TABOR

STAFF RECRUITMENT, APPOINTMENT AND ACADEMIC PROMOTION POLICY

Authorised By:	President (CEO)	Revision: 4.0
Last Amendment Date:	Revision Date: 06 Apr 2023	
Review Due Date:	Next Review: 06 Jul 2025	
Related Documents:	Our Faith Values Our Learning Community Values Close Personal Relationships Policy	
Responsible Officer:	Registrar	
Review:	Executive	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer

1. Overview

Tabor is committed to attracting and retaining those people who will best advance its objectives and strategic vision. This policy provides the guidelines and criteria for recruiting and appointing staff and determining professional experience equivalence to Australian Qualification Framework (AQF) qualification types to ensure Tabor complies with the TEQSA requirement that academic staff who teach are qualified to at least one Qualification Standards level higher than the course of study being taught, either through formal academic qualifications or equivalent professional experience (Higher Education Standards 3.2.3).

2. Scope and Applications

This policy applies to all staff whether employed by Tabor or a Third Party Provider.

3. Policy Principles

3.1. Tabor will exercise recruitment, selection and appointment practices based on merit, fairness and equity. These practices will be consistent with the Our Faith Values and Our Learning Community Values documents.

3.2. The College acknowledges its obligations to current staff members and their career development; as such, staff members will be considered for any vacancies arising on the basis of them having suitable skills and experience to meet the requirements of the position.

3.3. Tabor does not discriminate in employment against relatives of (or people in a close personal relationship with) an existing member of staff, provided the requirements of this policy and the Close Personal Relationships Policy are met.

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3.4. Academic Requirements

    3.4.1. Teaching staff need to be capable of leading students in intellectual inquiry suited to the nature and level of expected subject and course learning outcomes (HESF 3.2.2)

    3.4.2. Teaching staff will hold a qualification AQF + 1 (or equivalent – see section 5) or higher in the field they are teaching (HESF 3.2.3.c).

    3.4.3. New teaching staff or assessors will be required initially to work under the supervision of senior staff to ensure that they are maintaining equivalent teaching and assessment standards.

    3.4.4. Teaching staff are required to develop and maintain their:
    i) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice (HESF 3.2.3.a)
    ii) skills in contemporary teaching, learning and assessment principles relevant to the discipline (3.2.3.b)
    and will receive an allocation within their workload to ensure this takes place.

    3.4.5. Staff teaching or assessing in higher education courses, especially those with an explicitly vocational focus, will normally be expected to have had a significant amount of relevant practical/professional experience, which will generally have been at least five years in duration.

    3.4.6. Teachers who teach specialised components of a course of study (such as experienced practitioners and teachers undergoing training) may be employed if they don't fully meet the requirements listed above as long as their teaching is guided and overseen by staff who do meet the standards.

3.5. Spiritual Requirements

    3.5.1. All staff must affirm the Faith Values of the College, as set out in the Tabor College Staff Handbook.

4. **Procedures**

4.1. Identifying a Vacancy

    4.1.1. A vacancy arises when:
- an employee leaves Tabor
- a new position is established within the organisational structure
- changes in work load create a new position or an opportunity for casual part time employees to increase their substantive work hours.

    4.1.2. Where a vacancy arises at the same time a suitable staff member is made redundant then the staff member will be considered for the position on the basis of suitable skills and experience to meet the requirements of the position. The Dean of Faculty / Head of Department will be consulted with regards to the suitability of the person to the position. The final decision regarding placement will be made as per 4.3 of this policy.

    4.1.3. When an employee leaves, the Dean of Faculty / Head of Department will re-examine the structure to determine whether job redesign will be more efficient or whether the position needs to be filled.

    4.1.4. Employees affected by position changes as a result of job redesign will be advised of this by the Dean of Faculty / Head of Department.

    4.1.5. The Dean of Faculty / Head of Department will:
- examine, and update where necessary, the Job and Person Specifications (J&PS) to ensure that they accurately reflect the current or future duties of the position.
- consider whether any special conditions apply to the position, i.e. casual, contract, permanent.
- develop the selection criteria (essential and desirable) based on the J&PS.

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4.2. Advertising the Vacancy

4.2.1. The Recruitment/Advertising Approval Form (see Appendix B) is to be completed and must be signed before any action can be taken by Human Resources to advertise the position

4.2.2. The following table identifies the committee or person responsible for approving advertising:

Position / Department / Faculty	Who Approves Advertising
President (CEO)	Board
Appointments within the President's Office	Board
Appointments within Faculties	President
Appointments within Departments	President

4.2.3. In the following limited circumstances appointments may be made without advertising (internal or external):

- positions requiring highly specialised expertise and where the Dean of Faculty / Head of Department can certify that a search has been conducted and the nominated individual is the best person for the job (subject to a satisfactory panel interview)
- where the Dean of Faculty / Head of Department can certify that the work is required for a specific limited purpose of up to 12 months' duration.

4.2.4. Advertising is organised by Human Resources on receipt of the Recruitment/Advertising Approval Form. Positions will be advertised internally via e-mail and staff noticeboards. Concurrently positions may be advertised externally in print media and/or internet, as well as on the Tabor website.

4.2.5. To ensure compliance with Equal Opportunity Employment Law and other legislation that may apply, the Human Resources Manager will write both Internal and External Job Advertisements, in consultation with the Dean of Faculty / Head of Department.

4.3. Selecting and Appointing

4.3.1. Applications may be received either by the Human Resources Manager or by a designated person in each Faculty / Department (depending on the type of position). Acknowledgement of receipt of applications will be within one week of the closing date and all applications will be maintained in strict confidence to protect the privacy of personal information.

4.3.2. Short-listing of applications against agreed criteria will be carried out by Human Resources and the Dean of Faculty / Head of Department (or delegate).

4.3.3. Interviews will be held by a panel of interviewers (a minimum of 2 people will form a panel). Panels will normally consist of the HR Manager, the Dean of Faculty / Head of Department, and other suitably qualified / experienced staff as advised by the Dean of Faculty / Head of Department.

4.3.4. An interview guide will be produced by Human Resources in consultation with the Dean of Faculty / Head of Department, to ensure fairness to all interviewees.

4.3.5. The interview panel will come to a decision on the basis of consensus. The Human Resources Manager will then conduct a Reference Check of the candidate, and report back to the Panel. If no consensus is reached or if no successful applicant can be identified, then the position will be re-advertised.

4.3.6. The purpose of the Reference Check is to collect additional evidence to assess an applicant's suitability for the position (against the Essential and Desirable Criteria), and to gain supporting evidence of the information provided by the applicant.

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4.3.7. References are to be obtained verbally, but may be obtained via email or in writing where necessary and referees should normally include current / previous supervisors.

4.3.8. Once the Panel is satisfied with the selection, and satisfactory references have been obtained, an offer of employment can be made. This will be made by the Human Resources Manager (or delegate).

4.3.9. Employment documentation consisting of a Contract and payroll documents (Tax File Declaration, Employee Information Sheet, etc) will be sent to the successful candidate once a verbal acceptance has been made.

4.4. Dealing with Adjunct Contracts

Awarding or non-renewal of casual contracts to adjunct lecturers must demonstrate procedural fairness and from the perspective of a Faculty be efficient. While the College has not identified a formal procedure, the following practices should be included in the procedures used:

4.4.1. Awarding a Casual Contract

4.4.1.1. Any person identified as a potential adjunct lecturer should clearly demonstrate their academic credentials and teaching skills, and the industry experience required for the position.

4.4.1.2. A Dean of Faculty may believe that a person who does not have the right credentials is still the most appropriate person for the position. If this is the case, they must discuss the situation with the President and a record of discussion must be kept.

4.4.1.3. Where a person has little or no previous teaching experience, the Dean of Faculty must organise a mentoring arrangement that ensures all academic processes are met and appropriate learning outcomes achieved.

4.4.1.4. Before a potential adjunct lecturer is offered a contract, the faculty should be consulted and, when appropriate, industry and teaching references should be informally sought.

4.4.1.5. The obligations of an adjunct lecturer will be clearly communicated to a person before they accept the contract. The financial remuneration offered to an adjunct will be in line with the College's pay schedules as detailed in the Enterprise Agreement and clearly communicated to the potential adjunct.

4.4.1.6. Adjunct lecturers must be made aware of the College's ethos and be supportive of the College's mission.

4.4.1.7. Tabor encourages appointments that will increase the diversity of its teaching faculty.

4.4.2. Non-renewal of Casual Contracts

4.4.2.1. The renewal of a contract is at the discretion of the Dean of Faculty and cannot be assumed to be inevitable.

4.4.2.2. The Dean of Faculty is not required to renew a person's contract if their performance is not considered acceptable. Consideration of suitability will take into account Student Subject Evaluations / Feedback and the views of other members of the faculty/team.

4.4.2.3. Renewal of contracts for adjuncts whose performance is deemed exceptional rather than just acceptable is encouraged.

4.4.2.4. A contract may be offered to another person (consistent with the practices above) if they believe that the new adjunct could contribute more than the person who was the recipient of the previous contract.

4.4.2.5. Once aware of issues that might lead to non-renewal of an individual's teaching contract, discussion with the person should be initiated by the Dean of Faculty in order to help the individual make appropriate changes/improvements. A record of this discussion must be kept.

4.4.2.6. If a decision is made not to renew a contract, the reasons for this must be communicated honestly to the person concerned.

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4.4.3. All contracts must be processed through the Faculty's Administrator in consultation with the HR Manager
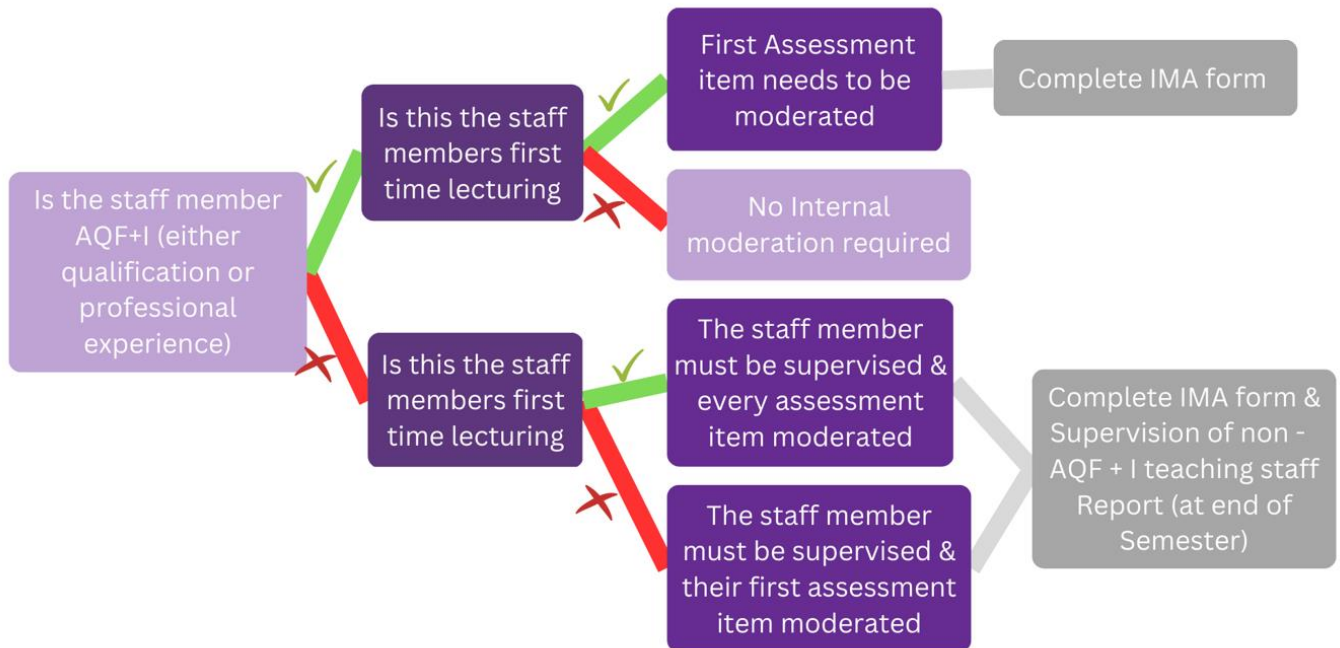
4.5. Induction of New Staff members

4.5.1. Managers are required to induct new staff to their role, the department and the site, and must complete the Staff Induction Checklist with the new member of staff within one week of commencement of the staff member's employment, and the completed form is to be forwarded to the HR Manager.

5. Determining Equivalence in Academic Staff Qualifications and Experience

5.1 Although academic staff will normally have the requisite level of qualification, without the need to rely on professional experience to demonstrate equivalence, it is recognised that some disciplines require a combination of registration, experience and qualifications to achieve expert-level professional standards, especially in professional areas where qualification standards have evolved over time, such as Counselling.

5.2 Academic staff who are assessed on a combination of formal qualifications and professional experience must have formal qualifications to at least the same level as that being taught.

5.3 Professional experience must be current and relevant to the area being taught.

5.4 The determination of equivalence will take into account how the professional experience of applicants demonstrates achievement that is equivalent to the knowledge and skills established in the learning outcomes of the courses into which they will teach, with regard to AQF level and field of education.

5.5 Where subjects are parallel taught, the qualification requirements of teaching staff will relate to the higher level course in which any student in the subject is enrolled.

5.6 The criteria in Appendix A can be used to identify the appropriateness of potential lecturers who are not AQF+1 complaint. These are considered minimum guidelines and faculties may require additional evidence or standards as appropriate for different disciplines of study.

5.7 Assessments of professional experience will be undertaken by the Dean, and the Dean must be satisfied that the professional experience provides the relevant staff with the appropriate level of skills, knowledge and application of skills and knowledge as specified in the AQF Second Edition January 2013 (and subsequent addendum).

5.8 Assessments will comprise written evaluation of the evidence provided by applicants and justification of decisions regarding equivalence. Outcomes of assessments are to be placed with applicants' files for consideration by the Academic Quality Assurance Committee (AQAC).

5.9 Exceptions

5.9.1. Occasional guest lecturers will be exempt from the requirement to hold a qualification to at least one Qualification Standard level higher than the course of study being taught but must be able to bring a level of knowledge and expertise which will add value to the teaching of the relevant discipline area.

5.9.2. Staff who support student acquisition of workplace skills and experience, and may assess those aspects of a student's learning, but are not responsible for subject coordination, should hold at least the minimum level of academic qualification needed to professionally work in the field. In some courses, the profession requirements may include additional qualifications, registration or work experience.

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5.10 It is recognised that, at times, faculties may need to employ subject lecturing staff who are not AQF+1 qualified to teach specialist subject areas. This may apply, for example, to Primary or Secondary school teachers who teach into Curriculum Learning Area subjects in Initial Teacher Education courses. There is provision for this within the HESF (cf. 3.2.4). When such an appointment is made, the Dean will ensure that lecturers are appropriately guided and overseen by permanent faculty staff who are AQF +1 qualified. The following will apply to such lecturers:

- The subject lecturer will hold at least the minimum level of academic qualification required to work in the field, hold current professional registration where applicable (e.g. Teacher's registration), and preferably have a minimum of five years' relevant professional knowledge/experience in the subject area.
- The Faculty Dean will complete an Authority to Teach form, explaining the basis for the appointment, which will be reviewed by the Academic Quality Assurance Committee.
- A subject supervisor will be assigned (and listed on the Subject Description), who is AQF+1 qualified.
- The subject supervisor will assist the subject lecturer with delivery methodology design and writing the Subject Description – which requires approval by the Faculty Dean.
- At least one early and one mid-semester teaching session will be observed by the Dean or Head of Program.
- Moderation of a sample of the subject lecturer's Assessment grades and feedback will occur for every assessment item.
- At the end of the semester, the Faculty's AQAC representative, in consultation with the Dean or Head of Program, will produce a faculty report summarising the supervision of any staff who are not AQF + 1 and any outcomes from this (Appendix F). This will be provided to the AQAC for review.

5.11 Tabor recognises that there may be cases not covered by this policy. In such cases, the principles of Recognition of Prior Learning should be applied, and an academically defensible case made for each individual case.

5.12 Deans must demonstrate they have assessed an academic staff member's equivalence claims for the relevant AQF level.

5.13 Deans must provide AQAC with details of the guidelines used by the faculty in assessing equivalences as well as details of how each individual academic staff member was assessed as meeting these guidelines.

5.14 Faculties must maintain appropriate records to ensure Tabor can meet its reporting responsibilities to TEQSA.

5.15 Deans must seek the approval of the Chief Academic Officer for exceptions to these guidelines. Any case submitted for approval must be evidence-based and document how the appropriate level of skills, knowledge and the application of skills and knowledge as specified in the AQF Second Edition January 2013 (and subsequent addendum) have been met.

5.16 In preparing a case, Deans may assess broader skills or qualification such as the following:

- research and/or creative work/projects at an advanced level;
- publications, presentations and conference participation;
- experience outside tertiary education in industry, business or government employment; and
- leadership in local, state or national advisory bodies and/or community organisations.

5.17 Faculties will maintain records of all approved exceptions.

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TABOR — Internal Moderation & Supervision Process

Is the staff member AQF+I (either qualification or professional experience)

✓ → Is this the staff members first time lecturing
- ✓ → First Assessment item needs to be moderated → Complete IMA form
- ✗ → No Internal moderation required

✗ → Is this the staff members first time lecturing
- ✓ → The staff member must be supervised & every assessment item moderated
- ✗ → The staff member must be supervised & their first assessment item moderated

→ Complete IMA form & Supervision of non - AQF + I teaching staff Report (at end of Semester)

6. **Academic Promotion**

6.1. Academic promotion at Tabor is conducted through a criterion-based and fair assessment process based on merit. Applications are assessed by the Tabor Academic Promotion Panel (TAPP).

6.2. This procedure applies to full and part-time, continuing or fixed-term academic staff in relation to conferral of or application for promotion to a Level B, Level C, Level D or Level E academic title.

6.3. Academic promotion will be conducted on the basis of merit and equal opportunity.

6.4. Academic staff employed on a continuing or fixed-term contract are eligible to apply for promotion.

6.5. Casual staff, adjuncts and honorary appointees are not eligible to apply for academic promotion through this procedure.

6.6. Subject to operational capability, applications are accepted once every two years (July application for possible conferral the following academic year).

6.7. In exceptional circumstances, the College CEO may convene a TAPP to consider an application outside the usual process.

6.8. Levels B, C and D may be conferred either through alignment with the academic position awarded or through application for promotion. Applications for level E (Professor) are by application only.

6.9. The TAPP for levels B, C & D consists of a minimum 4 members – comprised of at least one standing member of the Tabor Academic Board (Chair or delegate), at least one member of the Tabor Scholarship Committee (Chair or delegate) and at least one senior academic. At least one member of the TAPP is to be a level D academic and at least one member is to be external to the College.

6.10. Applications for level E (Professor) will undergo a process of review and recommendation to the TAPP by at least one standing level E academic who is external to the college. The TAPP, when convened, is a four member panel comprised of at least one standing member of the Tabor Academic Board (Chair or delegate), at least one member of the Tabor Scholarship Committee (Chair or delegate) and at least one senior academic external to the college. At least one member of the TAPP is to be a level E academic and at least one member is to be external to the College.

6.11. The TAPP will recommend levels B, C & D eligibility to the College Senior Executive and CEO for approval and recommendation to the college's Academic Board for ratification. The TAPP will recommend Level E eligibility to the Academic Board for approval and recommendation to the Board of Governors for ratification.

6.12. Applications for academic promotion will be available every second year (from and including 2023) and received between 1st July and 31st July and will be considered no later than the 31st September by the TAPP in relation to the following academic year.

6.13. All information and forms regarding academic promotion are available in ELMO Documents or through Tabor's HR Manager. The Scholarship Committee will offer occasional information sessions, advertised through staff links.

6.14. Applicants for academic promotion should refer to the criteria outlined in relation to three academic pillars, (1) Education, (2) Engagement & Leadership, and (3) Research, in the Tabor Academic Descriptors Framework and demonstrate evidence of:

- achievement and sustained high performance at their current academic level;

- performance at the academic level to which promotion is sought and an upward trajectory; and

- Tabor staff core behavioural attributes and alignment to the College's missions, values, and strategic goals.

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7. Achievement relative to opportunity

7.1 Tabor is committed to ensuring that the principles of equal opportunity are applied in relation to the academic promotion process by providing the opportunity for evaluation of an applicant's achievements relative to the opportunities that have been available to them based on their personal circumstances.

7.2 The academic promotion assessment process takes account of Tabor's standing as a private provider and as a small tertiary provider, which naturally limits some academic opportunities (the gaining of research funds, for example). This process also considers work arrangements that have progressed on a fractional basis by enabling applicants to outline relevant personal circumstances and working arrangements and the impact they consider these circumstances have had on their career progression, performance outcomes and achievements.

7.3 The consideration of achievement relative to opportunity ensures that merit standards are being maintained and positively acknowledges what has been achieved by applicants with respect to the actual opportunities available to them. Applicants are required to make explicit the relationship between these relevant personal circumstances or arrangements and the relative impact on the opportunities available to them and their career performance.

7.4 Relevant personal circumstances, or arrangements that might have resulted in limitations to opportunity may include, but are not limited to:
   • ill health and/or disability, whether temporary or permanent;
   • carer responsibilities;
   • part time or flexible work arrangements, planned or unplanned, including absence on parental leave; and
   • other relevant circumstances that have impacted the applicant's capacity to perform at the required level.

8. Academic Promotion Application Procedure

Applicants should read the Tabor Academic Promotion Procedure document and are encouraged to discuss their intent to apply for academic promotion with their immediate line manager or equivalent. The completed Application for Academic Promotion is to be submitted to the Tabor HR Manager.

9. Definitions

See Global Definitions

10. Communication / Training

10.1. The HR Manager will ensure Deans of Faculties are appraised of this Policy.

10.2. Deans of Faculties will ensure they follow the principles and procedures laid down in this policy.

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Appendix A - Minimum guidelines

AQF level of course	Minimum AQF level for lecturers who do not have professional experience	Requirements for lecturers who do not hold minimum AQF level qualification
Level 5	Level 7	Lecturers must hold an AQF level 7 award
Level 7	Level 8	Level 7 qualification and current registration to practise within the relevant profession (if required) PLUS EITHER • 3 years' relevant professional experience in the last 5 years OR • enrolment in a relevant level 8 or 9 course, plus some relevant professional experience, together totalling 3 years.
Level 8	Level 9	Level 8 qualification and current registration to practise within the relevant profession (if required) PLUS EITHER • 5 years' relevant professional experience in the last 10 years OR • enrolment in a relevant level 9 or 10 course, plus some relevant professional experience, together totalling 5 years.
Level 9	Level 10	Level 9 qualification and current registration to practise within the relevant profession (if required) PLUS EITHER • 5 years' relevant professional experience in the last 10 years OR • enrolment in a relevant doctoral program plus some relevant professional experience, together totalling 5 years.

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Appendix B - Recruitment/Advertising Approval Form

TABOR

Faculty/Department: _____

Position: _____

WHEN IS THE POSITION REQUIRED TO BE FILLED BY: _____

New / Replacement

☐   Permanent   ☐   Casual

☐   Full time

☐   Part time   _____hours / FTE equivalent

Reason for Vacancy (if applicable eg. resignation, transfer):

_____

_____

A justification for the position must be attached

Within Budget:

Yes / No   If No, please attach a copy of the approved Funds Application form.

Proposed Salary Range:

_____

Advertising:

☐   External (eg. Advertiser, SEEK, other media)

☐   Internal

Requested by:

_____ Date: _____

Approvals:

Dean of Faculty/ Head of Department: _____ Date: _____

PRESIDENT / VICE PRESIDENT: _____ Date: _____

Appendix C - GUIDELINES FOR THE APPOINTMENT OF LECTURERS

Tabor is committed to excellence in education, which includes a commitment to ensure that all students are taught, supervised, and assessed by appropriately qualified instructors. All staff who have academic oversight of, or teach in a subject must be equipped for their roles. It is the Dean of Faculty who is responsible for making these appointments within the policy framework; and it is the responsibility of the Academic Board, through the Academic Quality Assurance Committee, to monitor the effectiveness of those appointments.

It is normally expected that those teaching for a Higher Education Provider will have an academic qualification at the level above the level they are teaching at; this is normally referred to as the AQF+1 rule. (see §4.2.5.1) At Tabor, it is the level of the subject not the level of the award that is important. An AQF level 5 subject in an AQF level 7 course is taught at AQF level 5.

In making a decision about appointing a person, a Dean of Faculty should consider

- What is the nature of this subject? (skill based, application required)
- What is the AQF level of this subject? Is it being taught in parallel with another AQF level?
- What is the nature of a person's role in the delivery of the subject? (part of a team, unsupervised)
- What is the person's level of academic achievement? (type, when completed)
- What professional experience does the person have? (type, responsibilities, duration, how recent)
- What kind of teaching experience do they have? (HEd, formal, mentoring)

At Tabor the disciplines of Creative Writing, Counselling, Intercultural Studies, Ministry, Teaching, and Youth Work all favour scholar-practitioners with sector experience rather than sector inexperienced academics.

Refer to:
Guidance Note: Determining Equivalence of Professional Experience and Academic Qualifications

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APPENDIX D - GUIDELINES FOR THE APPOINTMENT OF SUPERVISORS FOR MASTER'S RESEARCH PROJECTS

1. The Appointment of Supervisors

1.1. One primary supervisor will be appointed for each student undertaking a research project. Where an external supervisor is appointed, a Tabor staff member will be appointed as an associate supervisor.

1.2. The Academic Board (AB), working through the Scholarship Committee (SC), is responsible for maintaining the Supervisors' Register. Only supervisors on this register can be employed to supervise Master's students undertaking research projects. Guidelines for the appointment of supervisors should be informed by and consistent with all national standards.

1.3. Supervisors:

- should usually be research active (see point 2 below);

- should have relevant knowledge, expertise and interest in the proposed research topic;

- should have the time and the commitment to provide adequate supervision;

- principal supervisors should hold a doctoral degree and have supervisory experience. Associate supervisors should hold at least a research master's degree, or have equivalent experience;

- principal supervisors should have either supervised to completion or examined a master's thesis or equivalent.

1.4. The Head of Program (HOP) for each faculty is responsible for nominating scholars to the Supervisors' Register and ensuring that the required information in the register is completed.

1.5. Within three months of the information being entered to the register, the SC must approve or reject the nomination. Within three months of the SC's approval, the AB must approve or reject the addition of the scholar to the register.

1.6. The Academic Board, on advice from the SC and the HOPs, should ensure that the accuracy of the register is maintained and that any scholars who are no longer eligible for inclusion are removed from the register.

1.7. The HOP will negotiate with the student as to potential supervisors. (If a potential supervisor is not currently on the register, then the HOP begins the procedure for adding the scholar to the register.)

1.8. A supervisor will only be appointed if they will be readily available to a student throughout the majority of their expected enrolment period.

1.9. Mutually acceptable arrangements for communication between the supervisors and the student must be established.

1.10. Subsequent variations to either the field of study and/or the supervisors must be approved by the HOP. The HOP may determine that the variance is such that a new application should be made.

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2. How Tabor defines the term "Research Active" for faculty

2.1. TEQSA and the AQF do not provide a definition of "research active", recognising that what constitutes "research active" varies across the disciplines and across the breadth of institutional missions.

2.2. As a non-self-accrediting institution, Tabor does not have access to research funding (often identified as a criterion within universities for being "research active") and its mission is focused upon teaching, which includes research supervision. Tabor is funded by students for teaching and it does not use student fees to cross-subsidise the institution's research. The College does not employ "researchers"; all research is undertaken as part of the faculty's scholarship related to their field of study and their teaching practice.

2.3. Therefore, Tabor has sought to describe "research active" in a way that is consistent with the expectations of the sector and its particular role within the sector.

   2.3.1. A research active academic engages in research as an ongoing part of her or his academic focus and as an essential adjunct to teaching. All teaching should be drawn from and conversant with contemporary scholarship, including contemporary research in the field.

   2.3.2. Tabor expects, encourages and supports its academic staff to pursue academic research and the dissemination of that research, but also acknowledges that the level of research activity is dependent upon experience, the FTE fraction of appointment at a College, as well as other administrative duties that may accrue particularly to senior members of staff.

   2.3.3. Research in the humanities shows the breadth identified by Boyer's four types of scholarship:[1]

   - the scholarship of discovery "contributes to the stock of human knowledge [as well as] the intellectual climate of a college." (p.17)

   - the scholarship of integration "gives meaning to isolated facts, putting them into perspective. By integration, we mean making connections across the disciplines, placing the specialities in larger contexts, illuminating data in a revealing way, often educating non-specialists, too." (p.18)

   - the scholarship of application recognises that "higher education must serve the interests of the larger community." (pp.21-2) "To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity." (p.22) This scholarship recognises that "new intellectual understandings can arise out of the very act of application." (p.23)

   - the scholarship of teaching: "When defined as scholarship, teaching both educates and entices future scholars. Indeed, as Aristotle said, 'Teaching is the highest form of understanding.'" (p.23)

   2.3.4. In recognition of this breadth, Tabor acknowledges the importance of

   - published papers in peer-reviewed journals;

   - presentation of papers at academic conferences;

   - completion or satisfactory progress towards completion of a Research Higher Degree;

   - participation in the evaluation and analysis of ongoing scholarship;

      o participation in a range of research-related activities such as: organising conference sessions; peer reviewing of research publications or grant applications; producing non-DET

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[1] Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate.* Carnegie Foundation for the Advancement of Teaching

proxy research publications; assessment of Higher Degree Research theses; research mentoring; and provision of methodological and statistical advice to researchers

- preparation for, and formal engagement with, students/scholars in providing context, meaning and illumination to a wide range of ever changing "facts". This includes:
    o Higher Degree Research supervision that has led to completion (including completions from previous institutions) or current supervision of Higher Degree Research candidate(s)
    o other participation in research education, including coursework and Honours programs with research methods education or preparation components

- the preparation and dissemination of specialist knowledge to communities of praxis;
    o delivery of research-based community service and enterprise

- active participation, which draws upon specialist knowledge, in industry-based groups and practices.
    o delivery of research-based professional education and training

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APPENDIX E - GUIDELINES FOR THE APPOINTMENT OF ASSESSORS FOR MASTER'S RESEARCH PROJECTS

The appointment of appropriate assessors is of critical importance because the decision as to whether the degree will be granted is contingent on the reports of these assessors. The assessors must assess not only the candidate's knowledge and understanding of a body of knowledge, but also the candidate's approach to research and their ability to implement and complete a sound research study, including developing hypotheses, discussing arguments and analysing and interpreting data/ideas.

1. Two assessors, including at least one external assessor, will be appointed to examine each project.

2. Each award's Head of Program (HOP) is responsible for ensuring that assessors are suitably qualified and have relevant and current research experience.

   2.1. Assessors should have a relevant doctorate or, when appropriate to the research topic, a research master's degree and significant industry experience.

   2.2. Assessors should be in a position normally to submit a grade within six to eight weeks of receiving the submission from Tabor.

3. The HOP will invite the preferred assessors to function in this role, providing them with:

   3.1. the name of the degree for which the research project is being submitted, the field in which the research has been undertaken, the title of the research project, an abstract of the research project including the methodology to be used, and the name(s) of the supervisor(s);

   3.2. assessors are to be advised of the criteria to be considered in evaluating projects and describe Tabor's requirements for research project presentation;

   3.3. assessors will be provided with the grade categories to be used and an appropriate rubric for interpreting these grade categories;

   3.4. information on Tabor's practice regarding the release of assessors' reports and contact between assessors;[2]

   3.5. details of the procedures which will be followed in the event of a lack of consensus between assessors;

   3.6. Tabor's standard report form;

   3.7. details of the deadline for responding to the invitation to examine (normally four weeks) and the maximum time allowed from the receipt of a research project for assessment until the submission of a report (normally 2 months).

4. Should an invited assessor be unable to accept the invitation, or fail to respond to this invitation within the specified timeframe, despite receiving a reminder notice, an approved reserve assessor will be invited to examine the research project.

5. Resolution of grading differences will primarily take place in accordance with the directions set out in the Guidelines for Assessors (Appendix F in the Assessment Policy).

6. The identity of assessors will not be released to the candidate until after the assessment report is received.

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[2] Normally, assessors will not be provided with the names and contact details of other assessors in the first instance as the independent evaluation by each assessor is sought. However, should there be a lack of consensus between assessors, the HOP will follow the procedures outlined below in the Guidelines for Assessments (Appendix F in the Assessment Policy).

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APPENDIX F – REPORT TEMPLATE FOR SUPERVISION OF NON-AQF+1 TEACHING STAFF

Report on the Supervision of non-AQF+1 Teaching Staff
in the Faculty of [Insert Faculty Name]
Semester [1/2] of [202X]

Name of lecturer:		
Supervision element	**Supervision undertaken by…**	**Outcome/s (if any)**
Review of unit description and design (including Tabor Online site), with reference to Tabor Online Subject Site Checklist		
Review of teaching practice (including recommended attendance at two teaching sessions), with reference to HESF 3.2.3.a and b and the College's Learning and Teaching Principles		
Moderation of assessment items (as per internal moderation process)[3]		
Other (including identifying any future professional development needs)		

Copy and paste as many tables as required, one for each lecturer

I certify that this is a true and accurate representation of the supervision of staff within the Faculty of [Insert Faculty Name].

[Insert name of Dean]   [Insert name of AQAC representative]
Dean of [Insert Faculty Name]   AQAC Representative for [insert Faculty Name]
[Date]   [Date]

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[3] If the lecturer is teaching for the first time, it is a requirement that each assessment item be moderated. For subsequent teaching opportunities, the lecturer only needs to have one assessment item moderated.