

ACADEMIC LEVELS POLICY: QUALIFICATIONS, DUTIES, AND ATTAINMENTS

Approved	Academic Board
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Related Documents (explicitly cross-referenced)	Academic Classification Policy and Procedures Promotion Policy and Procedures
Higher Education Standards (2015)	3.2, 4.2.3
National Code (2018) (if directly relevant)	

SCD recognizes academic achievement as aligned with the five Academic Levels recognized in Australian universities:

Level A	Associate Lecturer
Level B	Lecturer
Level C	Senior Lecturer
Level D	Associate Professor
Level E	Professor

Initial Academic Classification and subsequent Promotion from one academic Level to another are determined by the Academic Classification and Promotion Committee, on the basis of Qualifications achieved, indicative Duties expected at the initial or higher Level, respectively, and the indicative Attainments already reached for each Level as set out in this policy.

The Fields of Attainment recognized in SCD are as follows:

- (i) Research and/or scholarship
- (ii) Learning and teaching and/or curriculum development
- (iii) Strategic planning and/or governance in SCD and/or the teaching body
- (iv) Service to the profession and/or discipline and/or the church and/or wider community

For details of Academic Classification and Promotion requirements see, respectively, the *Academic Classification Policy and Procedures* and the *Promotion Policy and Procedures*.

QUALIFICATIONS, DUTIES, AND ATTAINMENTS

The expectations for each Level set out below are to be regarded as normative expectations that do not preclude the making of special cases for addition or omission. Normative expectations for the Fields of Attainment should be met to an acceptable degree for initial Classification or at least a Satisfactory

degree for Levels A-D. As set out in the *Promotion Policy and Procedures*, promotion to the next Level requires the demonstration of Meritorious and Outstanding Grades of Attainment in specified numbers of Fields of Attainment, and for Level E at least two each of Meritorious and Outstanding Grades.

The indicative Duties and Attainments listed below for each Level should be understood to be comprehended in the higher Levels.

While there may be some achievement of higher Attainments or some lack of Attainments that would be normative for a specific Level, the Academic Classification and Promotion Committee will reach a view that attempts to take account of all the normative and non-normative achievements presented.

For qualifications required for accreditation to teach in specific areas and at specific AQF levels in SCD see the *Accreditation of Academic Faculty Policy and Procedures*. For eligibility to supervise a research thesis see the *Research Active in the SCD Policy and Procedures*.

Level A: Associate Lecturer

Qualifications

At least a relevant qualification at Bachelor Honours, Graduate Certificate or Graduate Diploma level with a research element in a relevant area, overall at Distinction standard, together with evidence of progress towards a research Master's, a research Doctorate, a professional Doctorate with a research element, or equivalent research publications. In some situations, a case may be made for professional equivalence.

Duties

- (i) Completion of a Master's research degree a research Doctorate, or a professional Doctorate with a research element, if not already attained
- (ii) Presentation at research conferences and publication in peer-reviewed publications
- (iii) Reading to maintain familiarity with current scholarship in the area of teaching
- (iv) Under oversight of a more senior academic, the preparation and delivery of lectures for whole course units or parts of course units, in face-to-face or online mode as required, with provision of appropriate course materials, using the Course Unit Booklet
- (v) Tutorial classes in related subjects
- (vi) Under oversight of a more senior academic, assessment of course units in which the person has taught
- (vii) Consultation with students enrolled in the subjects taught regarding study advice and special consideration, with referral to a more senior academic in situations of academic risk or other serious matters
- (viii) Provision of assistance to the leader in field work or other non-conventional teaching situations as required
- (ix) Independent conduct of normal administrative duties associated with lecturing and tutorial duties
- (x) Provision of administrative assistance to more senior academics
- (xi) Participation in staff meetings as required

- (xii) Participation in professional development for effective delivery of SCD courses and advancement of knowledge and skills for future leadership roles
- (xiii) Participation in church and wider community organizations related to the academic role

Attainments

- (i) Research and/or scholarship:
 - (a) Successful completion of an academic award consisting of a thesis or consisting at least in part of a minor thesis or research essay or research project at Distinction level
 - (b) Evidence of progress with a current research project for a research degree or professional Doctorate, if not already attained, and for peer-reviewed publication and/or professional writing serving the community
- (ii) Learning and teaching and/or curriculum development:
 - (a) Experience in teaching in a higher education setting, with the capacity to deliver material in a manner best suited to the cohort
 - (b) Experience in administration associated with teaching in a higher education setting
- (iii) Strategic planning and/or governance in SCD and/or the teaching body:
 - (a) Evidence of willingness to participate in institutional planning and governance
 - (b) Evidence of a capacity for contributing to team effort and thinking constructively
- (iii) Service to the profession and/or discipline and/or the church and/or wider community
 - In relation to academic standing:
 - (a) Participation in professional organizations and projects
 - (b) Paid or voluntary roles in church organizations
 - (c) Participation in at least one wider-community organization

Level B: Lecturer

Qualifications

A research Doctorate or a professional Doctorate with a research element in a relevant area, with some peer-reviewed research publications. In some situations, a case may be made for professional equivalence.

Duties

Extending and adding to those listed for Level A:

- (i) Research presentation and peer-reviewed publication with at least two recognized academic publishers
- (ii) Reading to maintain familiarity with current scholarship in the discipline
- (iii) Advising the library of acquisitions needed to support delivery of courses in the discipline

- (iv) Independent preparation and delivery of lectures, seminars, tutorials, and workshops in the discipline areas and at the AQF levels for which teaching accreditation has been approved
- (v) Supervision of research theses, minor theses, research essays, and research projects, subject to meeting requirements for recognition as research-active in SCD
- (vi) Independent assessment of course units in which the person has taught
- (vii) Consultation with students regarding their overall program of study, including support of students at academic risk
- (viii) In consultation with a more senior academic, handling of student appeals
- (ix) Leading field work or other non-conventional teaching situations
- (x) Conduct of specific administrative roles as directed by the Principal of the teaching body/Dean of Studies (Korean School of Theology): for example, coordination of a specific academic program, discipline, or AQF level, online delivery protocols, or specific student services
- (xi) Preparation of papers for teaching body staff meetings as required
- (xii) Membership of SCD committees
- (xiii) Organizational responsibilities for research conferences
- (xiv) Participation in professional development in the teaching body and SCD and, as suited to experience thus far, leading of some professional development in respect of learning and teaching (face-to-face and online) and student services
- (xv) Responsible roles in church and wider community organizations related to the academic role

Attainments

- (i) Research and/or scholarship:
 - (a) Peer-reviewed publication of research in the discipline and/or learning and teaching theology with at least two publishers in the following forms:
 - research book/monograph
 - chapter in a research book from a commercial publisher
 - research article in refereed journal
 - chapter in proceedings of a research conference
 - published translation of a scholarly text with commentary
 - performance or showing of a creative work recognized and peer-reviewed within the discipline
 - (b) Eligibility for recognition as an early-career research-active scholar according to the *Research-Active in the SCD Policy*, with the potential to supervise a research thesis
 - (c) Accepted presentations at research conferences and chairing of conference sessions
 - (d) Scholarly publications related to the discipline and/or learning and teaching theology
 - (e) Invited reviews in peer-reviewed journals
 - (f) Evidence of participation in relevant professional development activities in the teaching body and SCD

- (ii) Learning and teaching and/or curriculum development:
 - (a) Eligibility for teacher accreditation in relevant disciplines for both undergraduate and postgraduate coursework
 - (b) Favourable reports on teaching in student feedback
 - (c) Evidence of developing a suitably purposeful approach to learning and teaching, including recognition of the desirable nexus between teaching and research and the inculcation of a personal research culture amongst students
 - (d) Evidence of participation in relevant professional development activities in the teaching body and SCD
- (iii) Strategic planning and/or governance in SCD and/or the teaching body:
 - (a) Demonstrable contribution to institutional planning and governance in the teaching body
 - (b) Effective conduct of administrative duties in the teaching body
- (iv) Service to the profession and/or discipline and/or the church and/or wider community

In relation to academic standing:

 - (a) Purposeful participation in professional organizations and projects with indication of achievements
 - (b) Paid or voluntary roles in church organizations with indication of effectiveness
 - (c) Participation in wider-community projects and organizations with indication of effectiveness

Level C: Senior Lecturer

Qualifications

A research Doctorate or a professional Doctorate in a relevant area with a research element, with peer-reviewed research publications and evidence of reception. In some situations, a case may be made for substantial professional equivalence.

Duties

Extending and adding to those listed for Level B:

- (j) Research presentation and peer-reviewed publication with a range of publishers, including at least one of international standing
- (ii) Reading to maintain familiarity with current scholarship in the discipline and with respect to higher education expectations
- (iii) Advising the Principal/ Principal/Dean of Studies (Korean School of Theology) on development of the library to support delivery of courses in the discipline and faculty research
- (iv) Supervision of research theses, minor theses, research essays, and research projects, subject to meeting requirements for recognition as research-active in SCD, and mentoring of others in the teaching body seeking research-active recognition
- (v) Preparation and delivery of lectures, seminars, tutorials, workshops, field work, and other non-conventional teaching situations in a discipline, at all coursework levels, and for other areas as needed and approved

- (vi) Initiating discussion of learning and teaching developments in the teaching body and SCD
- (vii) Initiating discussion of curriculum developments in the teaching body and SCD
- (viii) Assessment of course units in which the person has taught and oversight of assessment by less experienced faculty in the broad area of competence
- (ix) Consultation with individual students regarding their overall program of study and oversight of student feedback processes in the teaching body
- (x) Handling of student appeals and grievances, with referral to more senior academics as in line with SCD policy
- (xi) Conduct of substantial administrative roles in the teaching body: for example, acting as Academic Dean, Academic Registrar, or Research Director
- (xii) Carrying out leadership roles in teaching body staff meetings
- (xiii) Membership of SCD committees, with responsibilities for specific reporting or committee leadership in line with governance requirements
- (xiv) Leadership responsibilities for research conferences
- (xv) Participation in professional development in the teaching body, SCD, and the sector, with follow-up amongst colleagues in the teaching body as appropriate
- (xvi) Responsible or leading roles in church and wider community organizations related to the academic role

Attainments

- (i) Research and/or scholarship:
 - (a) Peer-reviewed publication of research in the discipline and/or learning and teaching theology with more than two publishers in the following forms:
 - research book/monograph
 - chapter in a research book from a commercial publisher
 - research article in refereed journal
 - chapter in proceedings of a research conference
 - published translation of a scholarly text with commentary
 - performance or showing of a creative work recognized and peer-reviewed within the discipline

At least one publication in the last five years meeting the requirements for recognition at level 3, 4, or 5 in the most recent ERA exercise (Excellence in Research for Australia).
 - (b) Recognition as research-active according to the *Research-Active in the SCD Policy*
 - (c) Membership of research conference planning committees
 - (d) Membership of editorial boards of recognized academic journals
 - (e) Invited reviews in high-level peer-reviewed journals
 - (f) Recognition or renewal of recognition as research-active according to the *Research-Active in the SCD Policy*

- (g) Significant scholarly publications related to the discipline and/or learning and teaching theology
- (h) Evidence of participation in relevant professional development activities in the teaching body and SCD and implementation of the knowledge acquired
- (ii) Learning and teaching and/or curriculum development:
 - (a) Evidence of teaching skills to serve a wide range of teaching contexts
 - (b) Evidence of some innovation in learning and teaching as compared with existing practice in the teaching body
 - (c) Evidence of constructive personal response to reports on teaching in student feedback and leading appropriate institutional response to reports of course units in student feedback
 - (d) Evidence of a developed and explicit approach to learning and teaching, including recognition of the desirable nexus between teaching and research and the inculcation of a personal research culture amongst students
 - (e) Evidence of participation in relevant professional development activities in the teaching body and SCD with implementation of the knowledge acquired
- (iii) Strategic planning and/or governance in SCD and/or the teaching body:
 - (a) Significant contribution to institutional planning and governance in the teaching body and SCD
 - (b) Effective conduct of significant administrative duties in the teaching body
 - (c) Coordination of teaching body preparations for annual Discipline Moderation
 - (d) Effective performance as a member of SCD committees, with the carrying out of specific tasks assigned and contribution to SCD policy formation
- (iv) Service to the profession and/or discipline and/or the church and/or wider community

In relation to academic standing:

 - (a) Purposeful participation in professional organizations, projects, and conferences with evidence of initiatives offered and accepted
 - (b) Professional publications with indication of reception and influence
 - (c) Paid or voluntary leadership roles in church organizations with indication of effectiveness
 - (d) Participation in wider-community organizations and projects, including committee membership, professional consultation, and professional appointment

Level D: Associate Professor

Qualifications

A research Doctorate or professional Doctorate in a relevant area with a research element, with significant peer-reviewed research publications and evidence of reception. In rare situations, a case may be made for very substantial professional equivalence.

Duties

Extending and adding to those listed for Level C:

- (i) Sustained research presentation and peer-reviewed publication with a range of publishers, at least two of international standing, and gathering of evidence for the impact of key publications
- (ii) Reading to maintain familiarity with current scholarship in the discipline and with respect to higher education expectations, and ensuring awareness of current key information in the teaching body
- (iv) Leadership of research planning and academic succession in the teaching body, such as organization of faculty seminars to encourage and disseminate developing research and emerging scholarship and organization of other academic professional development
- (iv) Advising the Principal/Dean of Studies (Korean School of Theology) on development of the library to support delivery of courses in the discipline and faculty research and to develop further programs of study
- (v) Supervision of research theses, minor theses, research essays, and research projects, mentoring of others in the teaching body seeking research-active recognition and organization of professional development sessions for potential supervisors in the teaching body and in SCD
- (vi) Acting as an external supervisor or examiner for theses submitted in higher education institutions other than SCD
- (vii) Preparation and delivery of lectures, seminars, tutorials, workshops, field work, and other non-conventional teaching situations in a discipline, at all coursework levels, and for other areas as needed and approved, and oversight of other teaching body faculty to perform similar tasks
- (viii) Investigating the desirability of learning and teaching developments in the teaching body and SCD
- (ix) Investigating the desirability of curriculum developments in the teaching body and SCD
- (x) Accepting appointment as a Discipline Coordinator for SCD as the opportunity presents
- (xi) Assessment of course units in which the person has taught and oversight of assessment arrangements in the teaching body, including assessment methods and timing
- (xii) Consultation with individual students regarding their overall program of study in the teaching body, support of student committees, and oversight of student services including coordination of orientation arrangements
- (xiii) Handling of student appeals and grievances up to the point of referral to the Dean
- (xiv) If not the Principal/Dean of Studies (Korean School of Theology), deputizing for that person on a short- or medium-term basis as needed
- (xv) Carrying out leadership roles in governance bodies of the teaching body and SCD
- (xvi) Organization of research conferences
- (xvii) Organization of and participation in professional development in the teaching body, SCD, and the sector
- (xvi) Leading roles in church and wider community organizations related to the academic role

Attainments

- (i) Research and/or scholarship:
- (a) Peer-reviewed publication of research in the discipline and/or learning and teaching theology with more than two publishers in the following forms:
- research book/monograph
 - chapter in a research book from a commercial publisher
 - research article in refereed journal
 - chapter in proceedings of a research conference
 - published translation of a scholarly text with commentary
 - performance or showing of a creative work recognized and peer-reviewed within the discipline
- At least two publications in the last five years meeting the requirements for recognition at level 3, 4, or 5 in the most recent ERA exercise (Excellence in Research for Australia)
- Publications to include multiple research articles/chapters and at least one substantial monograph, with evidence of reception and influence
- (b) Successful application for external research grants
- (c) Effective organization of research conferences attracting external national and international participants
- (d) Invitations to present keynote addresses at research conferences of international standing
- (e) Appointments as editor of recognized academic journals and conference proceedings
- (f) Invitations to referee submissions to publishing forums of international standing
- (g) Innovative and influential scholarly publications related to the discipline and/or learning and teaching theology
- (h) Evidence of participation in relevant professional development activities in the teaching body and SCD, with implementation of the knowledge acquired at both a personal level and a wider institutional level with colleagues
- (ii) Learning and teaching and/or curriculum development:
- (a) Evidence of innovative and adaptable teaching skills to meet the needs of the students, advance the discipline, and serve as a model for colleagues
- (b) Evidence of a well developed approach to learning and teaching based in current best practice and the principle of continuous improvement, to suit the range of AQF levels and circumstances of delivery
- (c) A capacity to contribute to proposals for new courses and course units and to review and improve existing courses and course units through SCD governance processes
- (d) Evidence of participation in relevant professional development activities in the teaching body and SCD, including research conferences on theological education, with implementation of the knowledge acquired at both a personal level and a wider institutional level with colleagues
- (iii) Strategic planning and/or governance in SCD and/or the teaching body:
- (a) Leadership in institutional planning and governance in the teaching body and SCD

- (b) Effective conduct of senior administrative duties in the teaching body
- (c) Coordination of teaching body preparations for cyclical Institutional Academic Moderation
- (d) Effective membership of SCD committees, with the carrying out of specific leadership roles and substantial contribution to SCD policy formation
- (iv) Service to the profession and/or discipline and/or the church and/or wider community

In relation to academic standing:

- (a) Leadership roles in professional organizations, projects, and conferences with evidence of initiatives offered and accepted
- (b) Invited professional publications and reports with indication of reception, influence, and implementation
- (c) Paid or voluntary senior leadership roles in church organizations with indication of effectiveness
- (e) Leadership roles in wider-community organizations and projects, including committee leadership, professional consultation, and professional appointment

Level E: Professor

Qualifications

A research Doctorate in a relevant area, with extensive and significant peer-reviewed research publications and evidence of reception. In rare situations, a case may be made for some peer-reviewed research publications accompanied by exceptional professional standing, marked by distinguished professional publications.

Duties

The Duties appropriate at Level E are generally the same as for those set out for Level D above, since a Level D appointment is expected to be able to manage the practical duties of a Level E appointment and enjoy a similar reputation in the sector for the ability to do so.

Additional requirements for a Level E appointment pertain, however, in that Level E assumes significant Attainments at the highest level, with national and international recognition as a leader in the Field, attracting Outstanding or at least Meritorious Grading.

Attainments

- (i) Research and/or scholarship:
 - (a) Sustained research productivity at a high level, as well as more general scholarly productivity when needed to meet community needs
 - (b) A national and international reputation as a leading expert in the chosen discipline and/or theological education, at the cutting edge of research, with key publications regarded as seminal and widely referenced by other scholars and ongoing supervision of promising research students
 - (c) Multiple publications that meet the requirements for ERA levels 3, 4, and 5
 - (d) A demonstrable capacity to foster research and scholarly productivity amongst colleagues

- (ii) Learning and teaching and/or curriculum development:
 - (a) Exemplary teaching across all AQF levels and delivery modes, with a mature approach to the tasks involved and a well-developed capacity for appropriate innovation
 - (b) An up-to-date awareness of pedagogical developments and student circumstances and expectations and a demonstrable capacity to respond appropriately
 - (c) Alertness to changing curriculum needs and a demonstrable capacity to lead appropriate developments through SCD governance processes
 - (d) A demonstrable capacity to lead colleagues in ongoing improvements to the renewal of the curriculum, the delivery of academic awards, and the appropriate care of students
- (iii) Strategic planning and/or governance in SCD and/or the teaching body:
 - (a) A growing role in the development of SCD's academic plans for research and research training, learning and teaching, and student support services
 - (b) A demonstrable capacity for foresight, energy, and courage in the development of academic and student policies to meet emerging needs
 - (c) A commitment to maintaining high-quality implementation of the national Higher Education Standards for the benefit of students, staff, the church, and the wider community
 - (d) Leadership in establishing, reviewing, and enacting SCD's strategic vision and goals
- (iv) Service to the profession and/or discipline and/or the church and/or wider community

In relation to academic standing:

- (a) National and international recognition, as relevant, of leading service to the profession, in relation to expertise in the discipline and fostering its further development, to theological education at the highest level, and to the preparation of future leaders in such areas
- (b) Significant leadership roles in the church, with preparedness to assume responsibility or substantial areas and the potential to influence strategy for theological education to meet stakeholder needs and promote the SCD
- (c) Significant leadership roles in the wider community, with impacts that benefit the community and convey the worth of theological education
- (d) Influential reports and publications that lead to improvements in the profession, the church, and the wider community