



Version	Approved by	Approval date	Effective date	Next review
1.0	Deputy Vice-Chancellor Research	18 May 2018	18 May 2018	May 2021
Guideline Statement				
Purpose	This Guideline outlines a framework for ensuring Early Career Academics are provided a supportive and collegial work environment, and are well positioned to pursue a successful academic career.			
Scope	<p>This Guideline applies to Early Career Academics (ECAs) who meet all of the following criteria:</p> <ul style="list-style-type: none"> The employee is within seven years (relative to opportunity) of having been awarded a PhD or recognised equivalent; The employee is classified as a member of the Academic Staff of UNSW; and The appointment is at Level A-C. <p>The term ECA includes any employee who fits the requirements above, irrespective of whether the employment is:</p> <ul style="list-style-type: none"> in a research-focused role, an education-focused role, or a combined research and education role; and in a continuing or fixed-term position. 			
Are Local Documents on this subject permitted?	<input checked="" type="checkbox"/> Yes, subject to any areas specifically restricted.			<input type="checkbox"/> No
Guideline				

1. Introduction

The University of New South Wales (**UNSW**) recognises the integral role of Early Career Academics (**ECAs**) in its productivity and reputation as a research and teaching intensive university. UNSW is committed to enhancing the experience of ECAs by providing a supportive and collegial work environment, and by delivering a range of support services to assist their research, teaching and career development. This guideline has been developed in close consultation with the Early Career Academic Network (**ECAN**), which works to connect, support and represent ECAs across UNSW.

2. Expectations

2.1. Early Career Academics

It is expected that ECAs should acquire the research and/or educational experience needed to be able to pursue a successful academic career, in a timely fashion. Meeting this objective requires good communication, the setting of clear and reasonable expectations, and access to relevant opportunities and support. While not every ECA role will lead to a permanent academic career, UNSW takes its commitment to fostering ECA development seriously, as demonstrated by the support outlined in this guideline.

It is expected that ECAs will:

- Abide by the conditions of their employment and UNSW's policies and procedures;
- Participate actively in setting expectations and outlining appropriate research and/or educational objectives;
- Participate in an annual performance review and evaluation consistent with the requirements of MyCareer;

- Attend orientations and actively seek professional development opportunities (e.g., workshops/seminars on publishing, grant application writing, and networking) as identified in MyCareer planning;
- Engage with support networks in place across UNSW (e.g. ECAN, the Women in Research Network, the Education Focussed Academic network, and the Qualitative Research Network); and
- Take responsibility for their future careers.

2.2. Schools/Centres/Faculties

To support ECAs, Schools/Centres/Faculties are expected to ensure that:

- ECA workloads are determined so as to allow adequate time to undertake all aspects of the role/position effectively. This includes: ensuring an appropriate balance between teaching and research commitments for ECAs in a combined role; taking into account the additional time commitment required when fulfilling new responsibilities for the first time; and allowing time for the professional development efforts required to pursue a successful academic career (including publishing and grant writing);
- All ECAs, including those on fixed term positions, are included in the formal listing of staff on the website;
- All ECAs are included in staff and Faculty email lists;
- ECAs are appropriately inducted;
- Each ECA is provided with access to required research facilities such as laboratory and/or office space, and other necessary resources/equipment;
- ECAs are provided with opportunities to supervise higher degree research (HDR) candidates, where their role permits this;
- All ECAs are included in the MyCareer process;
- The views of ECAs are taken into account in School/Faculty decisions via appropriate consultation mechanisms and/or membership of relevant committees;
- There is appropriate representation of ECAs on School and Faculty committees;
- The Head of School or delegate is available as a point of contact for ECAs to discuss any issues of concern related to their working environment;
- Each ECA receives guidance and support from more experienced academics at UNSW (or one of its affiliated institutes). This guidance and support may be provided by one or more supervisors, mentors, or other appropriate senior academics; and
- Those academics tasked with providing guidance and support to ECAs have the skills required to fulfil this role, and have received appropriate training and development (i.e. skilled in career conversations).

2.3. Supervisors and Mentors

Ensuring ECAs receive adequate guidance and support benefits the ECA, the ECA's colleagues, the University and the academic community more broadly. The following requirements are essential to an ECA's development, and should be fulfilled for every ECA, either by a supervisor, mentor, or other senior academic:

- The identity of the supervisor should be made clear to the ECA prior to commencement;
- A mutually agreed set of expectations and goals should be in place at the outset of the ECA's appointment, which aligns with the UNSW Expectations Framework;
- The ECA should be aware of the kind of track record required to be competitive in the current academic environment, and alerted to grants and fellowships that may help to improve career prospects;
- Guidance should be available in key skills and development to achieve successful career outcomes, such as grant application writing, learning and teaching skills development, development of leadership skills and industry links, and publication of discipline-specific research, and opportunities should be provided to the ECA to develop these skills;

- Advice and assistance should be available for the ECA in decisions regarding future employment and potential career paths, including promotion criteria and pathways;
- The ECA's performance be reviewed annually and access provided to myCareer information and training, as well as assistance with other reasonable requests for guidance from the ECA;
- ECAs should be encouraged to attend career development workshops/seminars when appropriate (i.e. grant application writing, networking, and overcoming barriers to success) as part of their duties; and
- The mode of engagement for ECAs should be taken into account in decision-making, noting that some may be employed on continuing employment, fixed-term contracts or convertible tenure track employment (this includes the conversion requirements for ECAs on a convertible tenure track contract).

Some Faculties have also implemented a peer 'buddy' system to help ensure ECAs receive additional support. These systems offer many benefits, but should be designed to supplement, rather than to replace, effective supervision and mentoring structures.

2.4. Space and Resources

UNSW recognises that there are discipline-specific needs and different levels of resources required to support ECAs. Deans/Heads of School/Centre Directors are responsible for the allocation of space, standard infrastructure and resources to accommodate ECAs. In making such allocations, it is essential that Deans/Heads of School/Centre Directors take into account the benefits of providing ECAs with space and resources that encourage collaboration and integration into the Faculty.

2.5. Teaching for research-focused ECAs

UNSW recognises the benefits of research-focused ECAs engaging in teaching opportunities, if the ECA agrees to do so. Where appropriate, this may include supervision of Honours candidates. UNSW and the ECA must also ensure that the ECA is able to fulfil the conditions specified by any other organisation that has contractual obligations related to their position.

Research-focused ECAs who participate in teaching and other service activities in the discipline, at a level that is permitted under their employment arrangements, must do so only with the approval of the Head of School/Centre Director.

2.6. Research for education-focused ECAs

UNSW also recognises the benefits of education-focused ECAs engaging in research, if the ECA agrees to do so. Where a teaching-focused ECA agrees with their supervisor to engage in research, UNSW will endeavour to provide opportunities to facilitate this participation in research (subject to the ECA's particular employment arrangements).

Education-focused ECAs who participate in research and other service activities in the discipline, at a level that is permitted under their employment arrangements, must do so only with the approval of the Head of School/Centre Director.

3. UNSW Framework for Support of ECAs

UNSW will provide a range of professional development programs and services to support ECAs. The current suite of programs and services are outlined here. ECAs new to UNSW should refer to the UNSW and ECAN websites for additional information.

3.1. Orientation to Research

Self-induction. The UNSW Online Orientation provides a brief introduction to UNSW and includes sections on Settling In, Useful Information, Research, and Policies and Procedures.

UNSW Orientation to Research. UNSW holds Orientation to Research sessions each semester for new staff. The program covers topics such as the context for nationally competitive grant funding, UNSW research strengths and strategic research directions as well as sources of support available to researchers. Participants have the opportunity to meet key research staff in the Division of Research.

Faculty Orientation to Research. Faculties offer orientation to research programs to new staff as part of their induction into research activities of the School or Centre.

3.2. Professional Development

UNSW offers a number of professional development programs of relevance to ECAs. These include:

Higher Degree Research Candidate Supervisor Training. A diverse suite of workshops is available for academic staff of all levels of experience. Workshops cover key areas such as UNSW Higher Degree Research Policy and Procedures; effective Annual Reviews; providing quality advice on a candidate's writing; how to examine a doctoral thesis; and integrating your higher degree research candidate into the research culture at UNSW.

Extend Your Career. This website brings together detailed resources to help UNSW staff identify and access development opportunities to suit every career stage, including ECAs.

Strategic Grant Scheme Information Sessions. These sessions provide introductory advice to researchers who are applying for grants funded by the ARC (Australian Research Council), NHMRC (National Health and Medical Research Council) and Fellowship Schemes offered by these research agencies.

UNSW Professional Development Programs in Learning and Teaching, Workplace English, Emergency and First Aid, and Occupational Health and Safety. All ECAs, as members of the Academic Staff, are eligible to register for these Programs, which are subject to quotas.

ECAN's regular networking and training events for ECAs from across UNSW. In addition, some Faculties also have ECA subcommittees, which host networking meetings held on a regular basis during term.

Career Development Funding for EF Academics. Annual funding round for Education Focussed (EF) academics for activities that will generate evidence that enhances their promotion prospects.

3.3. Personal Support

UNSW provides an Employee Assistance Program, which is a professional and confidential coaching service for employees and their immediate family members, to address any personal or work-related issues. All ECAs, including those on fixed-term contracts, have access to this support service via: <https://www.hr.unsw.edu.au/employee/eap.html>

3.4. Research Funding

ECAs involved in research activities are eligible to apply to internal UNSW research funding schemes (subject to the specific terms and conditions of those schemes). Internal funding schemes include:

- the prestigious Scientia Fellowship Scheme
- Early Career Researcher Grants, which are administered by Faculties under conditions specified by the Dean to support ECAs and the Faculty research priorities; and
- Strategic Research Fellowships offered by UNSW to researchers at different stages of their career. There are four centrally-supported fellowship programs: UNSW Bridging Fellowships, UNSW Safety Net Fellowships, UNSW Transition Fellowships and UNSW Distinguished Fellowships. Nominations for these four programs are to be submitted via the Faculty and must come with strong recommendation from the Head of School and Dean.

In addition, faculties are expected to have a clear framework in place for supporting ECAs in achieving their research objectives. In developing this framework, it is important that the particular benefits of providing ECAs with support to attend conferences at this career stage are taken into account. At a minimum, ECAs should be accorded the same access to School funding schemes for conference travel as other academics in their School.

Accountabilities	
Responsible Officer	Pro-Vice-Chancellor (Research Training)
Contact Officer	Executive Officer, Office of the Pro-Vice-Chancellor (Research Training)
Supporting Information	
Legislative Compliance	This Guideline supports the University's compliance with the following legislation: Nil.
Parent Document (Policy and Procedure)	Early Career Academic Support Policy (under development)

Supporting Documents	Nil.			
Related Documents	Academic Progression Procedure Academic Progression and Enrolment Policy Academic Promotions Policy Academic Promotions Procedure Code of Conduct Conferring Academic Titles Policy Conferring Academic Titles Procedure Equity, Diversity and Inclusion Policy			
Superseded Documents	Postdoctoral Researchers Support Guideline, v1.0 (2010 / 06885)			
File Number	2018/10654			
Definitions and Acronyms				
ECA	Early Career Academic.			
ECAN	Early Career Academic Network			
EF	Education Focussed			
HDR	Higher degree research			
Relative to opportunity	As defined in the ARC Research Opportunity and Performance Evidence (ROPE) Statement			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	Deputy Vice-Chancellor Research	18 May 2018	18 May 2018	New Guideline

Archived Document