Stuckelberger, 2017)					x

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