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1. PURPOSE

To positively acknowledge academic staff achievement by providing professional career advancement through a clear progression pathway within and between academic grades.

2. SCOPE

- All academic staff holding full-time or proportional appointments.
- These procedures apply to progression within and between academic grades and associated salary movements.
- These procedures do not apply to tutorial or Institute-wide salary increases and increases negotiated within employment contracts.

3. DEFINITIONS

HRM	Human Resources Manager
CE	Chief Executive
ASM	Academic Staff Member
SASM	Senior Academic Staff Member
PASM	Principal Academic Staff Member
Academic Grades	There are three (academic) grades referred to as ASM, SASM and PASM.
CAT	Certificate in Adult Teaching
Dean	includes director acting as Dean where appropriate
PL	Programme Leader. Includes "manager" for ASMs who do not report to a Programme Leader.
School	includes Unit as appropriate
NMIT	Nelson Marlborough Institute of Technology

4. RESPONSIBILITY

Agreement Monitoring Committee (AMC) for monitoring compliance with the provisions of the NMIT Academic Staff Members Collective Employment Agreement.

Human Resources Manager for:

- Organising annual ASM to SASM and SASM to PASM progression rounds.
- Notifying Deans of ASMs eligible to progress beyond step 8 of the ASM grade.

Deans for reviewing and approving:

- movement from step 8 to step 9 of the ASM grade.
- double or accelerated increments within the ASM grade.
- progression within the SASM grade.
- progression within the PASM grade.

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5. PROGRESSION WITHIN THE ACADEMIC STAFF MEMBER GRADE

5.1 Movement from salary Step 1 to salary Step 8

Automatic annual increments shall apply until the bar at salary step 8 is reached. Automatic annual increments will not apply where:

- the academic staff member is on probation;
- an academic staff member's performance is considered unsatisfactory by the PL or Dean.

Where an automatic increment is withheld for performance reasons, the decision and reasons for withholding will be conveyed to the academic staff member in writing.

5.2 Movement from salary Step 8 to salary Step 9

5.2.1 Conditions

In order for an academic staff member to progress to salary step 9 the academic staff member will need to have completed:

- twelve months service on salary step 8 of the ASM grade;
- probation requirements;
- the agreed professional development plan for the previous twelve months;
- CAT or recognised equivalent;
- a verification process which establishes the ASM characteristics in Appendix 2 are met.

5.2.2 Procedure

- a) The Human Resources Manager will advise Deans and Managers in December each year of those academic staff who will complete twelve months on salary step 8 (Appendix 1) during the following year.
- b) At least four weeks before ASMs complete twelve months on salary step 8 Deans shall ensure a review is carried out and that the assessment (Appendix 3) is completed.
- c) The Dean will advise the ASM in writing of the outcome of the review.

The Dean will forward the completed assessment (Appendix 3) and recommendation/approval (Appendix 4) to Human Resources in time for any salary increase to be paid to the ASM on completion of twelve months on salary step 8.

5.3 Movement from salary Step 9 to salary Step 11

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Movement from salary step 9 to salary step 11 will be by automatic annual increment except when:

- the academic staff member's performance is considered unsatisfactory by the PL or Dean;
- accelerated increments are provided under 5.4.

5.4 Accelerated Increments

- a) Double or accelerated increments may be approved for ASMs in recognition of NMIT's need to provide for:
 - recognition of meritorious professional performance;
 - equitable salary relativities within NMIT;
 - retention.
- b) PL who consider the criteria 5.4a apply may recommend an accelerated increment to the Dean (Appendix 5).
- c) The Dean will discuss the recommendation with the PL and HRM and determine which staff should receive accelerated increments within the extent of the available budget.
- d) Deans will inform staff of the outcome and notify Human Resources by providing a signed approval (Appendix 5).

6.0 PROGRESSION FROM THE ACADEMIC STAFF MEMBER GRADE TO THE SENIOR ACADEMIC STAFF MEMBER (SASM) GRADE

6.1 Eligibility

Only academic staff who have completed probation and progressed to salary step 11 of the Academic Staff Member Grade or academic staff previously classified as ASM (T2) are eligible to apply for progression to the Senior Academic Staff Member Grade.

6.2 Criteria to be Applied

- a) To progress to the SASM Grade it must be demonstrated that the staff member has the characteristics outlined in Appendix 6. These characteristics have been condensed into four competencies and associated competency criteria in Appendix 7.
- b) The ASM must:
 - demonstrate significant leadership in programme or school academic activities together with academic support and counselling of ASM colleagues.
 - participate in the annual ASM to SASM progression round by:
 - arranging completion of the SASM attestation sheets (attached as Appendix 7) including:

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- * attestation against each competency criteria
- * attestor comments
- * explanations for any section that does not apply
- completing the ASM to SASM Resumé - refer Appendix 8
- completing Staff Development/Training Record - refer Appendix 9

6.3 The ASM to SASM annual progression round:

- a) An Academic Career Progression Panel shall be established according to the terms of reference described in Appendix 10.
- b) Five completed copies of each applicant's attestation sheets, resumé and Staff Development/Training record (Appendices 6, 7 and 8) should be forwarded to the Personnel Unit.
- c) Unsuccessful applicants will be notified of areas where competence was not demonstrated to the required standard and have the option of applying the following year.

7.0 PROGRESSION WITHIN THE SASM GRADE

7.1 Annual Review

Consideration of progression within the SASM salary scale will be undertaken as part of an annual review of all SASMs by the PL to whom they report.

7.2 Criteria to be applied

- a) Senior Academic Staff need to continue to verify significant programme and school academic leadership and practice to obtain progression. The verification process includes each SASM continuing to:
 - meritoriously demonstrate SASM competencies.
 - upgrade qualifications.
 - successfully meeting his/her agreed professional development plan (eg research, conference presentations or papers, publications and original performances).
- b) The PL shall take account of internal inequities and external retention factors.

7.3 Progression Procedure

- a) PL will complete the assessment for all SASMs (Appendix 11).

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- b) PL will recommend to the Dean those SASMs who should progress (Appendix 12). The recommendations should identify the proposed salary increase, which cannot be less than \$500 per annum for any SASM.
- c) The Dean will prioritise PL recommendations and forward to the HRM for consultation and approval. The HRM will notify staff of the outcome.

8.0 PROGRESSION FROM THE SENIOR ACADEMIC STAFF MEMBER (SASM) GRADE TO THE PRINCIPAL ACADEMIC STAFF MEMBER (PASM) GRADE

8.1 Eligibility

To apply to progress to the PASM grade the SASM must:

- have progressed to a salary within the PASM salary range.
- have a masters degree or equivalence.
Equivalence equates to:
 - a bachelors degree with first class honours: or
 - work equivalence measured against NZQA level 8 descriptors (refer "NMIT Awards, 2J1").

8.2 Criteria to be Applied

- a) Significant School or Institute leadership against criterion one, Excellence in Teaching.
- b) Model professional ethical behaviour and workplace relationships.
- c) School or Institute leadership against two of:
Criterion two, Excellence in subject speciality.
Criterion three, Excellence in research.
Criterion four, Excellence in curriculum development.
- d) National or international leadership against any two of:
Criterion one, Excellence in teaching.
Criterion two, Excellence in subject speciality.
Criterion three, Excellence in research.
Criterion four, Excellence in curriculum development.

8.3 Progression Procedure

- a) Senior Academic Staff who are able to demonstrate they meet the criteria in 8.2 shall arrange for completion of the SASM to PASM Progression Attestation Record (Appendix 13) and attach:

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- Personal statement and curriculum vitae.
- Signed attestor comments for each competency indicator.

Applicants should use their professional judgement to choose the most suitable people to attest each competency indicator. It is expected that attestors will often be from outside NMIT. Applicants shall not self attest.

Applicants shall provide evidence of equivalence to the masters degree (clause 8.1).

Applicants shall supply the required documentation to Human Resources prior to the annual SASM to PASM progression round.

- b) SASM to PASM progression shall be determined by a committee comprising the HRM (Convenor), a Dean, a PASM and a SASM who is not making application to progress to PASM. A panel member shall not take part in any decision relating to the progression of an applicant from his/her faculty or school.
- c) The panel has the authority to:
 - interview the applicant.
 - call for whatever information it believes is relevant to the application.
 - interview other relevant staff.
 - take any other action necessary to help the panel to come to a decision.
- d) The proceedings and recommendations of the panel will be recorded and a recommendation made to the CE on those staff who should progress to the PASM Grade.
- e) The HRM will notify SASMs of the outcome of their applications.

9.0 PROGRESSION WITHIN THE PASM GRADE

9.1 Eligibility

All PASM's will be considered annually for progression within the Grade.

9.2 Criteria to be Applied

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Progression within the PASM range will be on verification of continued significant professional practice and leadership according to the criteria described in 8.2.

9.3 Progression Procedure

- a) Deans will carry out an annual review of all PASM's in their faculty.
- b) Deans will make recommendations to the HRM who shall consult with them and the CE prior to approving PASM progression and the level of the associated salary increase (Appendix 14).
- c) The HRM will notify PASM's of the outcome of the review.

10.0 REFERENCES

- NMIT Academic Staff Members Collective Employment Agreement.
- Independent Academic Staff Members Individual Employment Agreement pro forma.
- NMIT Awards, 2J1.

Review:

Responsibility: H R Manager

Approved: Management Team

APPENDIX 1

SALARY SCALES

		Annual Salaries			
		Effective from 01.09.96	Effective from 01.07.97	Effective from 01.03.98	
ACADEMIC STAFF MEMBER					
Step	1	\$31,303	\$32,242	\$32,887	
	2	\$33,199	\$34,195	\$34,879	
	3	\$34,578	\$35,615	\$36,327	
	4	\$35,956	\$37,035	\$37,776	
	5	\$37,335	\$38,455	\$39,224	
	6	\$38,714	\$39,875	\$40,672	
	7	\$40,092	\$41,295	\$42,121	
	8	\$41,471	\$42,715	\$43,569	
	MERIT BAR				
	9	\$42,849	\$44,135	\$45,018	
	10	\$44,228	\$45,555	\$46,466	
11	\$45,607	\$46,975	\$47,914		
SENIOR ACADEMIC STAFF MEMBER					
		\$42,849 to \$51,500	\$45,555 to \$53,045	\$47,914 to \$54,106	
PRINCIPAL ACADEMIC STAFF MEMBER					
		\$47,250 to \$60,000	\$48,668 to \$61,800	\$49,641 to \$63,036	

ACADEMIC STAFF MEMBER (ASM) CHARACTERISTICS

ASMs are expected to assume responsibility for the quality of their own outcomes in so far as these relate to the characteristics identified below. In other areas ASMs should work under the guidance of Senior or Principal ASMs.

They should:

1. *Be competent in their discipline/subject area.*
2. *Implement and develop programmes and learning (respond to feedback).*
3. *Apply effective communication skills in learning situations related to their discipline.*
4. *Select and apply teaching and/or learning strategies to promote effective learning consistent with individual student learning needs.*
5. *Contribute to the development of and implement programmes for the assessment of student learning.*
6. *Recognise student learning difficulties and arrange for appropriate support.*
7. *Evaluate and reflect on own practice in order to identify directions for and strategies for development.*
8. *Demonstrate commitment to ongoing professional development both within their discipline and as an educator:*
 - * *Initiate and respond to feedback from students and/or peers.*
 - * *Plan and implement programmes for professional development.*
9. *Practise non-racist and non-sexist ways and be sensitive to students and colleagues with special needs.*
10. *Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.*
11. *Be able to contribute to the effective outcomes of work teams.*
12. *Participate in the broader professional and academic life of the institution.*
13. *Discharge administrative responsibilities integral to the ASM role.*
14. *Support and contribute to the objectives, direction and operation of their department including research projects where appropriate.*
15. *Practise within the policy framework and legislative obligations of the Institute.*

**ASSESSMENT FOR MOVEMENT FROM ASM SALARY STEP 8
TO ASM SALARY STEP 9**

PL to complete. Please comment on any criteria that are not applicable.

Name: _____ School _____

Date: _____

		MEETS CRITERIA	
		YES	NO
1	Is competent in discipline/subject area		
(a)	Students respect ASM's knowledge and experience	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Peer evaluations confirm ASM's subject competence	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Continuing education is pursued	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Membership of professional or subject group is maintained	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Contact is maintained with industry and/or profession	<input type="checkbox"/>	<input type="checkbox"/>
(f)	Professional reading is maintained	<input type="checkbox"/>	<input type="checkbox"/>
(g)	Conferences and seminars are attended in subject area as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
2	Implements and develops programmes and learning (respond to feedback)		
(a)	Lessons are planned and prepared	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Course information packages are contributed to	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Course writing groups are actively contributed to	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Results of feedback are acted upon to ensure quality delivery	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Senior colleagues are consulted in areas which exceed responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
3	Applies effective communication skills to learning situations related to discipline		
(a)	Verbal and non-verbal communication is effective eg use of Internet, commitments with outside bodies etc	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Communication is effective in a variety of learning situations eg workshop / laboratory / lecture / tutorial / computer mediated communications	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
4	Selects and applies teaching and/or learning strategies to promote effective learning consistent with individual student learning needs		
(a)	A range of learning activities is implemented/teaching strategies practised	<input type="checkbox"/>	<input type="checkbox"/>
(b)	A positive learning environment is created	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Learning activities are organised and managed effectively	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Small group learning is facilitated effectively	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Self directed learning tasks are planned and managed effectively	<input type="checkbox"/>	<input type="checkbox"/>
(f)	Critical thinking is encouraged	<input type="checkbox"/>	<input type="checkbox"/>

5	Contributes to the development of, and implements programmes for the assessment of student learning		
(a)	The summative assessment schedules for courses are followed	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Assessment information is conveyed to students	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Marking and assessing is completed conscientiously	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Formative assessment is used to provide feedback on progress	<input type="checkbox"/>	<input type="checkbox"/>

6	Recognises student learning difficulties and arranges for appropriate support		
(a)	Informal, formative and summative assessments are used to identify difficulties	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Referrals are made to appropriate agencies when required	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Remedial learning needs of students are addressed	<input type="checkbox"/>	<input type="checkbox"/>

7	Evaluates and reflects on own practice in order to identify directions and strategies for development		
(a)	Evaluations are carried out in accord with School/NMIT policies and procedures and external requirements	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Results of feedback are used to identify directions and strategies for development	<input type="checkbox"/>	<input type="checkbox"/>

8	Demonstrates commitment to ongoing professional development both within discipline and as an educator		
	- Initiates and responds to feedback from students and/or peers		
	- Plans and implements programmes for professional development		
(a)	Changes are initiated in practice as a result of feedback	<input type="checkbox"/>	<input type="checkbox"/>
(b)	All professional development time is used appropriately	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Professional development plans are submitted in accordance with policy	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Plans are discussed with managers and peers	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Plans are actioned	<input type="checkbox"/>	<input type="checkbox"/>
(f)	Progress towards additional qualifications is demonstrated if required	<input type="checkbox"/>	<input type="checkbox"/>

9	Practises in non-racist and non-sexist ways and is sensitive to students and colleagues with special needs		
(a)	Non-discriminatory teaching practices are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Appropriate assistance is provided for students with learning, language or physical difficulties	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Students requiring additional assistance are referred to appropriate agencies	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Ethical standards of behaviour are exhibited in accord with the NMIT Staff Charter.	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Non discriminatory behaviours are demonstrated in relationships with other NMIT staff members	<input type="checkbox"/>	<input type="checkbox"/>
(f)	Acts in accordance with EEdO principles	<input type="checkbox"/>	<input type="checkbox"/>
(g)	Acts in accordance with the principles of the Treaty of Waitangi and demonstrate willingness to operate biculturally eg has attended bicultural and/or Treaty workshops; has integrated bicultural components in teaching programmes	<input type="checkbox"/>	<input type="checkbox"/>

- 10 Demonstrates practice is informed by the current body of knowledge about effective teaching and learning**
- | | | |
|---|--------------------------|--------------------------|
| (a) Agreed tutor training completed | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Seminars on teaching and learning issues are attended | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Additional studies in adult teaching and learning are completed | <input type="checkbox"/> | <input type="checkbox"/> |
-

- 11 Able to contribute to the effective outcome of work teams**
- | | | |
|---|--------------------------|--------------------------|
| (a) Staff meetings, programme committees and team meetings are attended as required | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Co-operates with others working in the team | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Integrity in relationships with team members is demonstrated | <input type="checkbox"/> | <input type="checkbox"/> |
-

- 12 Participates in the broader professional and academic life of NMIT**
- | | | |
|--|--------------------------|--------------------------|
| (a) Institutional activities are supported eg Polyfiller, Polywide committees etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) School/faculty committees are contributed to | <input type="checkbox"/> | <input type="checkbox"/> |
-

- 13 Discharges administrative responsibilities integral to ASM work**
- | | | |
|--|--------------------------|--------------------------|
| (a) Documentation is completed accurately and to agreed deadlines | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Student records are kept in accordance with accreditation and legislative requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Leave plans and timesheets are completed in accordance with NMIT policy | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Agreed administrative responsibilities delegated by the PL are performed efficiently | <input type="checkbox"/> | <input type="checkbox"/> |
-

- 14 Supports and contributes to the objectives, direction and operation of their school including research projects where appropriate**
- | | | |
|--|--------------------------|--------------------------|
| (a) Institutional activities are supported | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) School committees are contributed to | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) School and NMIT committees are contributed to as appropriate | <input type="checkbox"/> | <input type="checkbox"/> |
-

- 15 Practises within the policy framework and legislative obligations of NMIT**
- | | | |
|---|--------------------------|--------------------------|
| (a) Has understanding of and operates within legislative requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Operates within NMIT policies | <input type="checkbox"/> | <input type="checkbox"/> |

Signed: _____
Programme Leader

Date: _____

**MOVEMENT FROM SALARY STEP 8 TO SALARY STEP 9
OF THE ACADEMIC STAFF MEMBER GRADE**

RECOMMENDATION

School of _____
Employment Status _____

1. has completed the Certificate in Adult Teaching (CAT) (To be verified by the CAT Programme Co-ordinator))

CAT Programme Co-ordinator

PL Initials

2. has completed 12 months service on Step 8 of the ASM Grade
3. has completed probation
4. has completed agreed professional development plan for the previous twelve months
5. has satisfied the characteristics of an ASM as outlined in the attached form

I recommend that _____ moves from Step 8 to Step 9.

(Signed PL) _____ Date

APPROVAL

I approve the recommendation.

(Signed Dean) _____ Date

PLEASE FORWARD TO: Human Resources Manager

ACCELERATED SALARY INCREMENT

RECOMMENDATION: (To be completed by PL)

I recommend:

Name: Position:

School:

for an accelerated salary increment for the following reason/s:

.....
.....
.....
.....
.....
.....

Recommended Salary: Effective from:

Signed: Date:
(PL)

APPROVAL: (following discussion with HRM)

Signed: Date:
(Dean)

Forward to: Human Resources Date Received:

- Details checked Date:
Letter confirmed with PL Date:
Salaries Officer advised Date:.....

Signed:.....(Human Resources Manager) Date: _____

SASMs are expected to take responsibility for the quality of their own outcomes in so far as these relate to the characteristics identified below. They are also expected to be able to guide and support ASMs who are developing the identified skills and attributes, and to take responsibility for the quality of outcomes which exceed the responsibilities of the ASM position. The relative emphasis on these criteria will reflect institutional and professional priorities.

They should:

1. *Be able to demonstrate advanced standing in their discipline/subject area.*
2. *Design, implement, develop and evaluate new and existing programmes of learning (through application of defensible models).*
3. *Apply effective communication skills in diverse learning situations.*
4. *Select and apply teaching and/or learning strategies consistent with individual student learning needs.*
5. *Select and apply strategies to enable students to develop as independent learners.*
6. *Plan, implement and evaluate programmes for the assessment of student learning, including the assessment or prior experiential learning.*
7. *Able to identify student learning difficulties and plan and implement strategies for improvement.*
8. *Design and implement small scale research into effective teaching and/or learning within own discipline.*
9. *Evaluate and reflect on own practice in order to identify directions and strategies for improvement.*
10. *Demonstrate commitment to ongoing professional development both within their discipline and as an educator:*
 - * *initiate and respond to feedback from students and/or peers.*
 - * *plan and implement programmes for professional development.*
11. *Practise in non-racist and non-sexist ways and be sensitive to students and colleagues with special needs.*
12. *Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.*

13. *Take responsibility for the effective outcome of work teams.*
14. *Actively contribute to the broader academic and professional life of the institution.*
15. *Discharge administrative responsibilities integral to SASM role.*
16. *Practise within the policy framework and legislative obligation of the institute.*
17. *Demonstrate professional activities which contribute in a positive way to the reputation of the Institute/profession eg research, consultancy, publications.*
18. *Actively support and contribute to the objectives, direction and operation of their department and the Institute.*

APPENDIX 7
SENIOR ACADEMIC STAFF MEMBER (SASM) ATTESTATION SHEETS

A	Competency: Demonstrate Professional Standing in own Discipline and as an Educator	Position of Attestor	Signature of Attestor	Comments from Attestor (expected against most competency criteria)
	Competency Criteria			
A1	Students respect ASM's knowledge and experience	PL/Mgr		
A2	Peers confirm: - ASM's subject competence - experience is shared willingly and assistance is provided to colleagues - staff professional development sessions contributed to - professional behaviours are modelled	Peer		
		Peer		
		Peer		
		Peer		
A3	Membership of professional or subject group is maintained	ASM		
A4	Contact is initiated and maintained with industry and/or profession	PL/Mgr		
A5	Professional reading is maintained	ASM		
A6	Conferences and seminars are attended in subject area and on teaching/learning	PL/Mgr		
		ASM		
A7	Professional development plans are prepared in accordance with policy, discussed with managers and peers and actioned appropriately	ASM		
		PL/Mgr		
A8	Continuing education is pursued in teaching/learning and in discipline/subject area	PL/Mgr		
		ASM		
A9	Progress towards advanced qualifications is demonstrated	ASM		
A10	The 8 module Certificate in Adult Teaching (CAT) or its equivalent is completed	PL		
		CAT Prog. Co-ord.		
A11	Innovative learning/teaching strategies are initiated, developed, promoted and communicated to others	ASM		
		Peer		
A12	Research findings published and/or papers presented at conference/seminars	ASM		
A13	Approved consultancy work carried out and/or invitations to speak, moderate or teach elsewhere accepted	ASM		

Competency:	Position of	Signature	Comments from Attestor (expected
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B	Design, Develop, Deliver and Evaluate Programmes of Learning	Attestor	of Attestor	against most competency criteria)
Competency Criteria:				
B1	Courses tailored to industry or profession's need are initiated and course writing groups contributed to	PL		
B2	Course information packages are written	PL		
B3	Lessons are planned, prepared and delivered to the satisfaction of students	PL/Mgr		
B4	The summative assessment requirements for courses are completed satisfactorily	PL/Mgr		
		Peer		
B5	Students and Peers consider that assessing and marking is completed conscientiously using assessment instruments that are valid, reliable and fair	PL/Mgr		
		Peer		
B6	Assessment methods are evaluated regularly to maintain high standards	Peer		
B7	Colleagues acknowledge the applicant's expertise in assessment by using them as a resource person	Peer		
B8	Actively contributes to programme and/or advisory committees	PL		
B9	NMIT and School review procedures are actively contributed to	PL		
B10	Action plans for improvement are initiated and effected	ASM		
		PL/Mgr		
B11	Courses/Programme evaluations are carried out in accordance with School/NMIT policies and procedures and external requirements	ASM		
		PL/Mgr		
B12	Results of feedback are acted upon to ensure quality delivery	ASM		
		Peer		
		PL/Mgr		

C	Competency: Adapt Learning to Specific Needs of Students	Position of Attestor	Signature of Attestor	Comments from Attestor (expected against most competency criteria)
	Competency Criteria:			
C1	Course/Programme evaluations show a high student satisfaction with ASM's performance	PL		
C2	Students consider that ASM is an effective verbal and non-verbal communicator in a variety of learning situations eg workshop / laboratory / lecture / tutorial / computer mediated	PL		
		Peer		
C3	Students consider that ASM: - facilitates small group learning effectively - plans and manages self directed learning tasks effectively - encourages critical thinking - uses innovative learning/teaching strategies	PL or Peer		
		PL or Peer		
		PL or Peer		
		PL or Peer		
C4	Students consider that ASM uses non-discriminatory teaching practices	PL		
C5	Appropriate assistance is provided for students with learning, language or physical disabilities	PL/Mgr or Peer		
C6	Non-discriminatory and ethical standards of behaviours are exhibited in accordance with appropriate relevant codes of ethics and Polytechnic policy	PL		
		Peer		
C7	Demonstrate initiative in implementing EEdO principles eg ability to recognise when consultation is required with relevant gender and other advisers - consultation has taken place with Kaiwhakahaere and Disability Coordinator where appropriate - attendance at a current EEdO seminar	Peer		
		PL		
		CAT Prog. Co-ord.		
C8	Demonstrate initiative in implementing the principles of the Te Tiriti o Waitangi eg operates bi-culturally; pro-active in developing bi-cultural curricula; recognises when consultation is required	PL		
		Peer		
C9	Identifies student learning difficulties, addresses remedial learning needs and makes referrals to appropriate agencies when required	ASM		
		PL		

D	Contributes to the Broader Academic and Professional Life of the Polytechnic	Position of Attestor	Signature of Attestor	Comments from Attestor (expected against most competency criteria)
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	Competency Criteria:			
D1	Staff meetings, programme committee and team meetings are attended as required	PL/Mgr		
D2	Co-operates with integrity with others working in the team	Peer		
D3	Chairs/facilitates and monitors the work of teams as required	PL		
D4	Knowledge, experience and skills are valued as a resource by colleagues	Peer		
D5	Institutional activities are supported eg NMIT committees etc	ASM		
		PL		
D6	Leadership of seminars and/or committees is demonstrated	PL or Peer		
D7	Leadership role in programme accreditation and/or moderation is demonstrated	PL or Peer		
D8	Assistance is given to colleagues with administration duties	Peer		
D9	Agreed administrative responsibilities delegated by PL are performed efficiently and effectively	PL		
D10	Positive suggestions for improvement of administrative systems are made	PL		
D11	Student records are kept in accordance with accreditation and legislative requirements	PL		
D12	Leave plans and timesheets are completed in accordance with polytechnic policy	PL		
D13	Has understanding of and operates within NMIT's internal policies / external legislative requirements	ASM		
		PL		
D14	School/NMIT procedures and academic responsibilities are carried out	ASM		
		PL		

Attestors name: _____ Signature: _____ Date: _____

Attestors name: _____ Signature: _____ Date: _____

Attestors name: _____ Signature: _____ Date: _____

Attestors name: _____ Signature: _____ Date: _____

**TRAINING RECORD
TO SUPPORT PROGRESSION FROM ASM TO SASM
(Applicant to complete)**

1. PROFESSIONAL DEVELOPMENT:

2. SCHOOL BASED TRAINING:

3. OTHER EDUCATION AND TRAINING:

Signed: _____
(Applicant)

Date: _____

**ACADEMIC CAREER PROGRESSION PANEL (ASM to SASM)
TERMS OF REFERENCE**

PURPOSE:

To consider career progression applications for academic staff members (ASMs) applying to become senior academic staff members (SASMs).

SCOPE:

All academic staff whether covered by the ASTE Collective Employment Agreement or non ASTE Employment Agreement.

RESPONSIBILITY:

- The HRM for complying with contract requirements.
- The Agreement Monitoring Committee for monitoring compliance with the ASTE Collective Agreement.

PROCESS:

1. The panel shall be comprised of equal numbers of not less than two each of Management Team representatives and two local staff members, one of whom is party to the agreement and nominated by ASTE, plus the HRM as convenor.
2. Each School shall have a representative on the panel, being either a Management Team or staff representative. Deans who are not panel members shall be given the opportunity to address the panel.
3. Notification of panel members shall be communicated to Deans, PLs and academic staff at the time of their selection.
4. All information regarding applications, panel discussions and decision making will remain confidential.
5. The panel shall have authority to:
 - * interview the applicant;
 - * call for whatever information is believed relevant to the application;
 - * interview other relevant staff;
 - * take any other action necessary to help the panel come to a clear and equitable decision.
6. Evidence will be presented on the agreed attestation sheets. Where cultural matters require flexibility of competency demonstration, this will be noted in the comments column of the attestation sheet, and other means of attestation, such as direct verbal evidence, will be presented by those attestors to the panel.

7. Decisions shall normally be on a consensus basis, or in the event of not reaching consensus, on a majority basis.
8. Panel decisions are final. Appeals are only on the basis of process to ensure that the requirements of natural justice are met and shall be made to the CE within fourteen days of notification.
9. The convenor shall draft notification letters in consultation with the relevant Dean.

**ASSESSMENT FOR PROGRESSION WITHIN SENIOR ACADEMIC
STAFF MEMBER (SASM) GRADE**

(PL to complete) Please comment on any criteria that are not applicable.

Name: _____ Date: _____

		MEETS CRITERIA	
		YES	NO
1	Is competent in discipline/subject area		
(a)	Demonstrates up to date knowledge through course materials	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Demonstrates up to date knowledge through teaching	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Has appropriate qualifications	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Contributes to the body of specialist knowledge in their area	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Assists other staff to maintain up to date knowledge	<input type="checkbox"/>	<input type="checkbox"/>
(f)	Recognised by industry as having knowledge and skills in the subject area	<input type="checkbox"/>	<input type="checkbox"/>
2	Designs, implements, develops and evaluates programmes of learning		
(a)	Produces evidence of feedback from students or by moderation	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Produces evidence of constructive response to feedback	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Demonstrates leadership in curriculum design and evaluation	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Curriculum development meets NMIT quality standards	<input type="checkbox"/>	<input type="checkbox"/>
3	Applies effective communications skills		
(a)	Learning outcomes are communicated clearly to students at commencement of course or programme	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Good computer skills are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>
4	Selects and applies teaching and learning strategies to promote effective learning consistent with individual student learning needs		
(a)	Range of teaching strategies appropriate to students and subjects practised	<input type="checkbox"/>	<input type="checkbox"/>
(b)	Positive learning environment created	<input type="checkbox"/>	<input type="checkbox"/>
(c)	Evidence of adequate learning preparation exhibited	<input type="checkbox"/>	<input type="checkbox"/>
(d)	Learning activities are organised and managed effectively	<input type="checkbox"/>	<input type="checkbox"/>
(e)	Learning strategies facilitate independent learning	<input type="checkbox"/>	<input type="checkbox"/>
5	Contributes to the development of, and implements assessment		

of student learning

- | | | | |
|-----|--|--------------------------|--------------------------|
| (a) | Assessment criteria clearly communicated in advance through the course/programme | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | Assessments undertaken are fair, valid and consistent | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) | Actively participates in development assessment criteria | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) | ASM audits, monitors and updates student assessments | <input type="checkbox"/> | <input type="checkbox"/> |
-

6 Recognises student learning difficulties and arrange for appropriate support

- | | | | |
|-----|---|--------------------------|--------------------------|
| (a) | Practises techniques that result in the recognition of students with learning difficulties | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | Establishes learning environments that accommodate individual learning needs of students | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) | Identifies student learning difficulties and implements strategies for further work/improvement | <input type="checkbox"/> | <input type="checkbox"/> |
-

7 Evaluates and reflects on own practice in order to identify directions and strategies for development

- | | | | |
|-----|--|--------------------------|--------------------------|
| (a) | Willing to identify own strengths and areas in need of development | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|
-

8 Commitment to professional development

- | | | | |
|-----|---|--------------------------|--------------------------|
| (a) | Professional development plan identifies discipline and teaching areas in need of development | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | Produces evidence or responses to formal and informal feedback | <input type="checkbox"/> | <input type="checkbox"/> |
-

9 Practises in non-racist and non-sexist ways and is sensitive to students and colleagues with special needs

- | | | | |
|-----|--|--------------------------|--------------------------|
| (a) | Issues and complaints are dealt with sensitively and in accordance with policy | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | Student evaluations support non-racist and non-sexist behaviour | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) | Student evaluations show a sensitivity to those with special needs | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) | Seeks assistance/advice and makes referrals as appropriate | <input type="checkbox"/> | <input type="checkbox"/> |
-

10 Contributes to the effective outcomes of work teams

- | | | | |
|-----|--|--------------------------|--------------------------|
| (a) | Contributes to the effective outcomes of work teams | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | Takes responsibility for the effective outcome of work teams | <input type="checkbox"/> | <input type="checkbox"/> |
-

11 Contributes to the broader professional and academic life of NMIT

- | | | | |
|-----|--|--------------------------|--------------------------|
| (a) | Membership of and contribution to appropriate committees and working | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|

parties

- | | | |
|--|--------------------------|--------------------------|
| (b) Supports other staff in their activities | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Actively participates on professional bodies | <input type="checkbox"/> | <input type="checkbox"/> |
-

12 Discharges administrative responsibilities integral to-SASM work

- | | | |
|---|--------------------------|--------------------------|
| (a) Quality requirements and administrative deadlines are met | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|
-

13 Supports and contributes to the objectives, direction and operation of their School including research projects where appropriate

- | | | |
|---|--------------------------|--------------------------|
| (a) Makes self available for tasks within skills/competence | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Participates in staff meetings | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Takes fair share of administration, representation and miscellaneous work for the School | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Makes self available to lead School meetings | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Designs and implements small scale research into effective teaching and/or learning within own discipline | <input type="checkbox"/> | <input type="checkbox"/> |
-

14 Practises within the policy framework and legislative obligations of NMIT

- | | | |
|--|--------------------------|--------------------------|
| (a) Complies with policy and procedural requirements as set out in the Quality Management System | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|
-

15 Participates in community activities which promote and enhance the reputation of NMIT

- | | | |
|--|--------------------------|--------------------------|
| (a) Participates in community activities which promote or enhance the reputation of NMIT | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Signed (PL) _____ Date _____

**PROGRESSION WITHIN THE
SENIOR ACADEMIC STAFF MEMBER (SASM) GRADE**

To be completed by PL

Name _____

Employment status (please circle one)

- Tenured full time
- Limited tenure full time
- Tenured proportional
- Limited Tenure proportional

School _____

- has continued to accumulate tertiary education credits or has completed a Diploma in Tertiary Education or equivalent
- has successfully completed agreed professional development plan
- continues to demonstrate meritorious competency of SASM criteria

I recommend that _____ moves within the SASM range

Salary to increase by \$ _____ from \$ _____ to \$ _____

School ranking: _____th of SASMs

Signed: _____ Date: _____
(PL)

To be completed by the Dean

I prioritise this application as number _____ of _____ (School)

Signed: _____ Date: _____
(Dean)

To be completed by the HRM (in consultation with Deans)

I approve the following:

- Either nil increase
- or salary increase of \$ _____ from \$ _____ to \$ _____

Signed: _____ Date: _____
(HRM)

Forward to Human Resources

SASM TO PASM - ATTESTATION RECORD

SASM NAME _____

FACULTY _____

SCHOOL _____

SASMs need to demonstrate:

- | | |
|--|---|
| <p>1. Significant School or Institute leadership against criterion one, Excellence in Teaching.</p> <p>2. Model professional ethical behaviour and workplace relationships.</p> <p>3. School or Institute leadership against two of:
Criterion two, Excellence in subject speciality.
Criterion three, Excellence in research.
Criterion four, Excellence in curriculum development.</p> | <p>4. National or international leadership against any two of:
Criterion one, Excellence in teaching.
Criterion two, Excellence in subject speciality.
Criterion three, Excellence in research.
Criterion four, Excellence in curriculum development.</p> |
|--|---|

Criterion	Competency indicators	Attestors names	Attestors designation/role
<p>1. Excellence in teaching</p> <p>Structured learning activities involving learners and the applicant SASM as leader and/or coordinator, and Covering the learning of knowledge and/or skills and/or attributes</p>	1.1 Academic leadership of teaching teams		
	1.2 Key academic leader for colleagues seeking to improve their teaching practice		
	1.3 Significant contribution to NMIT academic activities beyond own school		
	1.4 Coherent teaching philosophy consistent with NMIT Charter principles		
	1.5 Demonstration of SASM equivalence (<i>for applicants</i>)		

Criterion	Competency indicators	Attestors names	Attestors designation/role
	<i>who have not completed full SASM progression only)</i>		
2. Excellence in subject speciality	2.1 Leading role on regional or nationally orientated committees and/or professional association attestation		
	2.2 Subject relevant speaker/presenter at significant national or international conferences/seminars		
	2.3 Perceived by profession and peers as expert in subject area		
3. Excellence in research Refer NZQAs definition: * basic or fundamental research * strategic research * applied research * scholarship * creative work * consultancy * professional practice	3.1 Significant research reported in reputable publications		
	3.2 Evidence of quality research outcomes		
	3.3 Leads and supports research development		

4. Excellence in Curriculum Development	4.1 Leads effective programme curriculum development or re-development teams		
--	--	--	--

Criterion	Competency indicators	Attestors names	Attestors designation/role
The planning and development of new or updated curriculum from conceptualisation to delivery and including: * responding to internal and external constraints * stakeholder consultation * meeting nationally and internally required standards * final documented curriculum available to staff * attestation from Education Services Manager.			
	4.2 Supports and advises curriculum development activities throughout the Institute		
	4.3 Leads academic policy development and updating within school		
	4.4 Demonstrates currency and knowledge of contemporary curriculum development philosophies		

Ranked _____ strongest potential School PASM applicant.

_____ (Dean) Date: _____

This application form to be included in application to the PASM Committee.

PROGRESSION WITHIN THE PASM GRADE

I have reviewed the performance of:

(Name of PASM)

for the _____ year.

(Please tick)

He/she has met SASM to PASM criteria

I confirm he/she is continuing to demonstrate to the PASM level:

- professional ethical behaviour supported by feedback from colleagues
- model workplace relationships supported by feedback from colleagues
- excellence in teaching supported by feedback from colleagues
- two of:
 - subject specialty excellence supported by feedback from peers
 - excellence in research supported by feedback from Research and Ethics Committee
 - excellence in curriculum development supported by feedback from ESM

I recommend a salary increase

No

Yes

of \$ _____

Signed:

Dean

Date

Consultation with Deans and CE and approved:

Human Resources Manager

Date