
Academic Staff Classification Guidelines

Section 1 - Purpose of Guideline

- 1) This document provides guidelines for implementing Metavision Institute's *Staff Selection Recruitment Appointment, Professional Equivalency Policy* and the *Academic Staff Performance Review and Management Policy*.
- 2) The Metavision Institute acknowledges the vital role played by its academic faculty in realising the Institute's vision and mission. This recognition is manifested through the assignment of clear and comprehensible academic titles that align with the standards set by TEQSA and common practice in the Australian Higher Education sector.
- 3) TEQSA expects Metavision Institute 'to demonstrate sufficient staffing to meet the educational, academic support, administrative and access needs of the student cohorts undertaking a course of study. This includes an overall staffing profile sufficient to provide collective academic leadership necessary to lead intellectual enquiry at the level required by the course of study.'¹ This guideline supports Metavision Institute's compliance with this requirement.

Section 2 - Categorisation

- 4) The proper categorisation and acknowledgment of outstanding contributions, coupled with opportunities for promotion to higher classification levels, serve as a method for appreciating and fostering the scholarly endeavours of academic staff.
- 5) Where the role title 'Academic Director' is used on Metavision Institute documents, this will refer to the new role title 'Dean (Education)'.
- 6) All Full-time Academic Staff and Permanent Part-Time Academic Staff will be classified at one of the following levels:
 - a) Level A (Associate Lecturer)
 - b) Level B (Lecturer)
 - c) Level C (Senior Lecturer)
 - d) Level D (Associate Professor)
 - e) Level E (Professor)
 - f) Distinguished Fellow. The level 'Distinguished Fellow' may only be granted to the 'Foundation Dean (Holistic Counselling)'

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<https://www.teqsa.gov.au/how-we-regulate/higher-education-standards-framework-2021/hesf-domain-3-teaching>

- 7) The Dean will use the FairWork Ombudsman Pay Guide - Higher Education Industry - Academic Staff - Award MA000006 to recommend pay scales on a case-by-case basis.
- 8) The CEO will decide pay scales in line with the Fair Work Ombudsman Pay Guide for the Higher Education Industry² based on the Dean's recommendations.
- 9) All Full-time Academic Staff and Permanent Part-Time Academic Staff may be classified with one or more of the following titles:
 - (a) Course Director (Level C/D/E)
 - (b) Course Coordinator (Level A/C)
 - (c) Unit Coordinator (Level A/E)
 - (d) Placement Officer (Level N/A)
 - (e) Academic Director (Level C/D)
 - (f) Dean (automatic Level E)
 - (g) Foundation Dean (Holistic Counselling)
- 10) Coordination Duties
(For detailed information see the Course and Unit Coordination Policy (under development))

Role	Summary
Unit Coordinator, PhD	<p>The Unit Coordinators are responsible for the coordination and administration of the unit/s they have been allocated. Unit Coordinators should be permanent or seasonal members of academic staff at Level B or above.</p> <p>Duties may include:</p> <ul style="list-style-type: none"> ● unit design; ● unit management; ● unit monitoring and review; and ● unit leadership and relationship management ● supervising academic Professional Equivalence Plans who do not meet the +1 requirement under the guidance of the Program Director ● TEQSA compliance activities ● Academic and AI integrity ● Risk assessment
Course Coordinator	<p>The Course Coordinators are responsible for the coordination and administration of the courses where they meet the +1 or equivalence criteria. Where they do not meet the criteria they are directly supervised by the Dean (Education) and must be on a Professional Learning Plan to ensure they meet the equivalence criteria, or the criteria. Duties may include:</p> <ul style="list-style-type: none"> ● course design; ● course management; ● course monitoring, renewal and review; and ● course leadership and relationship management ● supervising academic Professional Equivalence Plans who do not meet the +1 requirement under the guidance of

² <https://www.fairwork.gov.au/pay-and-wages/minimum-wages/pay-guides>

	<p>the Program Director.</p> <ul style="list-style-type: none"> ● course review and TEQSA re-accreditation ● academic and AI integrity ● fostering disciplinary scholarship and the scholarship of teaching and learning ● risk management ● governance reports and committee attendance as required
<p>Program Director, PhD.</p>	<p>Duties may include:</p> <ul style="list-style-type: none"> ● oversight of academic quality for AQF level 8 and 9 courses ● disciplinary leadership ● recommending employment contracts to the CEO ● supervision and development of the academic teaching team including Full-time Academic Staff, Permanent Part-Time Academic Staff, Seasonal Academic Staff, Casual Academic Staff and Markers (See 3.2). ● Special Considerations applications ● Professional Equivalence Plans for staff who do not meet the +1 criteria ● student and staff complaints ● academic team meetings. ● Leadership of academic and AI integrity ● Leadership of course-review and TEQSA re-accreditation ● Governance and accountability duties ● Risk management ● Fostering disciplinary scholarship and the scholarship of teaching and learning ● Monday.com student management system accountabilities ● Alignment between policy and practice

- 11) Additional nomenclature may be added to a title where relevant - for example 'Dean' may be appended as 'Dean (Education)' or Dean (Strategy and Policy) or similar if appropriate to the role.
- 12) The title 'Foundation Dean (Holistic Counselling) can only be granted to the Founder of Metavision Institute in combination with the role Distinguished Fellow (See Adjunct and Visiting Appointments Guidelines).
- 13) Course Coordinators and Unit Coordinators are appointed from among the academic staff members of the Institute at or above associate lecturer Level A. They work under the direction of the Dean (Education) or their delegate.
- 14) Duties may include:
 - a) develop a cohesive team among staff members teaching in the unit;
 - b) provide leadership in unit development within the course;
 - c) aid in accreditation;
 - d) initiate and implement unit improvement programs;
 - e) resolve operational problems associated with the unit;
 - f) organise curriculum, teaching and assessment materials for the unit;
 - g) assess students in the unit;\

- h) advise and counsel students on academic matters and fosters their progress in the unit; and
- i) deal with other relevant academic and administrative matters.

Section 3 - Academic Position Classification - Explanation

- 15) Position Classification Guidelines are generic statements used to describe the broad categories of responsibilities attached to academic staff members at different levels employed in Higher Education throughout Australia.
- 16) The Position Classifications provide an adequate basis to differentiate between the various levels of employment and define the broad relationships between classifications. The Position Classifications are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. Position descriptions expand upon Position Classifications and are consistent with them.
- 17) All levels of academic staff members can expect to make a contribution to the diversity of functions at the Institute. Such functions include teaching, research, participation in professional activities, and participation in academic planning and governance. The Institute refers to the appropriate Classification when assigning duties and responsibilities to academic staff members. The balance of the functions will vary according to the level and position over time.
- 18) Appointment to positions involving a high level of administrative responsibility is based upon the quality and capacity of the individual staff member to perform these duties.
- 19) The following categories of academic staff will be used:
 - Full-time
 - Permanent Part-Time
 - Casual
 - Markers
- 20) The TEQSA definition of 'casual staff' will be used, that is 'Staff who are engaged and paid on an hourly or sessional basis, and who have no entitlement to paid annual, sick or long service leave.'³
- 21) 'Casual staff' should be classified with one or more of the following titles:
 - Guest Lecturer: where the incumbent meets the general skill standard for Lecturer level A or above, or is an industry specialist, and is providing a short term, one-off guest lecture and is paid via invoice.
 - Tutor: where the incumbent may meet the standard of (a) but whose role is specifically related to providing tutorial support at and/or between 'intensives'
 - Casual Academic – where the incumbent meets the skills base standard of Lecturer level A or above. A casual academic will be on a time-limited contract.
 - Casual Industry Academic – Where the incumbent has substantial and relevant industry experience, but does not meet the equivalence criteria for +1. A casual industry academic will be on a time-limited contract.
 - Blended Learning Facilitator – Where the incumbent may meet the standard and the skills base of Lecturer level A or above, but whose role is specifically related to providing support for remote students joining in-person 'intensives'
 - Marker – Where the incumbent may meet the standard of either (c) or (d) but whose role is specifically related to marking assessments. Markers are directly supervised by a Course Coordinator, and an academic staff member with a PhD.
- 22) Casual teaching staff will be appropriately coordinated by the Unit Coordinators, Course Coordinators and the Dean (Education).

³ <https://www.teqsa.gov.au/guides-resources/glossary-terms#c>

- 23) In line with TEQSA regulations, all academic staff (see 3.2.1) involved in AQF Level 8 and 9 courses must have a +1 qualification. Where this is not possible for specific and contextual reasons, the proposed staff member must be able to demonstrate equivalence to the +1 qualification per TEQSA Guidelines and Metavision Institute Policy and Guideline. Academic staff who do not meet the equivalent criteria must be supervised by a +1 staff member and will be required to develop a Professional Learning Plan⁴.
- 24) Casual academic staff will be appropriately supported and resourced.
- 25) All academic staff, employed in all categories and roles, are required to provide to Metavision Institute the following information as requested:
 - Annually updated Curriculum Vitae;
 - Details of scholarship directly associated with informing teaching and learning;
 - Details of disciplinary scholarship.
- 26) Position Classification Statements have three (3) parts:
 - General standard: the general standard contains a generic statement of the function and rationale of positions at a given level. These are stated regarding the form and the level of contribution which an occupant of a position can be expected to make to academic leadership, research and scholarship, teaching performance and leadership, and professional leadership.
 - Specific duties: examples of specific duties are provided. The lists of duties are illustrative and not a set of mandatory requirements to be placed upon someone holding a position at a given level. There are several distinctive duties between the levels, and these are especially pertinent in establishing where a position and its incumbent should be classified.
 - Skill base: the skill base is a generic statement of the qualification and experience which can be expected of a person holding a position at a given level. The skill base is stated as a combination of formal qualifications and / or experience according to the relevant discipline area. Selection and other criteria need to be sensitive to the discipline area of candidates.
- 27) See Attachment 1 for Position Classification Statement Table.

Section 4 - Academic Position Classification - Titles and Post Nominals

- 28) Metavision Institute recognises that some academic staff are also registered medical practitioners with AHPRA.
- 29) AHPRA identifies the 'Dr' title as a non-protected title that can be used for advertising purposes when advertising medical services.
- 30) TEQSA has advised Metavision Institute that the use of the title 'Dr' without a PhD in a higher education context can be confusing to students and potentially misleading.
- 31) For this reason, the following rules apply:
 - Where a staff member has an earned doctorate, they may use the title 'Dr' as their title, before their name, and/or 'PhD' as a post-nominal. That is, in this format: Dr Smith; or Smith, PhD; or Dr Smith, PhD.
 - In the context of their academic appointment at Metavision Institute, where a staff member has the right to use the 'Dr' title through AHPRA registration for advertising purposes, they will use the title 'Dr' as a post-nominal with specialisation. That is, in this format: Smith (Dr.

⁴<https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-determining-equivalence-professional-experience-and-academic-qualifications>

plus specialisation). They will not use the 'Dr' title before their name whilst engaged with Metavision Institute.

- 32) These rules apply to all Metavision Institute communications, advertisements, website information, course documents, and so on.

Attachment 1

Attachment 1 is a general guide and may be varied or interpreted as appropriate to the role, position and the evidence provided by the person considered for the role.

Level	General Standard	Specific Duties	Skill Base
A	<p>An associate lecturer is expected to make contributions to the teaching effort of the Institute, particularly at undergraduate level and graduate diploma level. An academic at this level is also expected to carry out activities to develop their scholarly research, and/or professional expertise relevant to the profession or discipline.</p> <p>The most complex levels of unit coordination should not be carried out by an associate lecturer.</p> <p>An associate lecturer will not be required to teach primarily in units which are offered only at Masters degree level or above.</p> <p>An associate lecturer will work with support and direction from academic staff members classified at lecturer and above with an increasing level of autonomy as the academic gains in skill and experience.</p>	<p>Academic leadership: limited administrative functions primarily connected with the course units in which the academic teaches;</p> <p>development of subject area material with appropriate guidance from the unit coordinator or other experienced member of staff members;</p> <p>acting as course or unit coordinator provided that skills and experience demonstrate this capacity</p> <p>attendance at academic staff meetings and/or membership of a limited number of committees.</p> <p>Research and scholarship as an early career researcher and scholar.</p> <p>Teaching performance and leadership conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions;</p> <p>preparation and delivery of lectures and seminars</p>	<p>An associate lecturer will normally have completed four years of tertiary study in the relevant discipline and/or have equivalent qualifications and/or professional experience. In many cases a position at this level will require an honours degree, extended professional degree or three year with an associated post graduate diploma. In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or contributions to technical achievement.</p>

		<p>provided that skills and experience demonstrate this capacity;</p> <p>consultation with students;</p> <p>marking and assessment primarily connected with units in which the academic teaches; and</p> <p>production of teaching materials for students for whom the academic has responsibility.</p> <p>Professional leadership</p> <p>Ongoing registration as appropriate to discipline</p>	
B	<p>A lecturer is expected to make contributions to the teaching effort of the Institute. An academic at this level is also expected to carry out activities to maintain and develop their scholarly, research and/or professional activities relevant to the profession or discipline.</p>	<p>Academic leadership:</p> <p>initiation and development of unit material;</p> <p>acting as course or unit coordinator;</p> <p>development of course material with appropriate advice from, and support of, more experienced staff members;</p> <p>a range of administrative functions, the majority of which are connected with the course units or subject areas in which the academic teaches; and</p> <p>attendance at academic team meetings and/or membership of a number of committees.</p> <p>Research and scholarship:</p> <p>Teaching performance and leadership:</p> <p>conduct of tutorials, practical classes, demonstrations,</p>	<p>A lecturer will have qualifications and/or experience recognised by the Institute as appropriate for the relevant discipline area. In many cases a position at this level will require a doctoral or masters qualification or equivalent accreditation or standing. In determining experience relative to qualifications, regard is had to teaching, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement.</p>

		<p>workshops, student field excursions, clinical sessions and studio sessions;</p> <p>preparation and delivery of lectures and seminars;</p> <p>supervision of the program of study of honours students or of postgraduate students engaged in coursework;</p> <p>marking and assessment;</p> <p>consultation with students; and</p> <p>production of teaching materials for students for whom the academic has responsibility.</p> <p>Professional leadership: involvement in professional activity.</p>	
C	<p>A senior lecturer is expected to make significant contributions to the teaching effort of a faculty and the Institute. An academic at this level is also expected to play a major role in scholarship, research and/or professional activities.</p>	<p>Academic leadership: initiation and development of course material; course coordination; broad administrative functions; attendance at leadership and a major role in planning or committee work; and provision of advice and support to less experienced academic staff members.</p> <p>Research and scholarship: conduct of research.</p>	<p>A senior lecturer will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation or standing. In determining experience relative to qualifications regard will be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and</p>

		<p>fostering the scholarship of teaching and learning</p> <p>Teaching performance and leadership:</p> <p>exercising a significant role in teaching and teaching development within the Institute;</p> <p>conducting of tutorials, practical classes, demonstrations, workshops, field excursions, clinical sessions, and studio sessions;</p> <p>preparation and delivery of lectures and seminars;</p> <p>supervision of the program of study of honours students and of postgraduate students engaged in course work;</p> <p>marking and assessment;</p> <p>consultation with students;</p> <p>development and promotion of innovative teaching methods; and</p> <p>production of teaching materials for students for whom the academic has responsibility.</p> <p>Professional leadership:</p> <ul style="list-style-type: none"> ● significant contribution to the profession and/or discipline. 	<p>professional achievement in the relevant discipline area.</p>
D	<p>An associate professor is expected to make significant contributions to all activities of the organisational unit or interdisciplinary area and</p>	<p>Academic leadership:</p> <p>high level strategic leadership with the CEO, COO, and other academic leadership teams.</p>	<p>An associate professor will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A</p>

	<p>play a significant role within his/her profession or discipline. Academics at this level may be appointed in recognition of their distinction in their disciplinary area.</p>	<p>risk identification and management and quality improvement;</p> <p>TEQSA accreditation and registration activities;</p> <p>development of and responsibility for curriculum/programs of study;</p> <p>course coordination;</p> <p>high level administrative functions;</p> <p>attendance at academic team and governance meetings and a major role in planning or committee work; and</p> <p>provision of advice and support to less experienced academic staff members.</p> <p>Research and scholarship:</p> <p>conduct of research and/or scholarship, research leadership, leadership in the scholarship of teaching and learning.</p> <p>Teaching performance and leadership:</p> <p>conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions, and studio sessions;</p> <p>preparation and delivery of lectures and seminars;</p> <p>supervision of postgraduate students engaged in course work;</p>	<p>position at this level will normally require a doctoral qualification or equivalent accreditation or standing. In determining experience relative to qualifications regard will be had relative to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.</p> <p>There is also a requirement for academic excellence which may be evidenced by an outstanding contribution to teaching and/or the profession.</p>
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		<p>overseeing marking and assessment;</p> <p>consultation with students;</p> <p>development and promotion of innovative teaching methods; and</p> <p>production of teaching materials for students for whom the academic has responsibility.</p> <p>Professional leadership:</p> <p>substantial involvement in professional activity.</p>	
E	<p>A professor is expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the academic discipline, both scholarly and general.</p>	<p>Academic leadership:</p> <p>TEQSA accreditation and registration activities;</p> <p>responsibilities as outlined in the Delegations Framework;</p> <p>high level strategic leadership with the CEO, COO, and other academic leadership teams.</p> <p>development of learning, teaching and research policy;</p> <p>playing an active role in risk identification and management</p> <p>playing and active role in continuous quality improvement</p> <p>the maintenance of academic standards and in the development of educational</p>	<p>A professor will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation or standing. In determining experience relative to qualifications regard will be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.</p> <p>There is also a requirement for academic excellence which may be evidenced by an outstanding contribution to teaching and/or research and/or the profession, and that a professor will be a</p>

		<p>policy and of curriculum areas within the discipline;</p> <p>providing advice and support to less experienced academic staff members.</p> <p>Research and scholarship:</p> <p>conduct of research and scholarship; leading and fostering the scholarship of teaching and learning; building a culture of scholarship and research; mentoring early-career researchers and scholars; thought leadership.</p> <p>Teaching leadership:</p> <p>oversight of all aspects of academic governance;</p> <p>special consideration applications (if specified by Policy);</p> <p>development and promotion of innovative teaching methods.</p> <p>assuring academic quality and standards;</p> <p>Professional leadership:</p> <p>participation in and providing leadership in community affairs, particularly those related to the discipline, and in professional, commercial</p>	<p>leading authority in the relevant discipline area.</p>
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