

2021 LDW Program Action Learning Project

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Acknowledgement of Country

We pay our respect to all First Nations elders both past and present from the lands where Charles Sturt University students reside. In particular, we acknowledge the Wiradjuri, Ngunawal, Gundungarra and Biripai peoples of Australia, who are the traditional custodians of the land where our campuses are located.

Explore the career development and promotion pathways for academic and professional general female employees.

- Consider the current pathway(s) for academic employees to get to Level E
- Consider the current pathway(s) for professional general employees to reach Level 10
- What patterns or themes, particularly related to females, do you notice emerging from your analysis and discussions?
- What, if any, are the perceived barriers to promotion or career progression for women in each of these career paths?
- What would 'good' look like to you?

Pathways for professional/general employees

Pathway	Detail
Recruitment	Internal, external, direct appointment
Reclassification	2 rounds per year
Acting in positions/secondment	Upon availability

There is no clear pathway for professional/general staff

Learnings from the program - Kristen

- Take opportunities or create them
- Trust in being on the right path
- Everyone works differently. Adapt your style to get the most out of your team
- Pathways are unique

Academic Pathways

Pathway (Levels A-E)	Evidence
Level A - Associate Lecturer	Plans and implements teaching/ learning activities Provides timely feedback to students Evidence: student feedback; SES reports; teaching rev.
Level B – Lecturer	Plans and designs learning activities. Innovative Mentors sessional staff Evidence: Contribution to leadership roles; staff mentorship;
Level C – Senior Lecturer	Leads curriculum dvpt at course level; leads moderation and quality assurance; serves as student advisor. Evidence: Details of teaching grants and awards applied for; impact of projects;
Level D – Associate Professor	Mentors and supports colleagues; contributes to teaching and curriculum dvpt at national level; contributes to national and international committees; etc Evidence: Awards and citations for learning materials;
Level E – Professor	Leads curriculum design and review; contributes to dvpt and review of learning and teaching policies; a sustained contribution to learning and teaching scholarship. Evidence: Awards; citations; nominations

Learnings from the program - Sophia

- Opportunity - put your hand up for acting positions.
- Always take the challenge – get out of the comfort zone!
Self-belief.
- The need for trust and transparency in leadership.

Barriers for Professional/General employees

Pathway	Barrier	Recommendations
Recruitment	<ul style="list-style-type: none"> Qualifications valued over actual experience and skills. Qualification sought in recruitment doesn't always contribute to actual role. Women tending to only apply if they meet 100% of selection criteria. 	<ul style="list-style-type: none"> Reduce selection criteria and complex application processes with a greater focus on work experience and transferable skills. Provide recruitment training for managers. Explore different application processes for different positions (internal vs external). Create various application pathways for diverse groups of applicants.
Reclassification	<ul style="list-style-type: none"> Application process is cumbersome, confusing and lengthy. Low success rate. Roles outside of the scope of comparative roles at similar grade are not given appropriate consideration. Decision is final with no appeal. 	<ul style="list-style-type: none"> Implement a more transparent, and achievable system for reclassification for General/Professional staff. Remove unnecessary questions from the application form. Consult with manager. Provide personalised feedback on application.
Professional Development	<ul style="list-style-type: none"> Lack of meaningful and appropriate courses for professional staff available through CSU. Access to study support scheme limited to permanent staff. 	<ul style="list-style-type: none"> Develop and nurture a culture that creates opportunities and encourages staff to grow. Expand access to Study Support Scheme, or financial subsidies for further education to all fixed term staff whilst employed by CSU and extend the offering beyond post graduate courses. More leadership and other programs. Programs developed for career pathways (talent pool, secondment register).

Barriers for Academic employees

Barrier	Detail	Recommendations
Recruitment/ Academic Promotion	<ul style="list-style-type: none"> • Not having a PhD, or sufficient research experience. This is valued over industry experience • Women only applying if 100% of selection criteria is met • Self-belief / waiting to be over-qualified • Application process is difficult and time consuming • Sometimes academics leave CSU to gain further industry experience and knowledge – then return for promotion. • Uncertain environment- (VUCA): sector; funding issues 	<ul style="list-style-type: none"> • Consider the weighting of industry experience in the recruitment process • Consider industry and lived experience, as well as research, in the Academic promotion system • Continue monitoring of promotion processes; LDW program; diversity, etc.
Professional Development	<ul style="list-style-type: none"> • Heavy focus on research performance rather than industry experience • Limited opportunities/time to develop oneself 	<ul style="list-style-type: none"> • Develop and nurture a culture that creates opportunities and encourages staff to grow

Learnings from the Program - Mandy

- Seek out and embrace as many opportunities for development as you can
- Lead by example and be inspiring to others – ALWAYS
- Believe in yourself and utilise your support networks
- What You See is What You Can Be!

Learnings from the Program - Bronwyn

- GROW – ask more questions to get to solutions
- Brene Brown – Embrace the suck, acknowledge the emotion don't accept the behaviour
- Never say no to an opportunity

Team Learnings

- Opportunity – to connect with others we wouldn't usually work with and have open discussions with senior leaders
- Reducing silos and creating networks (in a safe space)
- Drawing on the skill set and expertise of team members
- Understanding each other helped with our communication

ESTJ v ESFJ v ESTP v ISTJ

Thank you