



Staff Recruitment and Performance Policy and Procedure

1 Scope and Purpose

Russo Business School accesses staff through two mechanisms:

- a) direct recruitment to Russo Business School; and
- b) secondment of staff from Russo Higher Education Pty Ltd¹.

This policy and procedure relates specifically to the direct recruitment of staff to Russo Business School and provides a framework for recruiting and selecting qualified higher education staff through merit-based selection, which is conducted in a fair, equitable and transparent manner.

It aims to ensure that Russo Business School attracts and selects high quality candidates to achieve business objectives. It also outlines performance review processes for Russo Business School.

This policy and procedure applies to staff that are involved in higher education recruitment and appointment processes and decisions, and performance reviews.

2 Definitions

Appointment: the process of employing staff to a vacant position.

Applicant: a person who applies for a position at Russo Business School. An applicant becomes an employee upon appointment.

Closed Merit: a process by which a vacant position is only advertised within Russo Business School to current employees or other recommended persons.

Open Merit: a process by which a vacant position is advertised openly to the wider community.

Selection: process of assessing applicants for vacant positions and deciding which applicants will be made an offer of appointment.

Selection Criteria: a set of criteria developed to assess an applicant's aptitude at performing required duties and responsibilities of a position and used to assist the selection process.

3 Policy Objectives

Russo Business School is committed to:

- a. Providing equal employment opportunities to all applicants

¹ Russo Higher Education Pty Ltd (RHE) is the licenced operator of James Cook University, Brisbane Campus and is a sister company of Russo Business School (RBS). A formal Service Level Agreement is in place to facilitate the secondment of RHE academic and administrative staff to RBS. Academic staff engaged by RHE are required to meet the Academic Qualifications as required by James Cook University to deliver their courses. Staff engaged by Russo Business School on a secondment from RHE will be subject to Clause 4.1, 4.1.1 and 4.1.1 relating to academic staff qualifications and 5.4 and 5.4.1 relating to performance management and review.

- b. Being fair, equitable and timely when hiring staff
- c. Attracting the best possible candidates
- d. Applying merit-based selection
- e. Conducting fair performance review processes.

4 Implementation

The Chief Executive Officer and Chief Operating Officer are responsible for oversight and implementation of this policy and procedure ensuring that staff are appropriately qualified to perform their roles. The Academic Board via the Executive Dean may provide input on academic staff qualifications and appointments.

Vacancies may be conducted via an open-merit or closed-merit process. The procedures for appointment will remain the same, other than the advertising scope.

4.1 Academic staff qualifications

Russo Business School's higher education courses contain a strong emphasis on professional performance and practical skills, underpinned by theoretical knowledge, and therefore Russo Business School aims to appoint academic staff who hold significant industry professional experience additional to the requisite academic regulatory qualification requirements.

Russo Business School will recruit and retain higher education teaching staff who hold a qualification at least one AQF level above the course being taught, or equivalent.

A minimal number of staff may hold a combination of equivalent qualifications and experience to obtain staff to teach specialist units.

Where staff are appointed who do not meet the requisite qualifications, but have demonstrated equivalency as outlined in Appendix 1, this will inform their professional development activities.

Staff who do not hold the appropriate academic qualification, but have demonstrated equivalency, will be supervised by a staff member who does meet the Standard. The level of supervision will depend on the staff member and their qualifications. The supervision may be in the form of direct supervision (e.g. co-teaching) or indirect supervision (e.g. mentoring, team teaching). It is most likely that the oversight of a staff member in this case would typically involve both direct and indirect supervision, depending on the skill level of the staff member being guided or overseen, as well as the complexity of the teaching and assessments tasks.

4.1.1 Threshold Standards

The Threshold Standards 2021 prescribe minimum standards for academic staff qualifications as per the following extract.

Standard 3.2 Staffing

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in programs or units of study are equipped for their roles, including having:

- a. *knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice*
- b. *skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and*

- c. *a qualification in a relevant discipline at least one level higher than is awarded for the program of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.*

4. Teachers who teach specialised components of a program of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

4.1.2 Principles for academic qualifications and experience

Academic staff will normally be expected to have:

- a. A qualification at least one level higher than the level of the course being taught; or
- b. Almost completed the required qualification.

It is desirable for academics to:

- a. Have relevant professional/industry experience
- b. Be able to demonstrate a record of scholarly and professional achievement in the relevant discipline area.

Academic staff without the requisite qualifications will be required to:

- a. Demonstrate equivalent experience to the relevant AQF level attributes provided at Appendix 1
- b. Hold at least an equivalent AQF level qualification to the course they are teaching, except under circumstances such as emerging disciplines, specialist programs or guest lecturing
- c. Undergo a period of mentoring with an existing experienced academic staff member for a minimum period of three months.

Selection of academic staff must take account of these principles and the criteria in Appendix 1 to determine equivalent experience if a candidate does not have the requisite qualifications as required under the Threshold Standards.

Academic staff who do not have the appropriate AQF+1 level qualification will require an assessment of their qualifications for equivalence. In this case, a written application including documentary evidence must be submitted to the Executive Dean. The Executive Dean will assess the application and provide a recommendation to the Academic Board. The Academic Board will assess the evidence, consider the recommendation, and provide a determination. Table 3 in Appendix 1 provides a general overview of the kinds of evidence that may be used to demonstrate equivalence.

5 Procedures

5.1 Recruitment

5.1.1 Advertising vacant positions

Advertising of vacant positions should only occur after approval by the CEO or COO. The CEO or COO will provide a copy of the approval to Human Resources. The salary will be advised by Human Resources and approved by the CEO. However, the CEO may approve a higher pay scale if it falls within budget to attract the best candidate.

Vacant positions will only be advertised if an open-merit recruitment process has been chosen. In some instances, to obtain the calibre of professional performance experience required, a closed-merit process will be used. This may arise due to time constraints where there is an urgent need to appoint staff.

Current staff and/or other known persons may be approached and asked to apply for the position, or limited advertising may occur.

Human Resources will administer the placement of the advertisement and monitor applications received or set up the applications to be directly sent to the selection panel for review. Alternatively, a specialist recruitment agency may be used.

For an open-merit process, vacant positions will usually be advertised through relevant channels that are deemed to attract the best candidates. Advertisements will include all the necessary details so that candidates are suitably informed about the position as follows:

- a. Position title
- b. Required and desirable qualifications and experience
- c. Responsibilities
- d. Term of appointment, weekly hours, employment status
- e. Selection criteria, if relevant
- f. Closing date for applications and method of applying
- g. Contact details.

Additional information may be requested from applicants depending on the position advertised.

5.2 Selection

5.2.1 Shortlisting

Shortlisting is conducted to identify the candidates whose skills and experience best match the role. When shortlisting candidates, the selection panel must ensure all mandatory compliance criteria is met. Short listed applicants will be invited to an interview.

Staff should normally meet all the required selection criteria for the course of study in which they are teaching. In assessing an application, the following will be taken into consideration:

- a. The current academic qualifications of the staff member
- b. The full range of professional experience and teaching experience of the staff member, including scholarly activities such as professional development seminars, public lectures, scholarship as well as professional practice
- c. The prescribed criteria for assessing professional equivalence at the required level.

5.2.1.1 Verification of qualifications

Verification of qualifications will usually be conducted as part of the shortlisting process and prior to interviews as follows:

- a. The qualifications must be presented in the form of original issued certificates and transcripts or certified copies of same
- b. Originals of qualifications are to be sighted by Human Resources verifying that the qualification has been checked
- c. Where there are concerns, a member of the Selection Committee contacts the qualification issuer for endorsement, quoting the testamur/certificate number and asking for confirmation of the recipient.

5.2.2 Interviews

The selection panel will conduct interviews to understand how each candidate meets the selection criteria and shall select a candidate to be recommended for appointment. Questions will be prepared that are the same for each candidate and shall not include questions of a personal nature.

The selection panel may also decide to ask the candidate to prepare a presentation on their teaching, research and/or professional industry experience as part of the interview process. Under such circumstances, the candidate will be advised of any details required for the presentation, and the equipment provided by Russo Business School.

The selection panel will fairly assess each candidate's response and make appropriate notes to inform the writing of the selection report. After all applicants have been interviewed, the panel shall discuss their findings and form a recommendation of the preferred candidate.

5.2.2.1 Reference checks

Human Resources will conduct reference checks by contacting a minimum of two referees. Records of the discussions regarding the resume shall be made, and as a minimum shall include:

- a. Name of the referee
- b. Date and time of contact
- c. Position and relationship with the applicant
- d. Paraphrasing of the referees' comments.

5.3 Appointments

Appointment recommendations will be made by the Chair of the Selection Panel. The CEO will approve all appointments. Once an appointment decision has been made, Human Resources will notify the successful candidate and discuss the appointment conditions. If the candidate accepts the position, then they are notified in writing and the following documents are forwarded to the applicant by Human Resources:

- a. An Employment Agreement including a job description
- b. Forms to collect personal and payment information
- c. Superannuation choice form
- d. Tax file number declaration form provided in paper copy or via the following link
<https://www.ato.gov.au/Forms/TFN-declaration/>

Copies of the following documents are to be retained on file by Human Resources:

- a. Resume
- b. Qualifications
- c. References
- d. Staff Personal Record Form
- e. Checklist for Staff Induction and Training
- f. Staff Confidentiality Agreement (where required)
- g. Prohibited Employment Declaration (where applicable)
- h. National Police Check.

Unsuccessful applicants shall be notified of the outcome by phone or email as soon as possible. Human Resources shall file all associated paperwork confidentially, as specified in the Records Management Policy and Procedure.

5.3.1 Staff induction

Upon appointment, the relevant manager oversees the induction process. Appropriate training modules will be used to cover all relevant induction activities. The induction process is followed with reference to the Sarina Russo Group Checklist for Staff Induction, Russo Business School's policies and procedures, and an induction training schedule. The induction process should be completed within two weeks of appointment.

Induction will include:

- a. An overview of work practices, policies and procedures that are relevant, including occupational health and safety guidelines
- b. Access to all policies and procedures, including the Staff Code of Conduct
- c. Training in the use of teaching equipment, learning technologies, and library databases
- d. Information on staff development and activities and requirements relevant to academic or non-academic staff members
- e. Information on staff performance review processes and requirements
- f. Providing a mentor to guide the new staff member and be a first point of contact for queries.

Academic staff will be advised of the following additional induction activities and information:

- a. Regular academic staff meeting dates and formats that provide opportunities to discuss the course units and provide feedback
- b. Opportunities to study, and availability of financial or leave assistance to undertake further staff development such as participation in external conferences and events
- c. Scholarly activity requirements and opportunities, and encouragement to undertake research
- d. Identification of student wellbeing and safety concerns and referral protocols
- e. Identification of students at risk and intervention strategies.

Once induction has been completed, a signed copy of the completed Checklist for Staff Induction and Training is sent to Human Resources and attached to the employee's personnel file.

5.4 Performance management

Russo Business School supports a performance culture. Staff performance appraisals provide opportunities for discussions so that expectations are clear, and staff can work together to achieve organisational and personal objectives. The appraisal process also assists with staff development planning and promotional opportunities.

Where performance issues are identified relating to teaching and assessment, observers may sit in on lectures, or additional moderation of assessment marking may be applied. Other supports will be provided dependent upon the identified issues.

For academic staff, student surveys and feedback will form part of their assessment on performance. Where performance issues are identified, assistance may be provided to help support the staff member.

5.4.1 Performance review

All staff will undergo regular performance appraisal, at least annually, using the relevant form with their first line supervisor. Supervisors shall ensure that they conduct performance appraisals and ensure

information is disseminated to staff so that the process is well understood. The performance review process aims to help with clarifying expectations about performance and to provide mechanisms to monitor and improve staff performance.

Staff shall ensure that they participate openly and honestly and are willing to receive feedback to improve their performance. Academic staff shall maintain a portfolio using the Scholarship Activities Framework and Templates which include teaching and learning evaluations; staff development, scholarly activities and industry engagement, to present at the performance appraisal meeting. Training and professional development that has been considered as useful to both the staff member and management shall be agreed, together with goals for the following year.

Where performance issues are identified relating to teaching and assessment, observers may sit in on lectures, or additional moderation of assessment marking may be applied. Other supports may be provided dependent upon the identified issues. Continued under-performance may lead to termination of employment.

6 Related documents

The following policies and procedures are related to this policy and procedure:

The Sarina Russo Group

- a) Recruitment and Selection Policy and Procedure
- b) Code of Conduct
- c) Human Resources Grievance and Disputes Resolution Policy and Procedure
- d) Sarina Russo Enterprise Agreement

Russo Business School

- a) Learning and Teaching Plan 2022-24
- b) Staff Development and Scholarship Policy and Procedure
- c) Delegations Policy and Procedure

This policy replaces RBS Academic Qualifications and Equivalent Professional Experience Policy and Procedure V2 2016.

7 Review

Three years from commencement.

8 Accountabilities

The Board of Directors is responsible for review and approval of this policy, with input from the Academic Board.

The policy is to be implemented via induction and training of staff and distribution to students and Russo Business School’s higher education community via the website and other publications. This policy will also be provided to Human Resources staff in the wider Sarina Russo Group so that it can be applied to recruitment processes with which they assist.

Delegated Authority	Delegation
Governance	
Board of Directors	Refer to the Terms of Reference
Academic Board	Refer to the Terms of Reference

Executives	
Chief Executive Officer	Relevant to Accountability Statement
Chief Operations Officer	Relevant to Accountability Statement
Executive Dean	Relevant to Accountability Statement

9 Revision history

This policy replaces RBS Academic Qualifications and Equivalent Professional Experience Policy and Procedure V2 2016.

Policy & Procedure Version No	Policy & Procedure Sponsor	Approval Authority	Date of Approval	Date for next review
1/2022	CEO	Board of Directors		
2/2022	CEO (minor amendments made following consideration of Board)	Board of Directors	22.08.2022	22.08.2025

Appendix 1

Requisite qualifications, professional experience and equivalence criteria for higher education academic staff

The following criteria aim to set out the academic qualifications, higher education teaching experience and professional industry experience that Russo Business School will strive to achieve when appointing academic staff to ensure compliance with the Threshold Standards 2021.

Table 1 outlines the requisite qualifications/experience and preferred experience for academic staff. Guest lecturers are exempt from the requisite qualifications to permit highly experienced industry professionals to deliver occasional lectures. If academic staff do not hold the requisite qualifications and experience, then refer to Table 2.

Table 2 outlines the criteria required for academic staff without the requisite qualifications/experience to demonstrate equivalent qualifications and/or experience against the relevant AQF attributes.

Table 3 outlines the types of experience/evidence that may be considered when assessing the professional experience of an individual to demonstrate equivalence as required in Tables 2 and 3 to meet the AQF attributes listed in Table 2.

Table 1 - Requisite qualifications for academic programs – Diploma to Bachelor

Position title	Requisite qualifications/ experience	Preferred experience
Executive Dean or Academic Director	PhD in discipline area or any other level 10 award combined with a bachelor's degree in the discipline area or similar; and higher education teaching experience	10 years higher education teaching experience. Publishing history and scholarly activities in the discipline area. Experience in managing staff and providing academic direction. 5 years professional experience in the discipline area.
Lecturer/Tutor - Bachelor course	Bachelor (Hons) or Graduate Certificate in the discipline area or higher in a relevant field (or any AQF level 8 award or higher combined with a Bachelor in a relevant field); and higher education teaching experience	5 years professional experience in the discipline area. 3 years higher education teaching experience. Publishing history and scholarly activities in the discipline area.
Lecturer/Tutor – Advanced Diploma or Associate Degree	Bachelor Degree in the discipline area or higher in a relevant field; and higher	5 years professional experience in the discipline area.

Position title	Requisite qualifications/ experience	Preferred experience
	education teaching experience.	3 years higher education teaching experience.
Lecturer/Tutor – Diploma Course	Advanced Diploma or Associate Degree or higher in discipline area; and teaching experience (secondary school, vocational or higher education)	3 years professional experience 2 years of teaching experience

Table 2 – Criteria for Equivalent Qualifications and/or Experience for Academic Program

Program/ position	Minimum required qualifications and/or experience	Preferred experience	AQF Level 8 Attributes to be demonstrated to determine equivalency (via evidence in professional, academic or teaching experience as per Table 3)
Bachelor Lecturer/ Tutor	Bachelor’s degree or higher in a relevant field; and A higher education postgraduate qualification; OR Minimum of 5 years relevant professional experience in the discipline area, demonstrated as equivalent to or higher than AQF 8 attributes.	5 to 10 years professional experience in the discipline area. 3 years higher education teaching experience.	<ul style="list-style-type: none"> • advanced theoretical and technical knowledge in one or more disciplines or areas of practice for professional or highly skilled work and/or further learning • advanced cognitive, technical and communication skills to select, analyse, critically, evaluate, synthesise and apply methods and technologies to: <ul style="list-style-type: none"> ○ analyse critically, evaluate and transform information to complete a range of activities ○ analyse, generate and transmit solutions to complex problems ○ transmit knowledge, skills and ideas to others • apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner

Program/ position	Minimum required qualifications and/or experience	Preferred experience	AQF Level 7 Attributes to be demonstrated to determine equivalency (via evidence in professional, academic or teaching experience as per Table 3)
Adv Dip or Assoc Degree Lecturer/ Tutor	<p>Bachelor's Degree in the discipline area or higher in a relevant field; and higher education teaching experience.</p> <p>OR</p> <p>Minimum of 5 years relevant professional experience in the discipline area, demonstrated as equivalent to or higher than AQF 7 attributes</p>	<p>5 years professional experience in the discipline area.</p> <p>3 years higher education teaching experience.</p>	<p>Broad and coherent knowledge and skills for professional work and/or further learning.</p> <p>Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.</p> <p>Well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transmit knowledge, skills and ideas to others <p>Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions

Program/ position	Minimum required qualifications and/or experience	Preferred experience	AQF Level 6 Attributes to be demonstrated to determine equivalency (via evidence in professional, academic or teaching experience as per Table 3)
Diploma Lecturer/ Tutor	Advanced Diploma or Associate Degree or higher in discipline area; Minimum of 2 years relevant professional experience in the discipline area, demonstrated as equivalent to or higher than AQF 6 attributes	3 years professional experience 2 years of teaching experience (secondary school, vocational or higher education)	Broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. Broad theoretical and technical knowledge of a specific area or a broad field of work and learning. Broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse information to complete a range of activities • interpret and transmit solutions to unpredictable and sometimes complex problems • transmit information and skills to others Apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

Table 3 – Types of experience/evidence

The following types of experience or evidence may be considered when assessing the professional experience of an individual as outlined in Tables 1 and 2 to meet the AQF attributes listed in Table 2. This list is consistent with TEQSA’s Guidance Note on determining equivalence v2.2 and provides examples but is not exhaustive.

Types of experience/evidence
<ul style="list-style-type: none"> • leadership in the development of professional standards or other educational or discipline related leadership and professional standing • roles that require higher order judgement and the provision of expert advice • roles at senior level such as management and leadership roles within a work-based context and the wider community • managing significant projects in the field • work-based projects and/or research undertaken, with outputs demonstrating a contribution to the body of knowledge

Types of experience/evidence

- outputs from projects, research or collaborative work in employment that evidences planning, the development and application of a research methodology
- professional development programs undertaken
- teaching experience
- testimonials, awards or other recognition that acknowledges leadership or expertise in the field of education
- contributions in the field of study through participation in advisory boards and professional networks
- peer reviewed publications in the field of study
- other publications such as books and reports
- leadership or management of research acknowledged by peers
- experience in projects, research or collaborative work in employment
- exhibitions of creative work
- extra-curricular professional activities
- sustained design, creative or technical achievement
- independent, sustained practice-based research and innovation
- presentations related to their profession or discipline