

Workforce Policy

Version number	5
Approved by	Corporate Governance Board; Academic Board
Date of approval	5/7/22

Purpose

Sydney Institute of Higher Education (SIHE) acknowledges that an exceptional workforce of both academic and non-academic staff is key to achieving exceptional academic results. As a higher education provider, SIHE must attract and retain a staffing complement made up of qualified and dedicated professionals, thus building the capacity to support students during their studies.

This *Workforce Policy* identifies the guiding principles for developing the workforce at SIHE, with a focus on the academic staffing complement. It then details the planning process for recruiting and retaining staff, the requirements for the higher education staffing complement, and the strategies SIHE has in place to enable exceptional staff performance in their roles.

Scope

This *Workforce Policy* applies to all academic and non-academic staff, and all positions and bodies involved in workforce planning and hiring processes.

Principles

SIHE seeks to establish a workplace culture founded on:

- Academic integrity and excellence
- Transparency and accountability
- Dedication to student wellbeing.

Hiring of staff will be based on merit, taking into account qualifications and industry experience. To ensure this, the recruitment and hiring process will be rigorous and transparent.

All SIHE staff are expected to conduct themselves according to the values and code of conduct of SIHE.

The staffing complement will be carefully planned to ensure that each program of study is adequately supported in terms of educational, non-academic, and administrative needs of student cohorts.

Academic staffing must be planned with a view to ensuring that learning and teaching activities will have the capacity to engage students in critical inquiry and the development of advanced knowledge as appropriate to the level and nature of the program learning outcomes.

Academic staff members are expected to allocate at least two hours per week of consultation time for students seeking individual advice or feedback.

Procedures

Workforce planning

The primary tool for workforce planning at SIHE is the development and periodic review of the *Workforce Plan*. Workforce planning involves determining:

- The delivery requirements of SIHE's programs
- The academic, non-academic, technical and administrative support requirements of SIHE's programs
- The number of staff needed in each year to fulfil those needs
- The requirements for new staff to adequately fulfil their roles
- The timeline for recruitment, employment, and induction of new employees leading up to the beginning of the teaching term.

The *Workforce Plan* aims to ensure that the workforce meets the educational, academic support, and administrative needs of each student cohort in each program at SIHE. In response to these needs, the Plan establishes a strategy for recruitment and employment for a five year period.

The *Workforce Plan* is reviewed and redeveloped every five years, or sooner on initiation by either the *Corporate Governance Board* or *Academic Board*.

The *Workforce Plan* is drafted by the Dean in collaboration with the *Executive Management Team*, taking advice from committees as appropriate.

The first draft is submitted to the *Academic Board* for review. The *Academic Board* will review the academic staff and support staff to ensure the requirements for skills and experience are adequate to support the academic operations of SIHE.

Taking advice from the *Academic Board*, the *Corporate Governance Board* will review the draft with a focus on administrative and technical staff, and approve expenditure in line with the other business planning activities.

Recruitment and hiring processes can only be initiated on approval of the *Workforce Plan* by both Boards.

Staff requirements

Academic staff

To maintain the quality and regulatory compliance of SIHE's higher education programs, academic staff in teaching roles must:

- Hold a qualification that is a minimum of one AQF level above the level of the program they teach into (known as AQF+1 qualification)
- In some instances, substantial professional or practice-based experience and expertise will be

regarded in terms of its equivalency to the appropriate AQF level (staff employed under this arrangement must do so under guidance from more senior and appropriately qualified academic staff)

- Maintain awareness of current theory and emerging knowledge in their discipline through ongoing scholarship in the field
- Have current and relevant skills in teaching, learning and assessment, and thus able to lead students in critical inquiry at a level appropriate to the program.

Under particular circumstances, SIHE may engage staff members in learning and teaching who do not meet the above standards. In this case, the staff member must be supervised by a member of staff who does meet the standards.

Determining Professional Equivalence

SIHE acknowledges there is a risk where staff do not have the required level of qualifications and experience, they may be unable to lead students in intellectual inquiry and achieve learning outcomes appropriate for the level of the course.

Where an academic staff in a teaching role does not meet the AQF+1 qualification requirement, the Dean may make an assessment of professional equivalence.

The evidence to be considered when assessing the professional experience of an individual may include evidence of:

- leadership in the development of professional standards
- performing in a role that requires high order judgement and the provision of expert advice, or roles at a senior level
- managing significant projects in the field
- testimonials, awards or other recognition that acknowledges leadership or expertise in the field of education
- contributions in the field of education through participation in advisory boards and professional networks
- peer reviewed publications in the field of education
- other publications such as books and reports
- leadership or management of research acknowledged by peers

The assessment of professional equivalence will consider the full range of professional experience - including teaching experience (i.e. teaching at lower AQF levels, conducting professional development seminars, giving public lectures), scholarship and professional practice.

Where the Dean approves the appointment of academic staff employed under this professional equivalence arrangement they must do so under guidance from more senior and appropriately qualified academic staff). Additionally, the Dean may require the staff member to undertake specific professional development activities.

Student Support Staff

The *Academic Board* must determine specific requirements for student support staff positions during the workforce planning process.

In general, the student support staff will be required to have:

- A higher education degree in a field relevant to the position
- Experience in the higher education context.

Administrative and technical staff

Senior Management, under delegated authority by the *Corporate Governance Board*, must determine specific requirements for administrative and technical staff during the workforce planning process.

Fostering high performance

The following measures will foster high performance among all staff members at SIHE:

- Each position filled by a staff member will have a clear position description that defines the roles and responsibilities of the position
- All staff members will attend annual performance reviews as per the *Academic Staff Supervision and Performance Review Policy*
- During performance reviews, staff members will set Key Performance Indicators (KPIs) for the upcoming year, and review their progress against them at the next performance review
- Staff members have the right to request and receive formal and informal feedback from their superiors at any point during the year
- All staff members will participate in induction workshops on appointment to their position
- All staff members will participate in professional development activities as per the *Professional Development Policy*
- In particular, all academic staff will undertake professional development in higher education learning and teaching
- Staff will be offered opportunities for promotion as appropriate
- Nominations for academic staff promotion will be made to the *Academic Board*.

Policy Implementation and Monitoring

The *Corporate Governance Board* and the *Academic Board* are jointly responsible for ensuring that this policy is implemented effectively.

The *Academic Board* delegates responsibility for the day-to-day implementation of this policy to the Dean.

Both Boards will review all periodic reports, in accordance with the *Compliance Calendar*, from relevant committees and staff members. Additionally, both Boards will review all relevant student complaints, concerns raised by staff members, and instances of student or staff misconduct on an ongoing basis.

The *Corporate Governance Board* and *Academic Board* will ensure that findings from these monitoring activities are taken into account in planning, quality assurance and improvement processes.

Definitions

Academic Board: the SIHE governing body responsible for academic oversight, including SIHE learning and teaching environment and practices, program development and approval, workforce planning, research and scholarship, and academic policies and procedures. The *Academic Board* advises the *Corporate Governance Board* on academic matters.

Australian Qualifications Framework (AQF): The national policy for regulated qualifications in Australian education at all levels.

Workforce Plan: A planning document that establishes SIHE’s current position in regards to staffing, and identifies future staffing needs, setting a timeline for staff appointment.

Performance review: An annual meeting between an academic staff member and their supervisor during which the performance of the academic staff member is evaluated and areas for improvement are identified.

Professional development: Learning and development opportunities that enhance the professional capabilities in their role at SIHE, such as academic courses, industry events and accreditation, and on-the-job training.

Student Feedback Survey: The survey distributed to students at the end of each term, designed to capture data on student experiences of learning and teaching at SIHE to be used in review and improvement processes.

Review Schedule

This policy will be reviewed by both the *Corporate Governance Board* and the *Academic Board* every three years.

Version History				
Version number:	Approved by:	Approval date:	Revision notes:	Next review date:
1	Corporate Governance Board	4/09/2017		
2	Corporate Governance Board	16/10/2017		
3	Corporate Governance Board	05/02/2018		5/2/2021
4	Academic Board	01/03/2018		1/3/2021
4	Corporate Governance Board	30 September 2022	Review postponed to match postponed redevelopment of Workforce Plan to two years after commence operations following delayed start to operate due to COVID-19	06/2024







5	Academic Board	5/7/22	Determining professional equivalence	06/2024
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Related Documents

		Academic Staff Supervision and Performance Review Policy
		Professional Development Policy
		Workforce Plan