

Academic Employment

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Note that capitalised terms are defined in the relevant policy or procedure document.

1.0 Attraction, recruitment and selection

1.1 Why choose Griffith?

Griffith is renowned for being a values-led university, driven by a strong sense of purpose that the benefits of education and research should be provided to the many and not just the few. This translates into a community that is welcoming and inclusive.

To achieve our purpose, we have articulated a series of “Griffith attributes” that we look for in our staff.

- **Excellence:** We strive for distinction and quality, supporting staff to perform at a level of international excellence.
- **Reciprocity:** We engage in relationships of mutual respect, responsibility and accountability. We move beyond transactional giving and receiving to encompass a deep sense of obligation, respect and care for people, country, ancestors and future generations.
- **Inclusion:** We create an inclusive and diverse community for staff, students and partners, where people know they matter and have a sense of belonging.
- **Integrity:** We hold ourselves to the highest standards of ethical conduct and act fairly and transparently.
- **Innovation:** We are open to new ideas, new ways of doing things and new ways of thinking. We seize opportunities and recognise the need to change.

We take the career and professional development of our academic employees seriously, providing a range of career opportunities, institutional supports, collegiate networks, and a rich environment where employees can grow and thrive.

We aim to attract a wide range of academics across a broad field of disciplines through:

- Our strong track record in research and teaching excellence
- Our mentoring and peer support focus
- Our commitment to a healthy, safe and wellbeing-focused workplace
- Our prioritisation of equity, diversity and inclusion in all we do
- Our varied and welcoming campuses, including online.

1.2 Recruitment at Griffith

We recruit in line with the principles of our **Talent Acquisition Policy**, which commits us to:

- a. Merit: Choosing the best available person for the role, weighing all factors.
- b. Equity: Using a fair, transparent process that doesn’t disadvantage people with different backgrounds or needs.
- c. Diversity and inclusion: Providing opportunities to people from a broad range of backgrounds, which may include targeted recruitment in some circumstances.

Our recruitment practices are directed by the **Talent Acquisition Procedure**, which outlines the six steps that drive our recruitment activities:

- Pre-recruitment
- Scoping
- Sourcing

- Screening
- Selecting
- Onboarding

Not every position will go through each of these steps, but candidates can expect that this reflects a typical process for most academic appointments.

Selection is based on merit and considers achievement relative to opportunity, with active consideration of our strategic aims, including Aboriginal and Torres Strait Islander employment and the employment of women in senior roles, as well as STEMM (Science, Technology, Engineering, Maths, and Medicine). This approach aligns with Griffith's values regarding diversity and inclusion.

1.3 Pre-employment screening and clearances

All employees at Griffith are required to pass some form of pre-employment screening before an offer of employment is finalised. Screening and clearances will vary by role type but may include:

- Reference checks
- Qualifications and certifications checks
- Professional registration and licensing checks
- Fit and proper person checks
- Immigration/work status checks
- Child safety checks
- Criminal history checks
- Foreign interference checks/disclosures

The **Pre-Screening Employment Procedure** provides guidance on the required checks and when they are to be conducted, and outlines the actions and consent required from the candidate to ensure the checks can be completed.

1.4 Relocation and immigration support

Assistance with relocation expenses may be available to appointees taking up an academic or research fellow position in the following circumstances:

- their current principal place of residence is further than 100km from the primary campus location of their new position and
- the appointment is for a period of at least two years.

If the position and successful candidate do not match the criteria above, hiring managers may still be able to discuss discretionary assistance with the delegated approver. The **Relocation Assistance Procedure** outlines the type of support, its calculation method, and the threshold amounts that the University will provide.

1.4.1 Immigration

If the appointee for an academic position is a non-citizen (does not hold Australian citizenship or permanent residence), assistance with visa sponsorship is also available. The University generally offers sponsorship for temporary residence for fixed term positions up to 4 years' duration or permanent residence for longer contracts and continuing employment. Sponsorship is not offered for casual appointments, nor where the appointee already holds a visa which is valid for the duration of the appointment.

The University may also support visas for visiting academics and students, both paid and unpaid, who will be participating in a research project. The visitor lodges their own Temporary Activity (Research) (subclass 408) visa application; however, the University provides a letter of invitation, which the visitor submits with their application. The letter outlines the nature of the research and the visitor's contribution to the project.

Contact immigration@griffith.edu.au for more information and the associated process.

1.4.2 Early cessation of employment

It is important to note that if you choose to leave Griffith for any reason other than ill health before completing a term of three years or the term of your appointment, where it is less than two years, you will be required to repay a pro-rata proportion of the assistance granted.

Repayment of travel and removal assistance may be waived in exceptional circumstances.

2.0 Onboarding and probation

2.1 Onboarding of new employees

We aim to provide a welcoming and comprehensive experience to new employees at Griffith.

The **Ready, Set, Griffith onboarding guide** provides a thorough overview of the support, resources, and assistance available to you, as well as the tasks you'll be expected to complete upon starting. This includes:

- your first day at Griffith
- your first week at Griffith
- general resources, contacts and communities of practice
- academic resources for teaching and learning
- academic resources for research

Mandatory and recommended online training modules are conveniently available in one easy-to-access location: **Onboarding (mandatory training)**.

Managers are supported in knowing how to onboard new employees through the **Manager Guide (Onboarding Checklist)**.

2.1.1 Transfer of high-risk materials and/or equipment

New employees must inform their manager about any chemicals and hazardous or licensable materials, including radiation sources (apparatus and radioactive substances), medicines, poisons, biological, genetic, or biosecurity materials, and any high-risk equipment they plan to bring into the University for assessment by the appropriate special approver and cataloguing in the relevant database.

2.2 Probation and confirmation of academic employees

All University employees are subject to a probationary period. For academic employees, successful completion of probation is followed by confirmation of appointment. The probation period provides an opportunity for mutual testing to determine if there is an appropriate match between the individual, the job, and the work environment.

During probation, academic employees are required to demonstrate they have performed the duties and responsibilities assigned to them, including meeting the relevant academic classification and professional conduct standards.

The **Academic Employee Probation Procedure** outlines the probation processes for academic employees in accordance with clause 33 of the **Griffith University Academic Staff Enterprise Agreement 2023-2025**.

Key elements of probation at Griffith are:

- a. The probation period is set prior to the commencement of employment.
- b. A probationary period is not required for a fixed-term employee on a second or subsequent reasonably contiguous appointment in a position of the same or similar duties.
- c. The maximum period of probation is three years.
- d. The probation period for fixed-term employees commencing a first appointment is six months, or one-third of the total employment, whichever is greater.
- e. Your progress through the probationary period and the goals that are to be met are managed through a Probation Development Plan.

3.0 Employment environment and expectations

3.1 The Griffith community

Griffith University is a vibrant, diverse and inclusive community built on the principles of excellence, ethical behaviour and engagement.

With five physical campuses in southern Queensland and a thriving online presence, Griffith provides you with access to mentoring, support, innovation and resources that enable you to grow your own career and work collaboratively with peers and students.

We have an academic employee cohort of approximately 1,500, a professional employee cohort of around 2,300, and around 40,000 students. Our community is varied and active in multiple fields of research and teaching, and we are ranked at exceeding world standards in 20 fields by the Excellence in Research for Australia survey.

3.2 Griffith's commitment to you

We provide an environment that respects our people—students, employees, and other members of our community. We understand that equity, diversity and inclusion are our strengths. Making sure that we offer a safe, supportive and productive environment is of primary importance to us, and we rely on the active participation of our community to achieve this outcome.

We are committed to:

- providing a physically and psychosocially safe environment on our campuses, including online
- including all members of our community equally and working to ensure that discrimination, harassment and unequal treatment are eliminated
- offering excellent conditions of employment and fulfilling all our obligations under our Enterprise Agreement and legislation
- providing access to collaboration and development opportunities that grow our students' and employees' capacity and attainment
- building a community founded on respect and excellence.

3.3 Your responsibilities as a Griffith employee

As an academic employee, we expect you to:

- act in accordance with all our policies and procedures
- follow the lawful work directions given to you by your line manager
- prioritise your health and safety and the health and safety of others
- interact respectfully and responsibly with other members of our community, including the students that you teach, supervise, mentor or engage with
- use the opportunities available to you to undertake impactful academic activities, in teaching, research, leadership and service.

Key policies and procedures that provide direction of the behaviour that is expected of you are outlined below.

3.3.1 Code of Conduct

The **Code of Conduct** forms part of the terms of employment for all employees of Griffith University. Other members of the Griffith community (such as contractors, consultants, and unpaid academic

roles) are also covered by the Code. The Code promotes a workplace that is professional, respectful, safe, inclusive and productive.

The Code covers:

- The Way We Work Together: With fairness, respect, professionalism and excellence.
- Integrity: Our commitment to legal compliance, managing conflict of interest, avoiding corrupt conduct and foreign interference, using resources (including University funds) sustainably and ethically, and maintaining the highest standards of research integrity.
- Everyone is Safe: Our commitment to health and safety, the safety and wellbeing of children, human rights, privacy, and the right to speak up without reprisals.

3.3.2 Equity, Diversity and Inclusion Policy

At Griffith, we are committed to promoting a dignified, respectful and safe environment free of discrimination, harassment, bullying and sexual harm, and we take steps to educate employees and students about acceptable behaviour, prevention, disclosing, reporting, and resolution options. We actively comply with legislation related to anti-discrimination, human rights, and workplace gender equality.

In providing a safe and respectful environment, we take measures to guarantee that human rights are exercised without unlawful discrimination of any kind. Appropriate language is used to foster the inclusion of people from a diversity of backgrounds. This language is informed by communities and individuals (including the use of individuals' names, gender descriptors and personal pronouns).

We understand equity, diversity, and inclusion as strengths and contributors to greater organisational and individual performance. We commit to a strengths-based rather than a deficit approach in our efforts to improve equity, diversity, and inclusion.

We expect that all members of our community will understand our approach to diversity and inclusion, expressed in the [Equity, Diversity and Inclusion Policy](#) and approach work and study with an attitude of openness and mutuality to support our aims.

3.3.3 Sexual Harm Prevention and Response Policy

The [Sexual Harm Prevention and Response Policy](#) and [Staff Sexual Harm Response Procedure](#) state Griffith's commitment to provide a safe, respectful and inclusive environment that is free from Sexual Harm for all students, employees, and other individuals who are part of the University community and fulfill Griffith's positive duty to implement measures to prevent sexual harassment, sex discrimination and victimisation.

It outlines Griffith's responsibilities to you as a member of the Griffith community and your responsibilities to avoid perpetrating sexual harm in all circumstances and to respond appropriately if you become aware of sexual harm to others.

3.3.4 Academic Freedom and Freedom of Speech Policy

Griffith supports your right to exercise free speech and academic freedom (including freedom of research), subject to the reasonable restrictions outlined in the [Academic Freedom and Freedom of Speech Policy](#). Your right to speech and academic freedom is limited only where necessary to:

- comply with the law
- support our obligation to the health, safety and wellbeing of all members of the University community
- prevent harassment, vilification and intimidation
- meet intellectual property, confidentiality and privacy restrictions

- avoid defamatory comment
- avoid a conflict between your speech and the carrying out of your duties in your role or
- support the effective operation of the University and its functions.

3.3.5 Child Safety and Wellbeing Policy

Griffith is committed to providing an inclusive and safe environment for the safety, participation and empowerment of all children.

You must act in a manner to ensure the safety, wellbeing and protection of children in any interactions you have with children during any activities undertaken as part of study, research, work, living and socialising which is organised or reasonably associated with the University, whether that Activity occurs on a Griffith campus, at a different site, or online. We expect that you will avoid inappropriate actions, behaviours or language when interacting with children.

The **Child Safety and Wellbeing Policy**, in combination with the Code of Conduct, outlines what behaviours and actions are expected of you whenever you interact with children as a Griffith employee.

Some academic roles require a valid working with children. If your role is one, this will be disclosed to you at or before an interview, and you will be expected to arrange the clearance and then maintain its currency while you are working in the role.

4.0 Career structure and early career supports

4.1 Career structure

Academic employment positions at Griffith are classified and defined by the Position Classification Standards (PCS) for academic employees, which form Schedule 1 of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#). As for most Australian universities, positions are classified as follows (see Schedule 1 of the Enterprise Agreement for specific duties required of academics at different levels):

- a. **Level A:** An Academic Level A employee is expected to make contributions to the teaching effort of the University, particularly at undergraduate and graduate diploma level and to carry out activities to develop the employee's scholarly, research and/or professional expertise relevant to the profession or discipline. Academic Level A employees:
 - will not be required to teach primarily in courses which are offered only at Masters level or above
 - will work with support and direction from an employee classified at Level B and above and with an increasing degree of autonomy as the employee gains in skill and experience
 - will not be expected to carry out the most complex levels of course coordination
- b. **Level B:** An Academic Level B employee is expected to make contributions to the teaching effort of the University and to carry out activities to maintain and develop their scholarly, research and/or professional activities relevant to the profession or discipline.
- c. **Level C:** An Academic Level C employee is expected to make significant contributions to the teaching effort of a department, school, faculty or other organisational unit or an interdisciplinary area. An employee at this level is also expected to play a major role in scholarship, research and/or professional activities.
- d. **Level D:** An Academic Level D employee is expected to make a significant contribution to all activities of the organisational unit or interdisciplinary area and play a significant role within their profession or discipline. Academics at this level may be appointed in recognition of distinction in their disciplinary area.
- e. **Level E:** An Academic Level E employee is expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the employee's discipline within the department or other comparable organisational unit, within the University and within the community, both scholarly and general.

Research Academic positions are outlined in Schedule 2 of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#) – Minimum Standards for Academic Levels - Research Academic Staff (inclusive of creative disciplines):

- a. **Level A:** Level A Research Academic will typically conduct research/scholarly activities under limited supervision, either independently or as a member of a team, and will normally hold a relevant higher degree. A Level A Research Academic will normally work under the supervision of academic employees at Level B or above, with an increasing degree of autonomy as the Research Academic gains skills and experience. A Level A Research Academic may undertake limited teaching, may supervise at undergraduate levels and may publish the results of the research conducted as sole author or in collaboration. She/he will undertake administration primarily relating to her/ his activities at the institution.
- b. **Level B:** A Level B Research Academic will normally have experience in research or scholarly activities which have resulted in publications in refereed journals or other demonstrated scholarly activities. A Level B Research Academic will carry out independent and/or team research. A Level

B Research Academic may supervise postgraduate research students or projects and be involved in research training.

- c. **Level C:** A Level C Research Academic will make independent and original contributions to research that have a significant impact on his or her field of expertise. The work of the Research Academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her discipline. This standing will normally be demonstrated by a strong record of published work or other demonstrated scholarly activities. A Level C Research Academic will provide leadership in research, including research training and supervision.
- d. **Level D:** A Level D Research Academic will make major original and innovative contributions to her/his field of study or research, which are recognised as outstanding nationally or internationally. A Level D Research Academic will play an outstanding role within her/his institution, discipline and/or profession in fostering the research activities of others, and in research training.
- e. **Level E:** A Level E Research Academic will typically have achieved international recognition through original, innovative and distinguished contributions to her/his field of research, which is demonstrated by sustained and distinguished performance. A Level E Research Academic will provide leadership in his or her field of research, within their institution, discipline and/or profession and within the scholarly and/or general community. She/he will foster excellence in research, research policy and research training.

Most academic employees (with a small number of exceptions such as employees assigned directly to a Research Centre/Institute or to an academic development unit, etc.) will be a member of one of our four academic areas. The four academic areas at Griffith (Arts Education and Law, Griffith Business School, Griffith Health, and Griffith Sciences) each have a range of schools and departments specialising in a spectrum of subjects and disciplines. A full list of our academic groups and their components and our Institutes and Centres are available at:

- [Academic Groups](#)
- [Research areas](#).

While the broad description of classification levels (as per the Enterprise Agreement) applies to everyone, there will be variation in how different schools, departments, Institutes and Centres configure particular roles. Your supervisor will make sure you have clarity regarding your role in the area in which you will be working.

4.2 Expectations and supports for academic employees

Schedule 1 of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#) provides an indication of the type and level of duties expected at each classification level. While your own workplan will be individual based on your areas of interest and expertise, your own goals, and the needs and objectives of the academic area, the framing within individual planning falls is the overarching expectations in the Schedule.

As an academic at Griffith, we encourage and support you to grow in your career. Training and professional development designed for different stages of your journey are available, including specific topics such as:

- Foundations of University Teaching
- Course Convenor Orientation
- Program Director Orientation
- HDR supervision development
- Researcher skills development

- Research funding and policy

You can find out more about training, resources and tools for educators and researchers at:

- [Learning and Teaching Support](#)
- [Research Resource Hub](#)

4.3 Casual academic employees: time recording

We are committed to paying all employees accurately for the work they perform. Any concerns or complaints regarding the underpayment of casual academic employees will be taken seriously and investigated as appropriate through the University's complaints process. Casual academic employees are responsible for ensuring that they claim payment for all approved hours worked in accordance with their scope of employment.

The [Casual Staff Time Recording Procedure](#) provides information on minimum work hours, requesting additional work hours, recording and approving work time, and pathways for casual employees to escalate concerns. Casual academic employees are encouraged to consult the Procedure and the relevant sections of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#) to understand how work time and associated payments are managed.

The [Pay and conditions](#) web page provides a range of resources to support casual employees, their supervisors and course convenors to manage casual academic work, including instructional guides to assist with the completion and approval of casual academic timetables and timesheets.

4.3.1 Additional hours request app

Under the [Casual Staff Time Recording Procedure](#), casual academic employees may become eligible for additional hours paid outside the planned timetable:

- by formally agreeing with your supervisor on additional work hours
- where work is identified to potentially exceed scheduled, forecasted, or planned hours, for example, if after completing an hour of marking it becomes evident that the originally planned marking hours will be exceeded.

In such instances, the casual employee member should:

- a. complete the work if it can be done within one further hour and/or if there would be health and safety implications in stopping that work (for instance, a laboratory session that is running longer than anticipated where the casual employee's presence is required to ensure the University meets its health and safety requirements) or
- b. stop work and contact their supervisor to obtain approval for additional hours and provide the following:
 - an indication of the anticipated hours to complete the work and
 - a brief explanation of why the previously allocated time is insufficient. For instance, this may be due to, but not limited to, mistakes on the assessment paper, which increases the complexity of reviewing student responses, longer-than-anticipated student answers, or unexpected issues with student responses that require more detailed feedback.

Casual academics undertaking teaching work should use the [Request additional hours](#) app to contact their supervisor and apply for additional hours. Casual research academics should contact their supervisor directly.

4.4 Academic title holders (affiliate members of the University)

Griffith University can recognise appropriately qualified externally funded health and medical professionals who are seeking to establish an active teaching and/or research role as an affiliate member within the University. The award of such titles and associated benefits to health and medical professionals:

- expands the University's academic and clinical teaching and research base
- indicates a clear commitment to health and medical professionals who demonstrate a reciprocal desire to commit to the work of the University and
- strengthens the relationships between the University and the local health sector.

Academic title holders are approved in accordance with the **Academic Titles Policy** and this section of the Academic Employment Handbook. Academic title holders are **not** employed by the University, but they have access to University resources, contacts and community and are a valuable part of our academic landscape.

4.4.1 Applying for an academic title

Applications for an award of academic title are to be made using the **Academic Titles Online Application Form**, developed by Human Resources. Applicants will be required to submit a completed application form and provide a current curriculum vitae (CV).

For applications seeking an academic title at the level of Professor, a written statement of support from the Head of the host School/Institute should be prepared for consideration by the delegated authority.

4.4.2 International engagement checking process

Griffith University is committed to ensuring secure and productive engagement with international organisations and foreign nationals. Appointments of Academic title holders are subject to the same requirements as other adjunct or visiting academics regarding **foreign engagement** assessment and monitoring. Academic title holders are obligated to report to the University any activities international parties using the **International Engagement Checking Tool** to assist in determining whether any activity proposed with a foreign organisation or person could be a contravention of Australian law or require disclosure under Australian law.

Visit the **Measures for Secure Global Engagement** web page for further information.

4.4.3 Benefits of academic title holders

Upon award of an Academic Title, title holders will be issued with a letter of offer from the University. This will also specify the name of the nominated host academic supervisor. Newly awarded title holders are required to return the acceptance page prior to being allocated a University ID number. This ID number will assist in gaining access to the extensive benefits the University has available. Academic title holders are required to contact the host School/Institute that they have been assigned to in order to access these benefits.

Academic title holders are entitled to receive a range of benefits from Griffith, including:

- use of the academic title and status as an affiliate of the University in forums and correspondence in accordance with the Griffith University **Code of Conduct**
- access to the University's library resources, including library borrowing rights commensurate with access provided to University-paid academic employees
- access to information technology services commensurate with access provided to University academic employees, including:

- Griffith internet and University web portal accounts
- Griffith email account
- file storage space on central servers
- external dial-up access to the University network
- access to support to assist with their use of University IT accounts and equipment
- access to continuing professional development opportunities
- business cards and Griffith photo identification card
- inclusion on the host element's (School/Institute) webpage
- eligibility to apply for and be awarded University awards (e.g., teaching awards), scholarships and research grants
- assistance from the Office for Research with accessing online grant databases, research grant administration, grant writing, feedback on grant applications, and achieving ethics approval for research administered through the University
- ability to display information about research projects on the host element's website
- assistance from the Legal Services Unit in instances where contracts or legal agreements are required for activities undertaken on behalf of the University,
- assistance from Griffith Enterprise in developing opportunities to commercialise intellectual property on behalf of the University
- opportunity to promote professional achievements to the University community through input where appropriate into newsletters and online media
- coverage by the University's Medical Malpractice Insurance and Public Liability Insurance, under the terms of those insurance policies, when acting on behalf of the University
- receipt of Griffith newsletters, including Griffith Staff News and Group/Element-based publications
- entitlement to participate in the host School/Element meetings and seminars
- ability to seek nomination to the host School/Element committees and vote in applicable elections
- such other privileges and benefits that the University deems should also be made available to Academic title holders.

4.4.4 Responsibilities of externally funded academic title holders

Externally funded academic titleholders are affiliate members of the University. It is expected that they will research and/or teach as appropriate. Responsibilities include:

- participation in student teaching including:
 - supervision of students undertaking clinical placements and/or
 - facilitating student group learning (including Problem Based Learning) and/or
 - conducting lectures and tutorials and/or
 - participating in student assessment and other academic activities of their School/Institute
- participating in research, including, where appropriate, contributing to collaborative research projects with other colleagues from the University and/or

- administration of research grants through the University where deemed appropriate by the University and/or
- recognition of the University in the bylines of publications where appropriate and/or
- participation in relevant committee meetings and
- compliance with legislation and any other provisions that affect the University, and with the University Acts, Statutes, Rules, Orders and the Code of Conduct.

4.4.5 Payments to academic title holders

Academic title holders are not paid by the University. However, in exceptional circumstances payment/reimbursement may be provided by the relevant host School/Institute, including:

- where an academic title holder must close their private practice to participate in University activities resulting in a tangible loss of income (reimbursement made in this instance would be at the discretion of the host School/Institute) or
- where an academic title holder is engaged through an agreement or memorandum of understanding (other than a joint appointment) whereby the Academic title holder is released from their principal employer to carry out activities on behalf of Griffith (payment made in this instance would be in accordance with the relevant agreement or memorandum of understanding).

Such payments require the approval of the host Academic Manager.

4.4.6 Goals, objectives and development support planning

Host Academic Managers (or their nominee), as supervisors, are encouraged to conduct a planning goal setting interview with Academic title holders at the commencement of each affiliate arrangement with the University. Planning should include:

- goals and objectives for the appointee in areas including teaching, research and service
- development support.

The **Academic Titles Support and Development Plan** has been prepared to assist with this process.

4.4.7 Performance management

Academic title holders are expected to carry out the performance of their duties and responsibilities in accordance with the Griffith University Position Classification Standards (PCS) for academic employees and Minimum Standards for Academic Levels (for the level of academic title awarded) and as determined by the appropriate Academic Manager. Academic Managers are required to collect information from academic title holders on an annual basis listing each academic title holder's achievements for the year in the areas of:

- publications
- research grants and
- awards received.

The collection of this information will be timed to enable data to be included on the University's annual Research Publications and Creative and Performing Arts Outputs Survey.

The relevant Academic Manager (or their nominee), as host supervisor, will review the performance of academic title holders.

The University reserves the right to review its award of an academic title to an academic title holder at any time and may alter the category or revoke the title where it is in the best interest of the

University to do so. Decisions to alter or withdraw academic titles are made at the discretion of the University officer delegated to confer the title.

4.4.8 Renewal of academic titles

Academic Managers may recommend renewal of an academic title at a title holder's current level in accordance with the [Academic Titles Policy](#) by completing the [Academic Titles Renewal Form](#). An updated CV should accompany Academic Titles Renewal forms for those affiliate members who hold academic titles at Associate Professor (Level D) or Professor (Level E). Where a lapse in appointment has occurred, an updated CV may be requested.

4.5 Professors Emeritus

Professor Emeritus is an honorary title that may be awarded to eligible Professors upon retirement or resignation from the University. Conferral of the title Professor Emeritus is a high honour and is not a normal expectation for all professors who leave the University's service. The title Professor Emeritus is honorary and may only be granted or withdrawn by Council.

The governance of Professor Emeritus title awards is found in the [Professor Emeritus Policy](#).

4.5.1 Use of title

Following conferral by Council, an individual is entitled to use the honorary title Professor Emeritus in all situations and in correspondence.

4.5.2 Responsibilities and duties of title

A Professor Emeritus is not obliged to undertake any of the work-based responsibilities of a professor at the University. However, a Professor Emeritus is required to adhere to and comply with:

- the University's Employee Code of Conduct and all other conduct-related policies
- all University workplace health and safety requirements
- working with children and other clearance obligations related to their interaction with the University community
- the University's [foreign engagement](#) process
- any other relevant policies or processes that apply to employees, students and associates of the University.

As part of compliance, Professors Emeritus may be required to undertake online training modules to support and demonstrate their understanding of the policy requirements.

4.5.3 Employment and insurance status

A Professor Emeritus may undertake casual or fixed-term appointments with the University but is otherwise not an employee of the University and is not remunerated by the University. The University's professional indemnity insurance covers a Professor Emeritus while they are performing professional services under the auspices of the University.

4.5.4 Standard privileges

All Professor Emeritus title holders receive:

- shared office space with hot-desk facilities within the relevant School or Research Centre
- University computing facilities
- University email address and email access

- University Library access.

4.5.5 Additional privileges

While a Professor Emeritus is making an active contribution to the University through research or teaching activities or via associate or co-principal higher degree by research supervision or other scholarly activity, the relevant Head of School/Department or Director, Research Centre / Institute may authorise their access to special equipment, office accommodation, facilities and support services.

On the recommendation of the relevant Head of School/Department or Director, Research Centre / Institute, the relevant Deputy Vice Chancellor or Group Pro Vice Chancellor may approve the following:

- free general parking privileges (confirmation of the requirement for ongoing parking privileges will be sought annually by Campus Life Parking)
- continued access to special purpose account cost centres established during their employment with the University.

4.5.6 Special privileges

In extraordinary circumstances, the Vice Chancellor may approve any of the following special privileges to a Professor Emeritus on the recommendation of the relevant Deputy Vice Chancellor or Group Pro Vice Chancellor:

- corporate credit card
- access to or responsibility for management of a cost centre/s
- definition as an employee for the purpose of nominating an employee for election as a member of a committee
- responsibility for managing and supervising University employees
- performance of the principal supervisor role for a higher degree by research candidate.

5.0 Performance framework

5.1 Your performance at Griffith

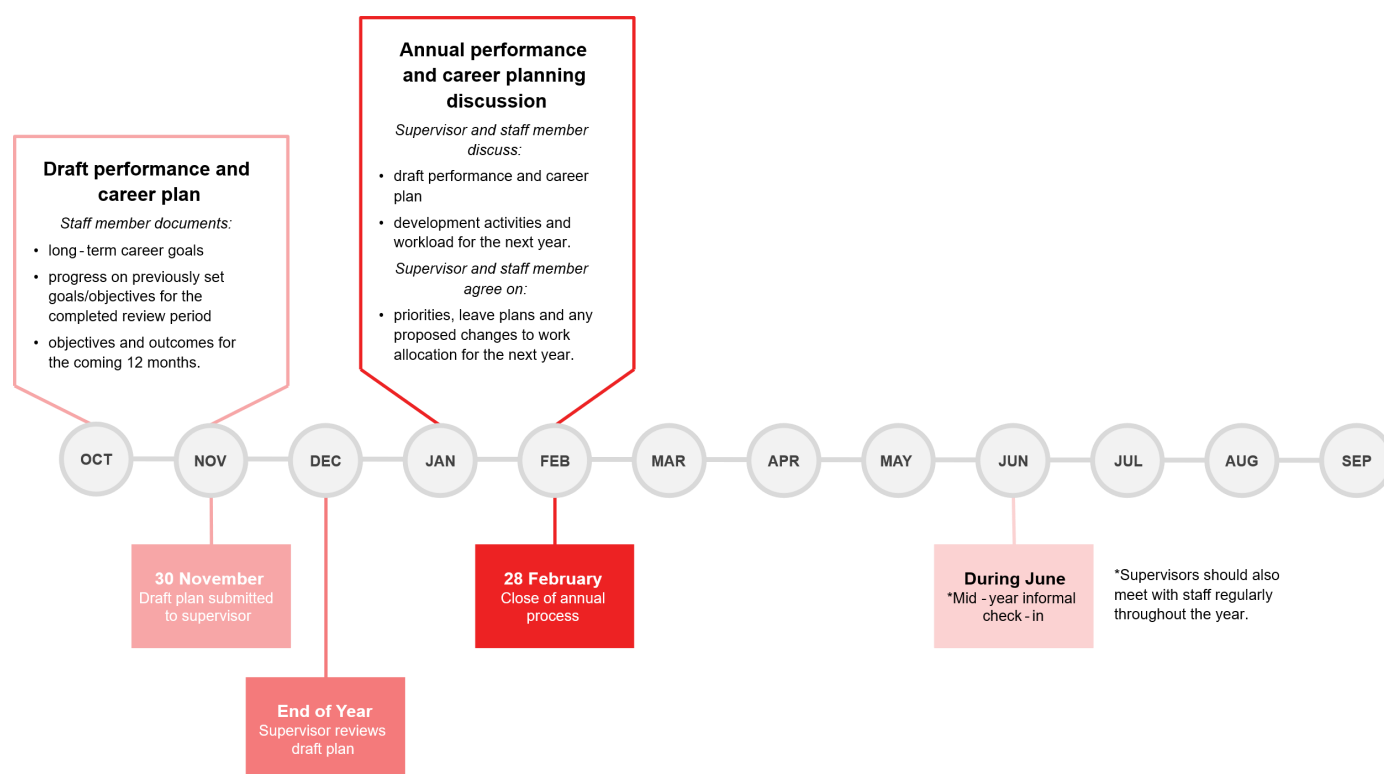
Performance at Griffith is considered holistically, in the context of the employee's circumstances, development, and needs, as well as the University's goals and commitments.

Academic employees at Griffith participate in the **Academic Employee Career Development (AECD)** process, which occurs annually within the context of an ongoing, iterative communication between employees and their managers. This process reviews performance, sets goals and work plans for the coming year, identifies development and training needs, and gives employees an opportunity to request and lock in planned leave for the year ahead.

Employees and managers should engage in regular and meaningful conversations across the course of the year. At a minimum, these conversations should include review and revision of the current period's plan, clarification where required as to role expectations, discussion of potential development opportunities, and career planning. The annual AECD review is both the culmination of these discussions across the previous year and the basis for discussions moving into the new year.

It is important to note that the AECD process does not deal with the management of underperformance beyond an early informal intervention stage. If your overall performance is identified as unsatisfactory, it will become necessary to cease the AECD process and commence the unsatisfactory performance process prescribed in section 35 of the **Griffith University Academic Staff Enterprise Agreement 2023-2025**.

The cycle of AECD activities is illustrated in the diagram:



The basis and requirements of the AECD are provided in the **Academic Employee Career Development Procedure**. Support for the process, in addition to templates and forms to assist you, can be found at **Academic Employee Career Development**.

5.2 Performance equity

Griffith University has a long-standing commitment to equity, diversity and inclusion. The Strategic Plan 2020-2025 commits us to:

- increasing under-represented groups in our employee cohort, including at leadership levels
- embracing diversity, including in recruitment, promotion and professional development.

Our **Equity, Diversity and Inclusion Policy** commits us to a strengths-based rather than a deficit approach in our efforts to improve equity, diversity, and inclusion.

Applying the principles of achievement relative to opportunity supports the fair inclusion, recognition and reward of a diversity of existing and potential employees.

5.2.1 What is achievement or performance relative to opportunity?

Achievement relative to opportunity is the evaluation of a person's achievements based on the opportunities that have been available to them. In applying achievement relative to opportunity, we consider:

- the level and conditions of appointment (including the nature of the academic work profile and employment type)
- the quality and impact of the person's work outcomes given the time and/or resources available to the person
- any ongoing impact on achievement related to the person's circumstances.

5.2.2 Where may achievement relative to opportunity be considered?

Achievement relative to opportunity can be considered whenever performance is assessed. This includes:

- the recruitment and selection process
- confirmation following a probationary period
- assessment of performance
- provision of opportunities such as professional development (for example, Academic Studies Program (ASP), leadership programs)
- promotion applications
- equitable access to resources such as internal grant applications, HDR scholarship students and competitive access to equipment.

5.2.3 Circumstances where opportunities may be impacted

A person's opportunities may be impacted by a range of circumstances. We encourage employees to articulate these circumstances to enable the University to accurately assess achievement relative to opportunity.

You are encouraged to initiate early communication with your supervisor about circumstances that may impact your ability to achieve their original work plan and objectives and consider possible adjustments to that plan/objective.

We are committed to respecting your privacy if you do not wish to disclose information on your circumstances within assessment documentation, such as promotion applications. You can be assured that the information disclosed will only be used for the purposes of assisting in the assessment of your performance and achievements and will be kept confidential between Human Resources and the panel chair.

Some examples of circumstances that could result in a different pattern of success are provided in the table below. This list is not exhaustive.

CIRCUMSTANCES	EXAMPLES MAY INCLUDE
Significant career interruptions	<p>Interruptions due to:</p> <ul style="list-style-type: none"> • long parental leave, long service leave and extended periods of sick leave • impairment, disability or medical conditions, domestic and family violence • a relationship breakdown • personal trauma, for example, bereavement • insecure employment • significant cultural or religious obligations.
Periods of part-time employment and other flexible working arrangements	Part-time employment and other flexible working arrangements to accommodate carer responsibilities, for example, caring for children or elderly parents.
Non-traditional patterns of achievement	<p>Atypical career experiences such as:</p> <ul style="list-style-type: none"> • changes in discipline focus • industry engagements that require confidentiality of authorship.
Cultural, service or representation commitments	<p>The impact of:</p> <ul style="list-style-type: none"> • service/committee commitments of employees from under-represented groups, for example, academic women in STEM, Aboriginal and Torres Strait Islander employees • Aboriginal and Torres Strait Islander employee cultural obligations/commitments • high service/administrative obligations (for example, due to Head of School appointments and other heavy 'service'/leadership positions).
The ability of the person to participate in relevant activities that typically influence progression, output or regard	<p>Inability to travel nationally or internationally due to:</p> <ul style="list-style-type: none"> • health, carer responsibilities, pregnancy, breastfeeding or disability • travel bans related to citizenship or other factors.
Relocation to Australia from a non-English speaking country	Past publication record may not be presented in English.

CIRCUMSTANCES

EXAMPLES MAY INCLUDE

Other temporary or ongoing circumstances that could impact on performance

Circumstances such as impacts of a permanent or temporary disability (including related to physical and mental health).

Impact of major international, national and local events.

Disruptions due to:

- pandemics*
- natural disasters*
- war or political unrest
- state and federal duties such as Army Reserve or State Emergency Services.

*We acknowledge the possible impacts that pandemics or natural disasters have had or could have on employees. Provided are examples of circumstances that could result in altered outcomes due to such impacts. This is not an exhaustive list but may be considered when evaluating employee productivity and achievement during a pandemic or natural disaster impact period.

National bodies also articulate the concept of “relative to opportunity”. Our processes are consistent with these definitions:

- The National Health and Medical Research Council (NHMRC) considers “relative to opportunity” to mean that assessment processes should accurately assess an applicant’s track record and associated productivity relative to the stage of their career, including considering whether productivity and contribution are commensurate with the opportunities available to the applicant.
- Research Opportunity and Performance Evidence (ROPE), defined by the Australian Research Council (ARC), aims to ensure assessment processes accurately evaluate a researcher’s career history relative to their current career stage and considers whether their productivity and contribution are commensurate with the opportunities that have been available to them.

These guidelines are also consistent with the ARC’s Research Impact Principals and Framework definition for “Research impact”, which is the contribution that research makes to the economy, society, environment, or culture, beyond the contribution to academic research.

5.3 Performance management of academic employees on common law contracts

Griffith University is committed to enhancing an individual's contribution to the University's goals and ensuring opportunities for personal recognition and job satisfaction.

Griffith recognises that there is a need for tailored and targeted performance management of Academic Managers (Deans, Academic Directors, Heads of School/Department and Research Centre Directors). This process is not the same as the AECD process outlined above and replaces the AECD process for Academic Managers.

The performance management process for Academic Managers exists to ensure that there is a channel through which equitable and fair performance judgements can be made about the performance of an Academic Manager in relation to the management and academic functions of their job.

It is important to note that this performance management process is separate from the process of review for confirmation or promotion. This process can be used as a source of information for the promotion and confirmation process (see sections on **Probation and confirmation of academic employees** and **Promotion** for more information).

5.3.1 Academic Manager's review and plan

Academic Manager performance is reviewed through submission of an Academic Manager's Review and Plan (AMRP). Academic management performance is broadly divided into four components. These are performance in:

- a. the inherent management accountabilities of the position
- b. meeting the usual academic position requirements, as defined in the applicable position description for the job
- c. delivering key results as detailed in the individual performance objectives
- d. achieving their development objectives.

The employee and their supervisor are expected to set quality performance objectives at the commencement of the year and conduct mid-year and end-of-year performance reviews.

It is expected that the relevant supervisor will also provide regular feedback regarding an employee's performance throughout the year. This feedback is considered in addition to the formal performance reviews that occur periodically throughout the year.

In preparation for review, Academic Managers prepare an AMRP, which is a self-appraisal on their performance in the preceding twelve months and an initial draft of an outline of their proposed specific objectives for performance and development for the next twelve months. Objectives will be based upon individual objectives and actions for their current position.

Submission of this report to the relevant supervisor is required by the notified deadline and is the primary source of performance evidence in the evaluation.

In considering the objectives for the upcoming twelve months, the Academic Manager should consider the Group and University-focused goals and outcomes, which may include equity issues, change management objectives and budget issues, as well as employee and operational management accountabilities, and teaching, research and service goals. The expectations of academic versus managerial work and the balance between the two are also to be considered.

5.3.2 Performance review

A formal review of performance will be conducted by the supervisor. This review will be evidence-based and will take account of performance in meeting regular ongoing accountabilities and key results. The basis for this review will be the AMRP, the appropriate position description for the role, and the Position Classification Standard for substantive academic level. Performance will also be reviewed against individual performance and development objectives specified in the previous AMRP.

The performance review will include a discussion on areas in which performance has:

- been in accordance with position accountabilities and the AMRP objectives
- exceeded position accountabilities and/or AMRP objectives

and/or

- areas in which performance needs to improve, including actions to bring about the performance improvement and the coordination of training and other support requirements.

Academic Managers are encouraged to use feedback from a wide range of sources in presenting evidence about their performance. This may include feedback from colleagues and employees whom they are supervising, in addition to objective evidence regarding achievements.

At the formal review, it is expected that the parties will have given considerable thought and preparation to the analysis of the performance and development objectives of the individual and what progress has been made toward them.

At the conclusion of the review, the relevant supervisor will complete the AMRP and mark performance as one of the following, providing a suitable explanation of the decision in the "Overall Comments" section:

- satisfactory/commended
- needing improvement or
- unsatisfactory.

As part of the process, the supervisor will also discuss, consider and approve leave for the upcoming twelve months.

5.3.3 Finalisation of objectives

Performance and development objectives for the next 12 months are to be finalised with the relevant supervisor by the end of the year and recorded on the AMRP. Corporate goals and outcomes will be incorporated into the AMRPs for Academic Managers.

The discussions should take account of the following items:

- management accountabilities of the position
- University requirements and the University Strategic Plan
- Group requirements
- relevant strategic and operational plans
- strategic directions of the academic unit
- individual objectives and development requirements
- other issues that individuals/supervisors determine are of relevance.

Once the requirements have been established, they must be stated as objectives. Measures by which performance will be evaluated also need to be discussed between the relevant supervisor and the individual. The measures of performance must be fair, equitable and as objective as possible.

The development objectives include the identification, discussion, and agreement on the development of specific skills, training and personal development considered important to enhance current performance and prepare individuals for future advancement in both the academic management and the academic role. Specific objectives are to be established between the individual and the relevant supervisor in discussion.

The individual may wish to undertake professional development activities that are not specifically tied to the performance plan. These are legitimate activities and ought to be included in the discussions on personal development. Once all the opportunities are identified, the parties can agree on the actual activities to be undertaken. These discussions need to take into account the effects on budgets, work allocations and other day-to-day activities.

The intention of the AMRP is to provide a specific focus for performance over the period ahead. Performance in meeting objectives in accordance with position accountabilities and the AMRP will provide the basis for the determination of whether current or future loadings or pay increases may apply.

Once the objectives have been finalised and documented, copies should be retained for both the relevant supervisor and the individual. The AMRP should be an ongoing dialogue to ensure objectives are being achieved and to evaluate progress and any problems encountered. It should be noted that objectives and plans may need to be adjusted from time to time because of changing circumstances and events that are unexpected or out of the control of individuals. If such a situation occurs, the Academic Manager needs to present a case to the relevant supervisor and agree on any variations to the outcomes or parts of the previously agreed AMRP.

5.3.4 Timing

Performance Reviews will be conducted during quarter four, normally in association with the finalisation of the objectives for the following year. It is expected that the relevant supervisor will provide regular ongoing performance feedback on specific matters with Academic Managers in the normal course of communication throughout the year. This feedback will be taken into account for the formal review. The parties should be monitoring the progress of the plans and report specific achievements and issues that may prevent achievement of the plans as they arise.

5.3.5 Unsatisfactory performance

Performance management processes are focused on assisting individuals to achieve the University's strategic objectives and to support the professional and career development of individuals. Sometimes, individuals do not meet the required performance level. When this situation occurs, the University is committed to assisting the individual to achieve the performance required. Support may involve skills and knowledge development and regular coaching and feedback.

Where an individual is not meeting required performance standards, the University will provide feedback in a timely manner and may provide a formal performance improvement plan to outline specific areas for improvement and a reasonable timeframe that improvement is required as well as any further support.

Where unsatisfactory performance continues, the University must take appropriate action to ensure that University affairs are managed professionally and productively, up to and including termination of employment.

The following procedures will apply in the case of unsatisfactory performance of an Academic Manager.

- Where unsatisfactory performance is identified, the relevant supervisor will identify and document what specific performance is unsatisfactory.
- The relevant supervisor will determine a development plan with the individual to bring performance up to the required level and record it.
- The supervisor will establish a timeframe, not to exceed six months from the date of the AMRP, to achieve the required levels of performance.
- At the expiration of the specified period the relevant supervisor will hold a review meeting with the Academic Manager to review performance.
- If performance is satisfactory no further action will be taken.
- If performance is still unsatisfactory, the individual will be removed from the academic management role. In this instance, the individual will return to their usual academic role.

NB: Subject to the individual's employment contract, there is no appeal process for unsatisfactory performance in an academic manager role.

6.0 Role statements

Role statements remain under review while work progresses on related activities. The current role statements are below for reference:

- Role Statement Course Convenor
- Role of the First Year Commencing Student Coordinator
- Role Statement HDR Convenor
- Role Statement Honours Program Director
- Role Statement Program Director

7.0 Professional development

At Griffith, we recognise that an essential part of supporting the performance, career growth and wellbeing of our academic employees is providing access to a rich range of opportunities for professional development.

We believe that ensuring our academic employees can identify and are supported to access the best forms of professional development for them will:

- positively impact individual career trajectories
- support a culture of continuous learning and improvement at the University
- improve employees' sense of belonging and being valued at Griffith
- improve retention of academic employees
- ensure we are proactively meeting our compliance obligations regarding mandatory training
- improve the University's skill base for the future
- foster, build and sustain excellent collegiate relationships within our communities of practice.

Professional development can take many forms, ranging from mandatory compliance training, academic education and discretionary training to industry and institutional exchange, independent academic studies time release, professional networking and engagement, and professional practice. We work with academic employees to determine what will be the most effective way for them to develop their own ongoing learning and support their career goals.

This section of the Academic Employment Handbook provides an overview of some of the main ways Griffith supports academic employees to engage in professional development. It is not, however, an exhaustive picture. Other forms of professional development may be made available if they are relevant, useful, and cost-appropriate. Academic employees are encouraged to discuss options with their Head of School on an ongoing basis.

7.1 Casual employees' professional development for learning and teaching

Casual academic employees undertake an important role in the delivery of the University's academic programs, often in first-year courses where students are making the transition to University life.

Schools provide new casual academic employees with a half-day learning and teaching orientation workshop to assist them with fulfilling their roles. The aim of this orientation is to familiarise casual academic employees with Griffith's teaching and learning practices. This is one of several of the University's strategies for enhancing the quality of learning and teaching across the institution.

Participation is **compulsory** for all casual academic employees new to Griffith and new to university teaching but is also available to other casual academic employees who may benefit, as determined by Heads of School or Deans (Learning and Teaching).

The Head of School, in consultation with the Dean (Learning and Teaching), is responsible for determining the orientation workshop program, either independently or in combination with the Centre for Collaborative Educational Excellence offerings.

Casual academic employees are paid for their attendance at the School or Group workshop once their participation has been confirmed by the Dean. Attendance will be paid at the base rate applicable to other required academic activity.

7.1.1 Who Does What

ROLE	TASK	TIMING
Head of School	Advise new casual academic employees of the requirement to attend a learning and teaching orientation workshop and of the appropriate workshop times and venues.	On appointment
Head of School	Supply the Dean (Learning and Teaching) with the list of casual academic employees required to undertake a learning and teaching orientation workshop.	Prior to orientation week and updated as additional casual academic employees are appointed.
Dean (Learning and Teaching)	Approve the proposed list of workshop attendees.	

7.1.2 Other professional development for casual academic employees

The Centre for Collaborative Educational Excellence provides a range of professional development workshops for which casual academic employees may register. The Course convenor normally is responsible for providing support to casual academic employees throughout the trimester.

The Griffith Awards for Excellence in Teaching recognise the performance and contributions of casual academic employees to the University by providing a Casual Academic Employees Award that is open to all academic employees who are employed on a casual basis, and who have at least 12 months accumulated teaching at Griffith.

7.2 Reimbursement of course fees

External or internal study towards a related qualification is a form of professional development that the University will, at times, financially support for academic employees. The study can be undertaken at any accredited institution. Qualifications that are supported by CSP would not normally be subject to reimbursement.

Academic employees can apply to have up-front course fees reimbursed when:

- enrolment in or progress towards a qualification is required as a condition of appointment or confirmation, or
- the Head of School considers a particular qualification would improve the work of the employee for the school

Employees who want to pursue further studies are expected to consult with the Head of School prior to commencing their studies to seek approval for reimbursement of course fee costs. Fees are usually funded by the appropriate School/Group. If the reimbursement is approved for the full duration of the qualification, continued reimbursement of course fee costs is conditional upon satisfactory progress in each teaching period.

Where a School's budget is not sufficient to make a 100 per cent refund available to all employees, the Head of School may approve:

- 100% refund of the up-front course fee charge for a subject/course deemed directly relevant to the School/University

- a 50% refund of the upfront course fee charge for a subject/course deemed to be of some value to the School/University but of primary relevance to the individual. Following satisfactory progress in each teaching period, the employee must notify the Head of School in writing of successful completion and provide documentary evidence of successful completion and course fee costs. Reimbursement can then take place.

7.3 Academic Studies Program (ASP)

The **Academic Studies Program Policy** provides eligible academic employees with an opportunity to apply for time away from normal duties to engage in scholarly activity.

ASP is not an entitlement and is only granted according to criteria set out in the Policy and this Handbook to eligible employees. There is no accrual or carry forward of periods of ASP.

7.3.1 Eligibility

EMPLOYEE TYPE	ELIGIBILITY	CONDITIONS AND NOTES
All continuing academic employees in full and part-time positions	Eligible	
Academic employees returning to substantive roles from Common Law Contracts	Able to access 6 months ASP at the end of a 3-year appointment and 10 months at the end of a 5-year appointment.	Subject to satisfactory performance in their leadership role and program approval from the Group Pro Vice Chancellor.
Fixed term employees	Generally, not eligible. In exceptional circumstances, fixed term employees may receive approval from the Group Pro Vice Chancellor.	Upon return from an ASP, fixed term employees must be able to remain with the University for at least the same period as the program within the terms of their engagement with the University.
Employees on Common Law Contracts	Generally, not eligible to take ASP during their period of office. * In exceptional circumstances, Academic Managers may receive approval from the Group Pro Vice Chancellor to undertake ASP during their period of office.	Periods of service in these roles count towards the periods of service required elsewhere in this policy for eligibility to apply for ASP.
<ul style="list-style-type: none"> • Employees on probation • Research only academic appointments • Clinical title holders • Casual academic employees • Adjunct, visiting and honorary appointees of the University 	Not eligible	

a. Length of service

An academic employee must have **at least three years of continuous service with the University** to be eligible to apply for ASP. They must also have at least three years of continuous service since completion of a previous period of ASP. An employee may negotiate alternative arrangements at the time of appointment or on any subsequent reappointment to the University.¹

In exceptional situations, recognition of prior service with another Australian university will be negotiated with the employee at the time of appointment and will be set out in the letter of offer.

¹ Approved breaks in service such as industry exchanges and leave without salary will count as a "pause" in relation to counting as continuous service, i.e., the 3 years will include service that occurred prior to the approved break and that served after the break.

Employees who are on part-time appointments are eligible to apply after three years of continuous service and will be paid at their normal part-time rate for the period of their ASP.

ASP periods and periods of leave without pay of greater than one month will not count in the minimum 3-year eligibility threshold, neither will the service of an academic who has been appointed full-time to a fully funded research position for more than 6 months, e.g. ARC Fellowship.

Where employees have bought out their teaching, the relevant Dean, in consultation with the Head of School, will consider this factor in determining the timing or amount of ASP granted to an employee who has 'bought out' of teaching for more than twelve months.

7.3.2 Applying for ASP

The University will conduct an annual round of applications for ASP.

Each year, Human Resources will call for applications for ASP that will commence in the following year (January - December). Applications must be received in accordance with the published timelines.

Applications must be made via the application form available on the [Academic Studies Program](#) webpage and must address the criteria set out in this section of the Handbook. Applicants for ASP are expected to have a fully up-to-date Academic Dashboard. The employee is responsible for providing all information requested on the application. The application should include details of any previous ASP applications together with the relevant report on outcomes.

7.3.3 Decisions regarding ASP

ACTION	ROLE	NOTES
Considers applications and makes recommendations on the program and financial assistance, in line with the School ASP plan (by September each year).	Head of School	Before making a recommendation, the Head of School may negotiate details of an application and counsel applicants as to ways of improving the quality of their applications.
Inform applicants of their recommendation to the relevant Dean	Head of School	
Makes decision on applications	Dean (Academic)	Consult with either the Dean (Research) or Dean (Learning and Teaching) where relevant on the proposed program
Ensure all applicants are advised of the outcome of their application	Dean (Academic)	
Review employee's submission disagreeing with the recommendation of the Head of School about their application	Relevant Dean	An employee must seek a review within 10 working days of being notified of the recommendation.
Review employee's submission disagreeing with the decision of the Dean in assessing the Head of School recommendation	Group Pro Vice Chancellor	An employee must seek a review within 10 days of being notified of the relevant Dean's decision.

7.3.4 Criteria

ASP will be granted with due regard to the different circumstances and career trajectories of individual academics. In considering applications for ASP, the following issues will be taken into account in deciding whether a period of ASP will be granted.

a. Merit of individual applications

The employee must demonstrate that significant benefits will accrue to the University from the activities proposed to be undertaken during the period of ASP through the enhancement of the individual's contributions to research and/or scholarship. Individual applications for ASP will be assessed according to the following merit-based criteria:

- the quality and academic merit of the program, including its impact on research, the scholarship of teaching, and on the relevant academic discipline
- the extent to which the proposed program delivers tangible outcomes and benefits related to the University's strategic objectives in research, including raising the University's profile, development of collaboration and partnerships and the scholarship of learning and teaching

- the value of the program in enhancing the employee's knowledge, skills, professional experience and performance within their academic discipline
- the results of the employee's performance review for the past two years (an employee who has not received a satisfactory evaluation under the **Academic Employee Career Development Procedure**)
- will not receive approval to undertake ASP)
- evidence of the employee's past record of performance and productivity in innovation and excellence in research and/or the scholarship of teaching
- the outcomes of any previous period of ASP (where relevant).

b. School operational requirements and planning

Heads of School should develop three to five-year plans for School ASP in consultation with individual academic employees. Planning assists the University to ensure that it is able to provide opportunities for ASP to employees while also meeting operational requirements. A School ASP plan will assist Heads of School to determine which employees may be given priority in making recommendations in each ASP round.

While all employees are entitled to fair and equitable consideration in the development of an ASP plan, the inclusion of a period of ASP for an employee in a plan is not a guarantee that the employee's application for ASP will be approved.

In developing an ASP plan, the Head of School will take account of:

- the operational needs of the School/Department (e.g., to cover teaching)
- the available budget of the School/Department, and
- the need to support the research strategy and strategic teaching and learning objectives of the School/Department.

c. Duration and timing

A period of ASP will normally not exceed six months. It will not impact on more than 50% of the employee's annual teaching load and will normally be for one trimester.

When an applicant seeks an ASP greater than 6 months, a special case must be prepared by the applicant. Each case will be considered on its merits and will require the support of the Group Pro Vice Chancellor prior to being considered by the Provost for approval. All decisions of the Provost will be final. While it is desirable for the program to be continuous, it may be split into more than one period if that is in the interests of the School.

d. Leave taken in conjunction with ASP

If approved, an employee may take ASP in conjunction with leave. A period of ASP may be combined with other forms of absence on official University business, or with forms of personal leave (for example, long service leave, recreation leave). A significant period of personal leave combined with an ASP may affect any travel grant provided from School operating grant funds.

50% of an annual recreation leave entitlement must be taken as part of the ASP period itself. Recreation leave above this 50% may be combined with a period of ASP in any one calendar year.

7.3.5 Types of activity undertaken on ASP

The proposed program of activities will assist academic employees to undertake innovative research or to advance the scholarship of teaching, and in either case contribute to the advancement of Griffith's strategic objectives. It is a strong expectation that the agreed outcomes of an ASP will result in significant benefits to both the individual and the University.

A program of activities may include:

- research and authorship, including textbooks
- progress towards or completion of a formal relevant research higher degree
- research or other scholarly activities which will improve teaching and learning in line with University objectives
- establishment of international collaborative research partnerships and
- practice as an artist or performer.

This list is indicative rather than exhaustive and should not limit the types of programs proposed.

7.3.6 Financial assistance

Employees participating in ASP will continue to receive their usual salary. The relevant Group meets this cost.

In addition, subject to approval by the Head of School and relevant Dean, an employee may access the following forms of financial assistance:

- travel grant (NB: Travel grants may be reduced where financial assistance is received through sources external to the University)
- funds from research accounts
- funds from consultancy accounts
- funds for expenses relating to absence on official University business where this is taken in conjunction with the period of ASP and
- earnings from outside sources.

The rates and types of travel funding provided will be in accordance with the University's **Travel Policy**. Employees are required to complete the University Travel Diary while undertaking ASP and associated official absences.

7.3.6.1 Other costs

Financial assistance relating to additional costs associated with the care of dependants as a direct result of an ASP detachment may be provided. Such costs will be determined based on evidence to support the need and the actual cost of the care required. There will be a cap set at \$5,000 as the maximum amount for other costs met by the University. This may include:

- travel and accommodation and/or childcare for parents where no other childcare option is available
- respite care for dependants with a disability or medical condition, or
- associated travel and accommodation costs.

Supporting documentation may be required.

Approved costs will be paid in the form of an allowance in the employee's pay preceding the date of travel. This allowance is not taxed at the time of payment; however, it is taxable at the applicable marginal tax rate, and it is the employee's responsibility to meet the relevant tax obligations.

7.3.6.2 Restrictions and rules

No University funds from any source may be accessed for use when employees are on recreation leave, long service leave or leave without pay during the period of their ASP.

A travel grant will be reduced in accordance with any Fringe Benefits Tax costs incurred by the University where:

- the employee combines the ASP with personal leave
- a travel grant has contributed to the cost of the travel to the location of the personal leave and
- the period of the personal leave taken in conjunction with the period of ASP represents a significant component of the total time spent away from home base.

7.3.6.3 Funds from other University sources

Research funds may be used for specific research portions of the trip where access to funds is in accordance with the terms and conditions of the grant laid down by the funding body. For consultancy or research funds to be used whilst on ASP, there must be specific approval in the research/consultancy budget application or separate support and approval by the Head of School.

Such funds may be used only for appropriate academic-related expenses. These funds must not be used for any items where funds have already been provided from another source such as the travel grant i.e. 'double dipping'. Double dipping is misconduct and will be treated as such by Griffith.

7.3.6.4 Absence on Official University Business: conference or special duties funds

Employees should advise for periods of Absence on Official University Business to be undertaken in conjunction with ASP at the time of applying for the ASP. Where this is not possible, the employee should advise Absence on Official University Business as a variation to the approved ASP.

Employees may seek approval from the Head of School for the payment of expenses related to the Absence on Official University Business segment of the detachment.

7.3.6.5 Reimbursing the University: resignation or retirement

After a period of ASP, a participating employee will remain with the University for a period at least equal to the length of the ASP, or financial recompense will be required.

If an employee resigns or retires during the period of the ASP or during the subsequent period of required service, the relevant Group PVC, after considering recommendations made by the Dean, can require that all or part of the financial assistance and salary paid during the period of the ASP, be repaid to the University. The amount repaid will be in proportion to the time served upon return from the period of the ASP or, if the resignation/retirement occurs during the period of ASP, the full amount of financial assistance provided.

The employee is responsible for ensuring that the relevant amount is repaid to the University prior to the effective date of resignation or retirement.

7.3.7 Outside work while on ASP

Employees wishing to undertake work for outside bodies while on ASP, for example, from visiting professorships, lectureships or similar appointments or invitations, or consultancies, must do so in accordance with the [Consultancy and Commercial Research Procedure](#), [Griffith Health Intramural Professional Practice Policy](#), and [Secondary Employment and Outside Work Policy](#). Any work undertaken during the period of ASP must be relevant to the program.

7.3.8 Variations to ASP

All changes to ASP must be advised to the Head of School as early as possible.

INITIATED BY	NOTIFICATION REQUIREMENT	REASON	AVAILABLE OUTCOMES AND APPROVAL
Employee: Program change (minor)	Employee	Minor changes with funding implications of less than 5% and do not involve leave	None required
Employee: Program change (major)	Employee To be submitted on the ASP Variation Form	Major variations affecting the purpose, objectives and outcomes of the program, or the location at which all or part of the ASP is to be spent	Head of School and relevant Dean
Employee: Health circumstances	Employee Must provide a medical certificate in accordance with the relevant University policy.	An employee becomes sick or injured during ASP	Where the employee's incapacity prevents them from completing the ASP as scheduled, the relevant Dean may approve an extension if it is convenient in terms of the operational requirements of the School, terminate the ASP, or authorise other action.
Employee: Personal circumstances	Employee	An employee is unable, for personal reasons, to proceed with an approved program	The relevant Dean on the recommendation of the Head of School will determine whether the commencement of the ASP can be Academic Studies Program Procedures postponed. If the period of the postponement is more than a year, the detachment will be cancelled and the employee will need to reapply in a future ASP round.
University	Dean	An employee is required return from a period of ASP under the following circumstances: <ul style="list-style-type: none"> to assist with urgent University matters or where it is found that the activities or actions of an 	Where an employee has been required to return from ASP to assist with urgent University matters, they will be expected to return to duty on a specified date. At the discretion of the relevant Dean, the employee may:

INITIATED BY	NOTIFICATION REQUIREMENT	REASON	AVAILABLE OUTCOMES AND APPROVAL
		employee are not in the best interests of or are damaging to the reputation of the University.	<ul style="list-style-type: none"> continue their approved program or a revised version of that program from an agreed date with an extension equal to the period of the program lost due to return to the University or be provided with full credit for the remainder of the ASP if the employee is unable to continue the program. <p>Compensation for financial losses incurred may be provided by the University where deemed to be appropriate, as determined by the Group Pro Vice Chancellor</p>

7.3.1 Reporting on ASP outcomes

An employee who has returned from a period of ASP is required to submit reports to demonstrate accountability for the activities undertaken and the funding provided by the University and other sources. Two reports are required, as shown below.

REPORT	REPORT ON ASP OUTCOMES	ACCOUNTABILITY AND FINANCIAL STATEMENT
When to submit	Within 6 weeks of return	Within 6 weeks of return
Who to submit to	Supervisor	Supervisor or Head of School where Supervisor is not financial delegate
Purpose	To ensure that the activities proposed during the ASP have been undertaken and to demonstrate how the activities contributed to the actual and anticipated outcomes of the ASP.	To account for financial assistance, income received and any variations from the authorised program
Content	The report will focus on the tangible benefits of the program in advancing the University's strategic objectives in	<p>The following should be addressed:</p> <ul style="list-style-type: none"> an explanation of any variations (indicating where approvals have or

REPORT	REPORT ON ASP OUTCOMES	ACCOUNTABILITY AND FINANCIAL STATEMENT
	<p>research, teaching and scholarship. The following headings must be used when compiling an ASP Report:</p> <ul style="list-style-type: none"> the title of the proposed ASP activity and summary of the purpose and agreed objectives of the ASP program the extent to which agreed objectives have been achieved the work performed and the locations of the work any activities undertaken on related forms of official absence (e.g. conference participation,) the actual outcomes achieved during ASP (identify conference papers, publications etc) outcomes still to be achieved and timelines other Academic achievements and anticipated benefits to the University and the individual. 	<p>have not been granted) in terms of the types of leave taken</p> <ul style="list-style-type: none"> an explanation of any variations (indicating where approvals have or have not been granted) from the authorised program income received during the period of ASP including the amounts, source, purpose and the arrangement for distribution of net revenues in accordance with the University's Consultancy, Private Practice and Contract Research Policy the amount of financial assistance provided by the University including funds accessed from consultancy and research account, for conferences and/or other expenses, and for travel.
Approval authority	Relevant Dean after consideration of the Head of School recommendation	Relevant Dean after consideration of the Head of School recommendation

7.3.1.1 Late or non-submission of reports

The relevant Dean may approve an extension for the submission of the reports for up to four weeks. Submission of reports will be an important factor in determining future ASP applications by an employee. Non-submission of reports will result in an unsatisfactory evaluation in your Academic Employee Career Development Review and action must be taken to address the evaluation.

7.3.1.2 Unsatisfactory reports

A report may be deemed to be unsatisfactory in two circumstances:

- the report is of poor quality or lacks sufficient detail and/or
- significant outcomes of the ASP were not achieved.

Where a report is of poor quality or lacks sufficient detail, the employee will be required to re-write the report within 10 working days.

Where the outcomes of the ASP are not achieved, the employee will be expected to provide reasons. Where the reasons provided do not sufficiently justify the lack of progress, the report may be declared unsatisfactory. An unsatisfactory report may result in an unsatisfactory evaluation in the employee's performance review.

7.4 Industry and professional exchanges

We recognise that to achieve our strategic goals of providing educational programs which meet the needs of a changing society, our academic employees need to be familiar with the activities of industry, government, unions and the voluntary sector. The **Industry Exchange Fellowships Policy** enables the translation of this knowledge and experience into the University.

Industry exchanges differ from secondments to other universities and institutions. The University also enables secondments as a form of knowledge exchange and professional development. The structure and rules of this program are contained in the **Secondment of Staff to Other Institutions Procedure**.

7.4.1 Structure

The Industry Exchange Fellowship scheme involves two individuals:

- the incoming exchange fellowship holder, who would be expected to spend the fellowship entirely within the Element sponsoring the exchange and
- an academic employee of the University who would work in the incoming fellowship holder's organisation and develop new skills, acquire knowledge and capabilities.

While the incoming exchange fellowship holder is normally expected to make some contribution to teaching, it should be recognised that they would not be able to carry a full load. When the exchange is proposed, a plan on how the teaching commitments of the outgoing academic employee should be provided.

Both exchange fellows retain their current employment terms and conditions with their parent employer. There is no exchange of money between the University and the outside organisation. All workers' compensation and superannuation aspects remain with the parent employers.

7.4.2 Process

Potential exchange fellowship holders from among the University's academic employees are expected to propose a person in industry, government or the voluntary sector with whom they could arrange an exchange for a period of six to twelve months.

The University employee is responsible for submitting a joint application with support from the proposed exchange fellow to the Head of Element. The application must include:

- details of the proposed activity outside the University
- the contribution that the incoming fellowship holder would make to research and teaching within the University
- curriculum vitae for each participant and
- a statement of agreement to the exchange from the host employer.

The incoming exchange fellowship holder holds the status of Visiting Fellow (unpaid). This enables the job to be tailored to the duties desired with the appropriate line of responsibility.

The Head of Element endorses and provides a recommendation to the Pro Vice Chancellor for approval of the Fellowship and subsequent arrangement. The PVC will consider the strategic advantage of supporting the exchange along with the plan to cover teaching, service, supervision and any other commitments of the academic employee.

8.0 Career development and promotions

8.1 Career growth opportunities

Griffith offers academic employees a range of opportunities to undertake positions that contribute to their career development, in addition to or instead of their substantive role. Opportunities include specified roles such as:

- Course Convenor
- Program Director
- First-Year Co-ordinator
- Honours Program Director
- HDR Convenor

As careers progress, senior academic leadership roles may also be available, including:

- Deputy Head of School
- Institute or Centre Director

Academic employees may also have the opportunity to take on acting responsibilities for leadership roles during periods of leave for the incumbent.

More information about advanced/additional roles can be found in Section 6 of this Handbook - [Role statements](#). The [Remuneration, Recognition and Benefits Policy](#), [Remuneration, Recognition and Benefits - Salary Loading Procedure](#) provides information about how specified higher duties and leadership roles are recognised and paid.

8.2 Promotion

All ongoing and fixed-term academic employees at Griffith University are eligible to apply for promotion.² The basis of promotions are established by the [Promotion of Academic Employees Policy](#) and follow the process, criteria, timelines and evidence requirements specified in this section of the Handbook and on the [Academic Promotions](#) webpage.

At Griffith, we ensure that applications for promotion are assessed in a way that is:

- merit-based, looking at a range of evidence
- collegial, using a peer-reviewed process
- fair and equitable, taking into account any disadvantage experienced by applicants and considering achievement relative to opportunity.

There is no quota for promotions applications in any given year. All applications are assessed on their individual merits.

8.2.1 Eligibility

All academic employees on continuing, continuing on probation, continuing contingent or fixed term appointments are eligible to apply for promotion, with the following exceptions:

² The promotions process isn't applicable to clinical title holders, casual academic teaching and/or casual research employees, adjunct, visiting and honorary appointees of the university.

- a. Employees who have served in their current appointment (or consecutive appointments for fixed term employees) for less than two years prior to the promotion application submission date.
- b. Employees who have resigned or have submitted a notice of resignation or those whose contract of employment ends prior to 1 January in the year following the application for promotion (i.e. at the time the promotion comes into effect).
- c. Employees who are currently on leave without salary for a period in excess of 12 months.
- d. Employees who submitted an unsuccessful promotion application within the last two years.
- e. Employees whose performance is assessed as unsatisfactory.

In exceptional circumstances, the above eligibility requirements, except for unsatisfactory performance, may be waived by the Provost for Level E, or otherwise relevant Pro Vice Chancellor. Employees are not required to have reached the top of the relevant scale to apply for promotion.

At any time during the promotion process, should an employee formally notify the University of their intention to resign, the promotion or appeals process will immediately cease with respect to that employee.

8.2.2 Areas of emphasis for promotion applications

Promotion Committees (Committees) evaluate the merits of each application, having due regard to the level of promotion sought, the applicant's work profile and any other relevant criteria. Their evaluation considers the quality of the achievements relative to the opportunity, including that afforded by an applicant's work profile.

Applications for promotion are to be made in one of the following areas of emphasis:

- Teaching Excellence
- Research Excellence
- Teaching AND Research Excellence.

Applicants with both teaching and research in their work profile are expected to evidence excellence in both areas relative to the opportunity afforded by their work profile.

Applicants may apply with a single area of excellence when 100% of their work profile consists of:

- Teaching and service
- Teaching, service and scholarship
- Research and service

Applicants with service in their work profile are expected to demonstrate their contributions to leadership, service and/or engagement within their case for Teaching and/or Research Excellence. Committees will be cognisant that those with a significant element of service will likely evidence their contributions through a range of non-traditional outputs.

Applicants may also include any service contributions not directly aligned with Teaching or Research Excellence within their application.

Committees will consider the impact of service contributions when evaluating whether an application meets the threshold for promotion.

8.2.3 Steps to promotion

STEP 1: PREPARING FOR PROMOTION

HEAD OF ELEMENT	SUPERVISORS	EMPLOYEES
Identify employees who are typically under-represented in promotion processes and use the AECD process to encourage and support strong candidates to apply, paying particular attention to women, Aboriginal and Torres Strait Islander First Peoples, people with disabilities and people from non-English speaking backgrounds.	Provide feedback and either encourage employees to apply or provide them with a clear indication of what actions are required to strengthen their case for a future promotion round.	Discuss their plans for promotion during their AECD review. NB: Employees may apply for promotion even if their supervisors advise them not to.

STEP 2: COMMENCEMENT OF ROUND

PROVOST	HEAD OF ELEMENT	SUPERVISORS
Advise all academic employees that the promotion round has commenced and draw attention to this procedure, the University's criteria for promotion, and the timetable for considering cases. Where academic positions are not aligned to an academic school or department, assign the relevant work area to the closest aligned Committee and process. The area assignments will be listed on the Academic Promotions webpage	Make clear the deadlines for the Academic Group review process and applicant submission requirements for the completion date of the Head of Element (HoE) report. (Academic Groups may define their own review deadlines and may have different review and feedback processes for senior promotion applications.)	Define and make clear to employees how they will provide feedback on an individual's readiness for promotion.

STEP 3: WRITING AND REVIEWING APPLICATIONS

NB: In writing their application for promotion, applicants should consult the [Academic Promotions](#) webpage for instructions and use the required forms. The criteria and typical types of evidence required for promotion are documented below in Criteria: Teaching Excellence and Criteria: Research Excellence.

APPLICANTS	HEAD OF ELEMENT	ACADEMIC GROUP
<p>Clearly evidence how they have achieved a sustained quality of performance appropriate to the standards required for the level sought.</p> <p>Applicants have the right to disregard the advice they are provided and may proceed to submit an application even if the submission was not recommended.</p>	<p>Provide all applicants with a written report based on their application by the Academic Group review deadline. The report should include highlights of the contribution to the element, esteem measures and other relevant information that may not be included in the case for promotion alongside any perceived vulnerabilities.</p> <p>Reports for more senior levels of promotions should clearly evidence the applicant's contribution to leadership and mentoring.</p> <p>The applicant must submit this report with their application. The applicant has the option of submitting a response to the HoE report in the overview statement section of the case for promotion.</p>	<p>Review process should provide applicants with feedback (in either an oral or written form) and indicate if the application demonstrates an appropriate standard to proceed.</p> <p>If the application is deemed not ready to proceed, the applicant should be provided with detailed feedback indicating what updates are recommended to improve their application or what steps they should take to make a future application.</p>

STEP 4: NOMINATING REFEREES

Applicants should check their nominated referees are willing to act but should not seek to obtain copies of their reports. The Chair of the relevant Promotions Committee will decide the number of referee reports to be requested. Groups will arrange a process where the final referee list is ranked. During this process, additional referees other than those nominated by the applicant may be proposed. Human Resources will arrange a process whereby the top-ranked referees are contacted. Others may be selected from the list where a referee provides a timely indication that they are unable to meet the report deadline.

PROMOTION LEVEL	NUMBER AND TYPE OF REFEREES	ADDITIONAL NOTES
Principal Research Fellow	Five	No current or recently departed employees of Griffith. If such people have relevant information to contribute, they can be asked to contact the Head of Element who may add this information to their report.
Academic level D (Associate Professor) or E (Professor)	Referees must be at or above the level to which the applicant is applying. Applicants should ensure the majority of those nominated are international or have international standing in their area of focus. Referees should ideally be able to comment across the breadth of an application.	No current or recently departed employees of Griffith. If such people have relevant information to contribute, they can be asked to contact the Head of Element who may add this information to their report.
Senior Research Fellow	Three	Applicants may indicate potential referee(s) whom they would wish to have excluded from commenting on their application, together with reasons for such advice. The relevant Promotions Committee is not obliged to act on this advice.
Academic level C (Senior Lecturer) or below	Three	Applicants may indicate potential referee(s) whom they would wish to have excluded from commenting on their application, together with reasons for such advice. The relevant Promotions Committee is not obliged to act on this advice.

STEP 5: SUBMITTING THE APPLICATION

Applicants should submit an application for promotion electronically by the prescribed closing date. Applications may be rejected if not prepared according to the instructions. Where a page or word limit is defined, excess content may be redacted. Late applications will not be accepted.

Applicants are responsible for ensuring their academic dashboard is up to date by the prescribed closing date. Applicants should consult the **Academic Promotions** webpage for instructions to update their academic dashboard.

The applicant may update their Academic Dashboard or submit evidence of progress pending at the time of the application and referred to in the application, to academicpromotions@griffith.edu.au by the date notified on the **Academic Promotions** webpage.

8.2.4 Criteria for promotion and the Committee decision-making process

- a. The decision to promote or not to promote is made by:
 - the Pro Vice Chancellor, after considering the recommendation of the Academic Group-based Promotions Committee up to and including Associate Professor and Principal Research Fellow
 - the Senior Promotions Committee in the case of promotion to Professor.
- b. Promotions Committees will be established in accordance with the relevant constitution. The relevant Promotions Committee will meet to consider all applications received. Should the Promotions Committee be satisfied that it has sufficient evidence before it, the Committee may proceed with its assessment. The relevant Promotions Committee may seek at any time to obtain further evidence to support its decision-making.
- c. The relevant Promotions Committee will consider an applicant's full academic history, weighted to their performance since appointment to the University, or last promotion at the University, whichever is the most recent.
- d. When assessing applicants for promotion, the relevant Promotions Committee will have regard for the criteria and the following relevant factors:
 - the applicant's agreed academic area(s) of emphasis
 - level of appointment
 - professional, disciplinary, cultural and gender expectations placed on the applicant
 - conditions of appointment and particular academic environments encountered by the applicant.
 - non-traditional patterns of achievement, such as may be demonstrated by women, Aboriginal and Torres Strait Islander First Peoples, people with disabilities and people from non-English speaking backgrounds.
- e. Particular consideration will be given to significant career interruptions and periods of part-time employment and other flexible arrangements, cultural service or representation commitments, and the ability to participate in activities that influence progression and the impact of major events. In such cases, accomplishments will be determined relative to opportunity.
- f. Work in progress will only be considered when it can be objectively assessed by internal and external referees.

- g.** Where an adverse referee report is received, which is inconsistent with other evidence presented, then the Promotions Committee must consider the appropriate weighting/overall relevance that should be attributed to this report. Should the Promotions Committee have ongoing concerns with such an adverse report, then further evidence should be sought.
- h.** All Promotions Committees conduct annual reviews of process, in conjunction with Human Resources, to ensure consistency, continuous improvement and monitor equity outcomes.

8.2.5 How and when the promotion comes into effect

The effective date of promotion is 1 January of the year following the date of notification for commencement of the promotion round. Successful applicants for promotion will normally be promoted to step 1 of the salary scale.

In exceptional circumstances, for example, where the employee has been on higher duties or secondment, the relevant Pro Vice Chancellor may recommend the commencement of promotion to a higher step within the salary scale. All such recommendations will be referred to the Provost for consideration.

8.2.6 Promotions on probation

An academic employee who is promoted while still on probation will normally have their appointment confirmed at the promotion level. However, the Promotions Committee may recommend to the relevant Pro Vice Chancellor or the Provost (for Level E) that the employee continues on probation. Where the employee remains on probation, they will have all further reviews conducted at the level to which they are promoted, from the date of promotion, taking into account that performance prior to promotion will be assessed at the lower level.

8.2.7 Appeals against decisions

Unsuccessful applicants will be provided with a copy of the minute extract from the meeting where the decision on their application was made. They will also have received a copy of the Head of Element's report. No other material will be supplied to or available to the employee regarding the promotion decision.

An unsuccessful applicant may request an opportunity to meet with the relevant Pro Vice Chancellor for Level E, or the relevant Promotions Committee Chair for all other applicants.

With regard to Appeals:

- a.** Appeals against non-promotion may only be made on the grounds of the University's failure to comply with its own procedures in a significant way.
- b.** There is no appeal option for reconsidering the academic merits of a case for promotion. Similarly, the judgement of the relevant Promotions Committee or other decision maker may not be used as the basis for an appeal.

8.2.7.1 Submitting an appeal

Employees who believe they meet the grounds for an appeal against a decision not to promote can lodge their appeal with the Director, Human Resources.

Appeals, with complete documentation, must be lodged within 10 working days of the date that the employee was sent a notification and the relevant Promotions Committee minute advising that their promotion application was unsuccessful. Appeals or further documentation will not normally be accepted after this time.

Appeals must be submitted using the relevant forms and prepared in accordance with the instructions on the Academic Promotions web page.

It is the responsibility of the appellant to put forward the case for the appeal and to provide evidence supporting allegations that the University's process as outlined in this Handbook was not correctly followed in a significant way.

8.2.7.2 Following receipt of an appeal

Human Resources will advise the Provost (for appeals at professorial level) or relevant Dean (Academic) that the employee's appeal has been submitted. Human Resources will forward a copy of the appeal submission to the Chair of the Appeal Panel.

8.2.7.3 Composition of the Appeal Panel

Each Appeal Panel will comprise three persons:

- a person to chair the Panel, appointed by agreement between the Vice Chancellor and the National Tertiary Education Union (NTEU).
- an employee appointed by the Vice Chancellor
- an employee nominated by the NTEU.

The Chair will be an employee of the University or a person who has previously been an employee and is retired from the University.

In appointing an Appeal Panel, the University will ensure that the membership excludes members of the relevant Promotions Committee and individuals responsible for completing an appellant's report for the Promotions Committee and that there is due regard for gender balance. Before accepting an appointment to an Appeal Panel, individuals must declare potential conflicts of interest.

The Director, Human Resources will also appoint a Human Resources employee to provide secretarial support to the Appeal Panel.

The appellant will be advised of the membership of the Appeal Panel.

8.2.7.4 Appeal Panel process

- Before convening the full Panel, the Chair of the Appeal Panel has the authority to review appeal submissions and to reject submissions that:
 - seek to argue the academic merits of a case or
 - challenge the judgement of the relevant Promotions Committee regarding its assessment of the merits of a case.
- If the Chair has rejected the appeal, Human Resources will inform the appellant of the decision.
- If the Chair deems the appeal meets the requirement for an appeal, Human Resources will forward a copy of the appeal submission to the Chair of the relevant Promotions Committee or nominee for comment. The Chair or nominee must provide comment within 10 working days.
- When a full Panel is to consider an appeal, Human Resources will inform the appellant and advise the membership of the Appeal Panel. The appellant should notify the Director, Human Resources upon receipt of the notification if they are concerned about a conflict of interest with a Panel member.
- The Appeal Panel should normally consider the documentation within 20 working days of receiving the appeal submission taking into consideration the timeline for the Chair of the relevant Promotions Committee to submit their comments.

- In considering an appeal, the Appeal Panel will compare the process followed in the appellant's case with the University procedures outlined in this Section of the Handbook and the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#).
- The Panel will seek to determine whether the University failed in a significant way to comply with its own procedures.
- The Panel will be provided with the following documentation for their consideration:
 - the appeal submission
 - the response from the Chair of the relevant Promotions Committee
 - extracts from Committee minutes and other relevant documentation relating to the recommendation or decision
 - the University's Promotion of Academic Employees Policy, this Handbook, and the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#).
- The Panel may decide to seek clarification on particular issues from parties relevant to the appeal, including the appellant. This clarification may be requested in writing or through interviews with the Panel.
- The proceedings of an Appeal Panel will be confidential.

8.2.7.5 Appeal decision

- After considering all material, the Appeals Panel will advise the Director of Human Resources that it is their determination that:
 - the appeal be dismissed, or
 - if the Panel finds that the University failed in a significant way to comply with its own procedures, the case be referred back to the relevant Promotions Committee for reconsideration.
- The Appeal Panel's decision, where possible, will be based on consensus. Where this is not possible, the Panel will use a majority vote.
- The relevant Promotions Committee will normally reconsider a re-referred case within 10 working days. The Chair of the Appeal Panel will be an additional member of the Committee for the process of reconsideration. They will detail to the Committee the identified departure(s) from the process and work with the Promotion Committee Chair to ensure that due process is followed.
- The University will endeavour to announce any successful promotion resulting from an appeal at the time the public announcement is made for other successful applicants but will be unable to hold the main announcement if there are unexpected delays with an appeal.
- There is no further appeal available once the University has concluded this process.

8.2.8 Criteria and Evidence

Criteria: Teaching Excellence

Applicants for promotion for Teaching Excellence will be expected to demonstrate a high degree of effectiveness as a teacher and how they have applied scholarship to their teaching. Applicants should demonstrate how they have made a valuable contribution to improving Griffith's program offerings and broader student experience in the context of the University's Strategic Plan and its Key Performance Indicators (KPIs).

A case for promotion for Teaching Excellence will be established through evidence of an applicant's effectiveness in promoting student learning through innovative, research/evidence-informed approaches to teaching and assessment and in enhancing the wider student experience, including student attraction, retention, success and employability.

It should detail teaching practices adopted and their impact on student learning, making explicit where innovative practice has been introduced. Examples may include the uptake and impact of blended or online learning, active learning, collaborative learning and authentic assessment. Cases will also include examples of scholarship such as critical engagement with pedagogical literature for personal professional development and of service, leadership and engagement.

A case for promotion for Teaching Excellence is expected to detail examples of **sustained achievement in teaching excellence**. Applications for promotion to more senior levels will be increasingly expected to demonstrate higher levels of recognition of their achievements, such as through citations, fellowships, awards and grants.

All applications are expected to show some evidence of **sustained achievement in learning and teaching scholarship excellence**, such as through professional development and reflective practices. Where the applicant's work profile includes a scholarship component, applications for promotion are expected to demonstrate deeper engagement in scholarship activities. Applications to more senior levels, and especially for those applicants with a scholarship profile, will be increasingly expected to demonstrate higher levels of recognition of achievements as demonstrated by national or international recognition and evidence of working externally as a representative of the University to build its reputation.

All applications are expected to show some evidence of service, with more senior levels being expected to demonstrate increased commitment to **sustained achievement in leadership, engagement and service excellence**. Applications to more senior levels will be increasingly expected to show higher levels of recognition of achievements as demonstrated by increasing levels of responsibility within the University, national or international recognition, and evidence of working externally as a representative of the University to build its reputation.

The lists below show the typical evidence types that may be used to demonstrate that the sustained achievement criteria have been met. Other evidence may also be included if relevant.

Evidence: Teaching Excellence

- Substantive improvements in the student experience, retention, success or employability.
- Student surveys that demonstrate positive student feedback or significant improvements over time.
- Peer reviews of teaching that recognise innovation and the positive impact of the changes.
- Fellowship of recognised learning and teaching societies, such as Advance Higher Education Fellowships.
- Citations and awards for excellence in learning and teaching.
- Grants to facilitate teaching activity, such as funding for additional student places, student scholarships and travel bursaries.
- Supervision and the successful completion of Higher Degree Research (HDR) candidates, Honours and postgraduate students.
- Creation of new and/or enhancement of existing student work-integrated learning and/or placement opportunities.

Evidence: Learning and Teaching Scholarship Excellence

- Personal professional learning and development for enhancement of teaching, learning and the student experience.
- Critical reflection on teaching practice informed by the body of literature, such as presentations on reflections on teaching practice at learning and teaching conferences.
- Engagement with and contribution to learning and teaching literature, such as attending and presenting at relevant workshops, seminars and/or conferences.
- Dissemination of knowledge gained through reflection and inquiry, to advance practices through scholarship, such as participating to advance a community of practice.
- Disseminating the benefit and impact of innovations through media, social media, publications and other external networking and promotion activities to build the reputation of the University.
- Strengthening the nexus between the industry/profession and discipline such as publishing works related to the scholarship of professional and industry practice, which demonstrate an impact on, for instance, student employment.
- Publication of a University teaching text or through other modes of dissemination that demonstrate others are adopting the approaches described.
- Publication of scholarly work in refereed learning and teaching or professional journals.
- Conducting scholarly projects relating to the development, implementation and evaluation of teaching initiatives.
- Obtaining funding to undertake scholarly projects for learning and teaching innovation.

Evidence: Leadership, Engagement and Service Excellence for Education

- Promoting the discipline and University, such as in relation to domestic or international student recruitment, school outreach and other pathway engagement activities.
- Engagement with alumni, donors, industry, clinical engagement. community that enhances the performance and reputation of the University.
- Promoting and enhancing the performance and reputation of the University such as by involvement in international and domestic student recruitment.

- Supervising and coordinating employees in learning and teaching contexts, such as course coordination, program convening or head of discipline.
- Actively engaging in Group/University committees in relation to the enhancement of teaching practices and the learning and student experience.
- Directly engaging with industry and other end-users in the form of companies, government, not-for-profit organisations, philanthropic and community organisations and international partners in ways that continue to support and enhance the core activities of learning and teaching.
- Engagement with external bodies or individuals that achieves impact and build the reputation of the University, such as reviewing programs or works of others, holding significant office or contributing to committees for community organisations, corporations or practitioner societies.
- Participation in the governance or leadership of relevant external events and activities including creative performances.
- Mentoring employees and supporting the professional development of others to improve the quality of education and student outcomes.
- Participation in the governance of education leading to significant change and impact, such as involvement in external committees, networks, accreditation or professional bodies.
- Establishing new domestic or international teaching programs or substantially enhancing existing programs to improve student attraction, retention and employability.
- Facilitating and enhancing high-quality work-integrated learning and/or placement experiences for students.

Criteria: Research Excellence

Applicants for promotion for Research Excellence will be expected to have made a valuable contribution to Griffith being an internationally recognised high-performing research institution, in the context of the University's Strategic Plan and its KPIs. Cases can be made on basic and/or applied research and creative activities that enhance knowledge and understanding. It should provide evidence of independent research contributions and personal standing in a relevant discipline(s). A case for promotion for Research Excellence will be assessed on the basis of the quality and impact of the applicant's contributions.

A case for promotion for Research Excellence is expected to detail examples of **sustained achievement in research excellence**. Applications for promotion to more senior levels will be increasingly expected to demonstrate higher levels of recognition of their achievements.

All applications are expected to show some evidence of **sustained achievement in research leadership, engagement and service**. All applicants seeking promotion will also be assessed on their contribution to the research environment and evidence of peer esteem. Applications to more senior levels will be increasingly expected to demonstrate higher levels of influence on their field of research and to have contributed to the development of human capability within their field, through research training and/or mentoring new researchers, for example.

Assessment of achievements in Research Excellence will consider quality and impact commensurate with an applicant's individual work allocation. Quality and impact measures will be relevant and sensitive to each applicant's discipline.

The lists below show the typical evidence types that may be used to demonstrate that the sustained achievement criteria have been met. Other evidence may also be included if relevant.

Evidence: Research Excellence

- Publication of peer-reviewed articles.
- Publication of academic books and monographs.
- Publishing significant and high-impact papers and reports related to industry, professional, cultural, international and community practice in journals.
- Publishing significant and high-impact literary articles.
- Exhibitions of creative work in recognised galleries.
- Materials produced within a recognised community of practice.
- Research that has had a measurable impact on policy and practice within the wider community.
- Substantial and original creative and performance work which has received positive recognition within the discipline.
- Preparation of submissions and success in achieving competitive external grants and funding from industry partnerships and other end users.
- Attracting significant capital or operating income, or other tangible benefits for the University.
- Consulting work that assists in forging links with industry, and other end users.
- Invitations to present keynote addresses at national and international conferences.
- Membership of journal editorial boards, and where relevant to the discipline, conference editorial boards.
- Awards recognising research excellence.

Evidence: Leadership, Engagement and Service Excellence

- Mentoring, supervising and coordinating employees in research contexts.
- Actively engaging in Academic Group/University committees in relation to the enhancement of research practices and research supervision.
- Leadership and management of Academic Group/University research centres and institutes or research teams.
- Supporting HDR coordination.
- Directly engaging with industry and other end-users in the form of companies, government, not for profit organisations, philanthropic and community organisations and international partners in ways that support, contribute to and enhance research.
- Engagement in external research-related activities for their discipline and/or profession that achieves impact and builds the reputation of the University, such as the reviewing of academic or other publications, convening academic, professional and industry conferences, holding significant office or contributing to committees, industry engagement, and other external events and activities including creative performances.
- Organising, attending and presenting at high-impact external workshops, seminars and/or conferences related to industry, professional, cultural and/or community practice.
- Engagement in high-impact professional, government, industry, creative, international and community practice on behalf of the University.
- Involvement in the governance of community organisations, corporations or practitioner societies.

- Disseminating the benefit and impact of research outcomes through media, social media, publications and other external networking and promotion activities to build the reputation of the University.
- Promoting and enhancing the performance and reputation of the University such as by involvement in alumni, industry, clinical, community or donor engagement.

9.0 Secondary employment, consultancies, commercialisation and Intellectual Property

9.1 Secondary employment and working outside the University

Griffith recognises that some academic employees will want or need to undertake additional work outside of their University employment, whether in a related field or a completely different area. While Griffith doesn't necessarily prohibit employees from engaging in additional work, the requirements to work impartially and in the public interest should outweigh all other considerations.

The [Secondary Employment and Outside Work Policy](#) and [Secondary Employment and Outside Work Procedure](#) provide direction on how to request approval for secondary employment and/or outside work, Griffith's expectations when you request and undertake work outside of the University, including limitations on when it is acceptable, and requirements to keep Griffith informed.

9.1.1 What is covered?

Secondary employment is when you undertake work separate from your Griffith employment contract, including during absences on approved leave. This work may be completely unrelated to the field of expertise for which you are employed at Griffith. It covers:

- self-employment
- employment by any External Entity, including a family company
- paid employment in an academic role, including lecturing, teaching and tutoring at another university, recognised professional association or other recognised educational body
- holding office in an External Entity (including a private or publicly listed company or not-for-profit entity) whether or not the position is remunerated. Positions may include Director, Chair, President, Vice President, Treasurer, Secretary, Board member, public officer or executive officer
- paid employment, consulting or directorships of or for an external entity that utilises Griffith intellectual property that you may have contributed to
- engaging in or undertaking any commercial business, whether as principal, agent, partner or employee
- providing consulting services other than those covered by the [Consultancy and Commercial Research Procedure](#)
- accepting or holding office with any state or territory government, the Australian or any local government.

Secondary employment does not include the ownership and investment of shares in publicly listed companies, investments in rental properties or other similar activities, or basic volunteering within a volunteer organisation (i.e. where you do not hold a significant role).

Outside work, on the other hand, relates to activities within your scope of professional expertise that are outside the terms of your employment and that do not involve you acting as an agent for or on behalf of the University. It includes any profession, occupation or trade where work is completed by you acting in your professional 'practicing' capacity, such as a clinician, lawyer, journalist, engineer, architect, accountant, IT professional, business professional or visual and performing artists who conduct privately commissioned exhibitions and/or performances. It can be one-off or involve the regular provision of professional expertise, advice and guidance.

There are some things you will likely do while employed at Griffith that, while they do involve payment by an external organisation, are not considered “outside work” for the purposes of the policy and procedure. This includes:

- occasional public appearances relating to your discipline, e.g. media broadcasts, newspaper articles or performances/works of art
- the refereeing or editing of articles for academic journals or other such texts
- the refereeing of research grant proposals or reports
- external examining and contracts for the examination of theses
- the writing of books or book chapters or the creation of other artistic works.

You do not need to declare these activities within Archer (unless they create a conflict of interest). These activities are considered normal outflows of your role as an academic, and any payments received for them (including ongoing royalties) should be managed by you as part of your normal financial and taxation obligations. Employees should also consider whether such a payment is an acceptable gift or benefit under the [Gifts and Benefits Policy](#) and [Gifts and Benefits Procedure](#).

It's important to note that you must not undertake secondary employment or outside work which:

- adversely impacts the core academic or professional activities of the University
- results in a conflict of commitment or a perceived or actual conflict of interest, as outlined in the [Conflict of Interest Policy](#) until this has been considered and approved by the appropriate approver(s)
- affects your availability and capacity to perform your University duties (e.g. through time or scheduling conflicts) or impairs your academic independence
- has the potential to cause harm to Griffith's reputation
- represents itself as being sponsored by, associated with or being undertaken on behalf of Griffith University or conveying the views of or expressing the position of the University
- competes with University business (either with services otherwise provided by the University or with a competitor organisation). NB: Any activities that could be performed as an employee of Griffith University should be dealt with as a University consultancy or commercial research project under the [External Research Funding Management Policy](#) and corresponding [Consultancy and Commercial Research Procedure](#)
- uses University resources, equipment or premises (unless prior approval in writing is obtained in accordance with the [Secondary Employment and Outside Work Policy](#) and the [Facilities Management and Campus Access and Use Policy](#))
- creates a health risk or hazard that may prevent or limit your ability to carry out your University duties
- requires the employment of other University employees or students to assist with the work (unless explicitly approved in writing)
- uses intellectual property owned or licensed by the University (unless explicitly approved in writing by a Responsible Senior Officer).

9.1.2 Process relating to secondary employment and outside work

If you do decide to request to take on work outside of the University:

- You should discuss the matter with your supervisor informally in the first instance. You can also seek advice from your Senior HR Business Partner and/or the Integrity Unit.

- You should then declare your intentions to engage in the work via the University's Declaration of Interest system, Archer. The **Secondary Employment and Outside Work Procedure** provides more details about what you will be asked to share and the process for doing so.
- The designated Responsible Senior Officers (identified within Archer) may approve your declaration, provided it does not breach the restrictions (see above), and any conflict of interest or conflict of commitment is able to be managed to the satisfaction of the University. Sometimes, the approval may be referred upwards and/or be conditional, in which case you will be informed of what conditions apply.
- All approvals are for a maximum one year in duration ongoing / open-ended approvals cannot be given. On an annual basis, you will need to re-submit your secondary employment or outside work arrangement for approval if your secondary employment or outside work is ongoing.

9.2 Griffith Enterprise

Griffith Enterprise is the University's dedicated office for commercial partnerships (consultancy and commercial research activities), Intellectual Property (IP) commercialisation, enterprise establishment and innovation and entrepreneurship support.

9.2.1 Consultancy and commercial research arrangements

Griffith University encourages academic employees to engage in Consultancy and Commercial Research (CCR) Project Work. This includes carrying out commercial research activities and consultancy projects for the business and government sectors. The **Consultancy and Commercial Research Procedure** provides direction and parameters on how such work is arranged, managed, and facilitated by Griffith Enterprise.

Griffith Enterprise supports Griffith employees in relation to Consultancy and Commercial Research (CCR) Project activities, through:

- provision of advice and assistance to employees seeking to undertake Consultancy and Commercial Research (CCR) Projects
- assistance in relation to proposal preparation and pricing for Consultancy and Commercial Research (CCR) Project Works
- submission of Consultancy and Commercial Research (CCR) Project proposals to External Organisations
- negotiation of the terms of business and contracts covering Consultancy and Commercial Research (CCR) Projects and
- recording and reporting on Consultancy and Commercial Research (CCR) Project activities.

Resources for employees are available on the **Griffith Enterprise** webpage, and include templates, advice and examples.

As the conduct of Consultancy and Commercial Research (CCR) Project Work affects the University's interests, the University regulates the Consultancy and Commercial Research (CCR) Project Work undertaken by employees.

When consultancy and commercial research projects are undertaken through the University, support, administration, resource access and billing are provided by Griffith. Funds received for the project are distributed to ensure that the costs of the project are fully covered, specifically the direct costs (salaries and non-salary costs), indirect costs (overheads) and any employee replacement costs to cover activities such as teaching relief.

9.2.2 Responsible conduct of commercialisation activities

When you engage in consultancy or research that might result in a commercialisation outcome, Griffith expects that you will behave ethically, responsibly, and in a manner that is mindful of your duty to the University. This includes identifying and managing conflicts of interest, as well as ensuring you follow the Employee **Code of Conduct** at all times.

Consistent with Griffith's **Code of Conduct**, four foundational principles underlie the approach we expect you to take to all activities, including commercialisation activities:

- integrity and impartiality
- promoting the public good
- commitment to the system of government
- accountability and transparency.

The **Guide to Responsible Conduct of Commercialisation Activities** provides scenarios, resolution paths and advice to help employees navigate the conduct of commercialisation projects. Griffith Enterprise can also provide assistance and advice.

9.3 Intellectual Property

Some activities you undertake while you are an academic employee at Griffith will create intellectual property, including consultancy or commercialisation activities (when you undertake them through the University). Intellectual property created whilst undertaking an activity for or on behalf of the University is an asset of the University and should, therefore, be treated as such. Misuse of intellectual property created at Griffith University could negatively impact the reputation of the University. The management of intellectual property rights is detailed in the **Intellectual Property Policy**.

In certain circumstances, the University's ownership of intellectual property may need to be qualified/confirmed through an IP Deed of Assignment. This may be the case for specific funding agencies or where it needs to transfer its rights in the IP to a third party, e.g. via a licence/commercialisation. If you work within a government-funded University Research Facility, prior to starting any work, you will be required to confirm the assignment of the intellectual property you generate within that facility to ensure the University is able to meet its obligations to the funder of that facility.

You may have moral rights to be identified as the author of copyright works; however, there may be some cases where you are asked to waive certain moral rights as part of an arrangement with an external organisation. The Moral Rights Consent Form provides more details about these circumstances.

Forms and documents are available on the Intellectual Property Policy Document section of the **Standard contracts and fact sheets** webpage.

9.3.1 Commercialisation proceeds

Commercialisation plays an important role in the advancement and utilisation of research outcomes and promotes and enhances the reputation of the University. Accordingly, the University encourages the Commercialisation of research outcomes/intellectual property through its commercialisation office, Griffith Enterprise. Griffith Enterprise is responsible for the identification, assessment, protection and commercialisation of IP created by the University's employees.

Griffith employees are encouraged to assist the University to identify, assess, protect and Commercialise IP. Creators should disclose potential IP created by them to Griffith Enterprise by completing the University's Intellectual Property Disclosure Form or some other similar means.

To encourage, support and incentivise the commercialisation of IP created at the University, the University will share the Net Proceeds received from the Commercialisation of IP with the Creators of the IP as per the Intellectual Property (IP) Policy.

9.3.2 IP Protection

Where appropriate and required for the Commercialisation of the IP, Griffith Enterprise may seek to protect the IP via the appropriate mechanism, e.g. patent, trademark, etc.

IP rights will be filed with the University as applicant and, where appropriate and legally required, IP applications will name the relevant Creators as inventors.

Griffith Enterprise will prosecute and maintain the IP rights on behalf of the University. Creators/employees will be required to provide support for the application and maintenance of any IP rights.

All prosecution and maintenance of IP rights are at the sole discretion of the University.

9.3.3 Rights to publish and conduct research

Through the **Intellectual Property Policy**, the University grants each employee a right to use, adapt or modify Scholarly Works, Educational Materials or Creative Works that are University-owned IP created by the employee, for the purposes of publication, teaching, academic research and personal promotion by the employee.

Employees are required to acknowledge that the Scholarly Work or Educational Materials was created at Griffith University in any use, adaptation or modification of the Scholarly Work or Educational Materials. Similarly, employees are required to acknowledge that the Creative Work was created at Griffith University in any dissemination of the Creative Work.

Employees may assign to an academic publisher for the purpose of academic publication Scholarly Work that is University-owned IP created by that employee. Joint Creators of Scholarly Works may exercise this delegation together but not separately. This delegation does not allow Assignment of Scholarly Works that are University Commissioned Works.

10.0 Leaving the University

For most academic employees, your employment at Griffith will come to an end when you decide it is time for your next step (whether that is employment elsewhere, a move to alternative working arrangements, or retirement).

There may occasionally be circumstances where the University initiates the end of an employment relationship. This can occur if the University undergoes restructuring or recalibration, which may make your position redundant, or if your employment is terminated due to ongoing performance issues or conduct breaches (following a fair and supported process, where you are given the opportunity to rectify the areas of concern). However, once you leave the University, Griffith will ensure you have the tools and the support to make an effective transition to your life beyond employment with us.

10.1 Planning for your exit

10.1.1 Giving notice

10.1.1.1 Resignation

When you are leaving the University via a resignation, you need to provide us with written notice of your intention to leave. The period of notice required depends on your conditions of employment:

- if your employment is under the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#), the notice requirement is specified in section 37 of the Agreement.
- for most continuing, continuing (contingent funded) or fixed term employees, this is 12 weeks (exceptions apply – please check your particular circumstances)
- for most casual academic employees, this is 2 weeks
- if your employment is under an employment contract, the contract will specify the required notice period.

You can request a shorter notice period, which the University will usually accommodate if it is at all possible to do so. In difficult circumstances (such as ill-health or urgent family needs), the University will enable an immediate departure without penalty in most cases.

10.1.1.2 Retirement

When you are planning your retirement, it's important to consult your superannuation fund and financial advisor and engage the University in helping you to make the optimal transition to your non-working life. Some employees opt to tell the University of retirement plans years in advance of their intended retirement. This allows for plans to be made that can benefit you and the University, including (if useful) the implementation of pre-retirement contracts which specify particular work and adjustments for the time remaining.

It is important to note that while the University can ordinarily direct an employee to take accrued long service leave in excess of 15 weeks, people who have indicated their retirement will not be required to take long service leave within 24 months of an agreed date of retirement, which is confirmed in writing. This may be a relevant consideration for your own financial planning.

Griffith provides information and support to employees contemplating retirement. You can access resources on the [Leaving Griffith](#) webpage.

10.1.2 Finalising entitlements

Before you leave the University, you will be provided with a statement of your leave and other entitlements. Some points to note are:

- If you are a fixed term employee, you are usually required to use all your available annual leave before your last day. If there has not been adequate opportunity to take the leave due to operational requirements, and there is appropriate recognition and approval of this, payment in lieu of annual leave may be made on completion of the contract. The University may also, in some circumstances, approve the carry-forward of accrued leave for a subsequent contract of employment with the University.
- Continuing employees will be paid out for any outstanding annual leave balance.
- Unused sick leave is **not** payable to any departing employee.
- If you are eligible for long service leave (including pro rata entitlements that begin after 7 years of service), you will be paid for any unused long service leave time on your departure.

10.1.3 Departure checklist

As you prepare to leave Griffith, your supervisor will work with you to ensure an orderly handover of work and the completion of any key tasks before you go, including:

- transfer of any grants to your new institution
- manage changes to supervisory team/s if you are supervising any HDR candidates.
- manage any research samples from laboratories
- safe disposal or transfer of hazardous chemicals, biologicals, and /or radioactive substances
- review and transfer of any permits or licenses as required
- transfer and storage of any equipment that belongs to the University
- finalise any outstanding matters with Griffith Enterprise if you are engaged in any commercialisation activities, intellectual property matters, or an inventor of a patent managed or licensed by Griffith
- transfer any course materials to your academic supervisor
- identify and transfer any active student matters you are involved in (e.g., Academic Integrity matters, student complaints, student discipline) as appropriate.

In your final week at the University, it is important to ensure that all property is returned and your access to systems is discontinued. Your supervisor will check in with you to make sure this gets done.

Specifically, you will be asked to:

- return all University property (swipe card, Employee ID card, purchasing card, keys, mobile phone, computing equipment, etc)
- ensure credit/purchasing card or cash advance acquittals are completed
- if you hold a blue card, ensure you have advised the Department of Justice and Attorney-General of the change to your employment status.

Human Resources provides checklists and resources for academic employees leaving the University on the [Leaving Griffith](#) webpage

10.2 When your exit is initiated by the University

The University may terminate employment where the reasons for dismissal relate to:

- unsatisfactory work performance
- misconduct

- grounds of ill health
- a position being considered redundant.

10.2.1.1 Unsatisfactory performance and misconduct

The University's response to performance and conduct issues is outlined in the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#), and aligns with the principles of fairness, equity and support.

For employees not covered by the Academic Staff Enterprise Agreement, the University will follow a comparable process to ensure that fairness and reasonableness remain a priority.

When you leave the University due to a performance or conduct process, you remain entitled to payment of accrued leave (see above). Griffith can also opt to pay you in lieu of notice if the University believes your immediate or early departure is advisable.

However, it is important to note that if you have been found to have engaged in serious misconduct in accordance with clause 42 of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#), such that it would be unreasonable to require the University to continue the employment during the period of notice, you can be terminated without notice and without payment in lieu of notice.

10.2.1.2 Ill health

Where the Vice Chancellor (or nominee) has doubts about your capacity to perform your required duties and whether you are unlikely to be able to do so within a reasonable period, you may be directed to undergo an independent medical assessment by a University appointed registered medical practitioner to determine fitness to carry out your duties. The medical examination will be at no cost to you.

If the medical examination reveals that you are unable to perform the duties required of employment and are unlikely to be able to do so within a reasonable period, being not less than 12 months, the delegated Senior Officer may terminate your employment with the relevant notice period. Prior to taking this, you will be given the opportunity to resign or retire.

NB: If you apply to a superannuation fund for temporary or permanent disability benefit and the fund determines that you are unable to perform the duties required of your employment and are unlikely to do so within a reasonable period and therefore approves a permanent disability benefit, this determination will be viewed in the same manner as a medical examination/assessment result described above.

10.2.1.3 Redundancy

From time to time, the University may determine that structural adjustments are needed. Where such adjustments result in some positions being identified as redundant, the process and stages outlined in section 41 of the [Griffith University Academic Staff Enterprise Agreement 2023-2025](#) will apply to employees who are engaged under the Agreement.

If you are involved in a redundancy process during your time at the University, you will be provided with information and support to understand and navigate the process.

11.0 Information

Title	Academic Employment Handbook
Document number	Provided by relevant Policy team
Purpose	The Academic Employment Handbook consolidates employment procedures and frameworks specific to academic employees into one location and provides a guide to employment policies and information relevant to academics throughout their career journey at Griffith.
Audience	Staff
Category	Operational
Subcategory	Staff
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goal/s: 3: Good Health and Well-Being 8: Decent Work and Economic Growth 10: Reduced Inequalities
Approval date	14 May 2025
Effective date	May 2025
Review date	May 2026 (reviewed annually)
Policy advisor	Various (see Roles, responsibilities and delegations)
Approving authority	Various (see Roles, responsibilities and delegations)

12.0 Roles, responsibilities and delegations

The table below lists the responsible policy advisors and approving authorities related to the various sections of the Academic Employment Handbook.

The delegations related to the Academic Employment Handbook can be found in the [Delegations Register](#).

HANDBOOK SECTION	ADVISOR	APPROVER
1.0 ATTRACTION, RECRUITMENT AND SELECTION		
1.1 Why choose Griffith?	Director, Human Resources	Provost
1.2 Recruitment at Griffith	Head, Talent Acquisition	Director, Human Resources
1.3 Pre-employment screening and clearances	Head, Talent Acquisition	Director, Human Resources
1.4 Relocation and immigration support	Head, Talent Acquisition	Director, Human Resources
2.0 ONBOARDING AND PROBATION		
2.1 Onboarding of new employees	Head of Capability and Development	Director, Human Resources
2.2 Probation and confirmation of academic employees	Director, Human Resources	Provost
3.0 EMPLOYMENT ENVIRONMENT AND EXPECTATIONS		
3.1 The Griffith Community	Director, Human Resources	Provost
3.2 Griffith's commitment to you	Director, Human Resources	Provost
3.3 Your responsibilities as a Griffith employee	Director, Human Resources	Provost
4.0 CAREER STRUCTURE AND EARLY CAREER SUPPORTS		
4.1 Career structure	Director, Human Resources	Provost
4.2 Expectations and supports for academic employees	Director, Human Resources	Provost

HANDBOOK SECTION	ADVISOR	APPROVER
4.3 Casual academic employees	Director, Human Resources	Provost
4.4 Academic title holders	Director, Human Resources	Provost
4.5 Professors Emeritus	Chief of Staff, Office of the Vice Chancellor	Vice Chancellor

5.0 PERFORMANCE FRAMEWORK

5.1 Your performance at Griffith	Director, Human Resources	Provost
5.2 Performance equity	Senior Lead (Inclusion and Development)	Director, Human Resources
5.3 Performance management of academic employees on common law contracts	Director, Human Resources	Provost

6.0 ROLE STATEMENTS

6.1 Course Convenor	Senior Manager, Student Credentials	Deputy Vice Chancellor (Education)
6.2 First Year Commencing Student Coordinator	Portfolio Leader, Student Success and Retention	Deputy Vice Chancellor (Education)
6.3 HDR Convenor	Dean, Griffith Graduate Research School	Deputy Vice Chancellor (Education)
6.4 Honours Program Director	Senior Manager, Student Credentials	Deputy Vice Chancellor (Education)
6.5 Program Director	Senior Manager, Student Credentials	Deputy Vice Chancellor (Education)

7.0 PROFESSIONAL DEVELOPMENT

7.1 Casual employees' professional development for teaching and learning	Dean, Centre for Collaborative Educational Excellence	Provost
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HANDBOOK SECTION	ADVISOR	APPROVER
7.2 Reimbursement of course fees	Director, Human Resources	Provost
7.3 Academic Studies Program (ASP)	Director, Human Resources	Provost
7.4 Industry and professional exchanges	Director, Human Resources	Provost

8.0 CAREER DEVELOPMENT AND PROMOTIONS

8.1 Career growth opportunities	Director, Human Resources	Provost
8.2 Promotion	Director, Human Resources	Provost

9.0 SECONDARY EMPLOYMENT, CONSULTANCIES, COMMERCIALISATION AND INTELLECTUAL PROPERTY

9.1 Secondary employment and working outside the University	Head of HR Business Partnering	Director, Human Resources
9.2 Griffith Enterprise	Director, Griffith Enterprise	Deputy Vice Chancellor (Research)
9.3 Intellectual Property	Director, Griffith Enterprise	Deputy Vice Chancellor (Research)

10.0 LEAVING THE UNIVERSITY

10.1 Planning for your exit	Director, Human Resources	Provost
10.2 When your exit is initiated by the University	Director, Human Resources	Provost

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