



Higher Education Leadership Institute

STAFF HANDBOOK

TABLE OF CONTENTS

1.	Welcome	3
2.	About HELI	3
3.	Our purpose	4
3.1	OUR VISION & MISSION.....	4
3.2	OUR GRADUATE ATTRIBUTES.....	4
3.3	OUR ACADEMIC OBJECTIVES	5
4.	Being part of HELI	7
4.1	YOUR ENGAGEMENT	7
4.2	YOUR INDUCTION	7
4.3	CONFLICTS OF INTEREST.....	7
4.4	CONFIDENTIALITY	8
4.5	ELECTRONIC DEVICE, EMAIL AND INTERNET USE	8
4.6	MEDIA	8
4.7	RECEIPT OF GIFTS	8
4.8	PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP.....	9
4.9	INTELLECTUAL PROPERTY.....	9
4.10	CHANGES TO YOUR PERSONAL DETAILS	9
4.11	CHRISTMAS CLOSEDOWN	10
5.	Standards of conduct	10
5.1	GENERAL PRINCIPLES.....	10
5.2	VALUING DIVERSITY	11
5.3	DIGNITY AND RESPECT FOR THE INDIVIDUAL	11
5.4	ACADEMIC HONESTY AND INTEGRITY	12
5.5	DEALING WITH ALLEGATIONS OF INAPPROPRIATE CONDUCT	12
5.6	CODE OF ETHICAL PRACTICE	13
6.	Staff grievances	14
7.	Workplace Health and Safety	15
8.	Copyright.....	16
9.	Version history	16

1. Welcome

I would like to warmly welcome you as a member of the HELI team. We call ourselves Helians, a term we use to describe a member of the HELI community of practice, including Board & Committee members, faculty (including sessional staff), staff and adjuncts. We encourage you to become an active part of the HELI community and hope that this handbook will give you some guidance in that regard.

Our aim in creating this handbook is to create a one-stop information point where you can access all the information you are likely to need in relation to your engagement with us. This handbook provides an overview of your responsibilities to HELI and what you can expect from us in return.

HELI seeks from you a high degree of commitment, dedication and loyalty to help us achieve the aims and objectives of the Institute.

I hope you find this handbook a useful guide during your time with us; however, if you are unable to find the information you are seeking here, please feel free to contact your manager who will certainly be able to assist you.

Again, welcome to the HELI team.



Dr Peter Ryan
Founder & CEO

An online version of this Staff Handbook is available on the Canvas LMS. To access the **Staff Induction** program click on the “CANVAS LMS” button on the top left hand corner of any HELI webpage < www.heli.edu.au >.

Your login details are:

User name: HELI-staff

Password: Helian99

2. About HELI

The Higher Education Leadership Institute (“HELI” or “the Institute”) was established in July 2015 by its founding director, Dr Peter Ryan. In November 2017 HELI was approved as a higher education provider (HEP) by TEQSA.

As well as delivering higher education advisory services to clients both nationally and internationally, HELI offers an accredited *Graduate Certificate in Higher Education Academic Practice* and *Master of eLearning* online through our Canvas Learning Management System (LMS) and also at our Melbourne campus to both domestic and international students.

You can find more information about us on our website at www.heli.edu.au including:

- Details of our organisational and governance structure
- Membership of HELI’s key boards and committees
- Information about HELI’s accredited higher education courses and other services we offer
- Examples of scholarly activity undertaken by Helians
- Access to the Canvas LMS and HELI Digital Library.

3. Our purpose

3.1 Our Vision & Mission

Elevate and grow the academic and professional education sectors through innovative and inspiring learning and teaching. HELI will achieve its vision by:

- Designing and delivering innovative postgraduate courses to meet the needs of the academic and professional education sectors.
- Providing expert advisory services to independent higher education providers.
- Expanding and improving our business through strategic partnerships.
- Being a leader in our field.

3.2 Our Graduate Attributes

HELI has identified the following graduate attributes that reflect the Institute’s vision and mission and articulate for all stakeholders the qualities and capabilities of a graduate of the Institute. HELI is committed to graduating professional practitioners who through their life and work will strive to be:

1. **H**umane: professionals who are compassionate, who communicate and work collegially and respectfully with awareness of cultural diversity and sensitivities.
2. **E**thical: professionals who exercise social responsibility and accountability and manage challenges and uncertainty with integrity and professional confidence.

3. **L**eaders: practitioners who actively contribute to best practice in their professional community and guide the development of disciplinary and interdisciplinary knowledge and expertise through scholarly activities.
4. **I**nspiring: practitioners who influence others through their innovative, critical and independent thinking and who continue to learn throughout life.

3.3 Our Academic Values

The following academic values guide and inform the achievement of HELI's mission and vision:

1. HELI's commitment to the promotion of learning and teaching excellence and the cultivation in all stakeholders of critical and independent thought and the capacity for learning throughout life.
2. HELI's aim to deliver learning and teaching that engages with advanced knowledge and inquiry so that students derive maximum benefit from their study and are engaged in a stimulating, innovative, interactive, and research-informed learning and teaching environment.
3. HELI's support of engagement with advanced knowledge and inquiry in learning and teaching through:
 - a. Creating a culture of critical reflective practice;
 - b. Supporting scholarly activity by its academic staff;
 - c. Securing learning resources and infrastructure that enable ease of access to current bodies of knowledge;
 - d. Supporting the professional development of all Helians and their involvement in professional and industry networks and bodies.
4. HELI's promotion and cultivation of critical and independent thought and the capacity of learning throughout life through:
 - a. Alignment of graduate attributes to course and subject learning outcomes and fostering their development through learning and assessment activities;
 - b. A delivery methodology that employs existing and emerging technologies grounded in sound adult learning and teaching principles and quality assessment practices;
 - c. An interactive learning environment to meet and address the learning and support needs of all stakeholders and is characterised by flexibility, accessibility and effectiveness;
 - d. Interactive learning and communication opportunities to facilitate and support the application of theory in practice and generate critical, independent reflective practice;
 - e. Academic staff who are active in scholarship, engage with the teaching-research nexus, and are committed to ongoing professional development and industry engagement;
 - f. Analysing and evaluating feedback from all stakeholders to improve the quality and effectiveness of the HELI's learning and teaching performance outcomes.

5. HELI's cultivation of scholarship in learning and teaching by engaging academic staff who:

- a. Demonstrate current discipline knowledge and ongoing intellectual engagement in their primary and allied disciplines, and the theoretical underpinnings of their area of expertise;
- b. Have a qualification in a relevant discipline at least one level higher than is awarded for the course of study and have experience of professional practice that is appropriate to their discipline;
- c. Keep abreast of the literature and new research, including by interaction with peers and using that knowledge to inform and enhance learning and teaching;
- d. Have skills in contemporary teaching, learning and assessment principles relevant to the discipline; their role; mode of delivery; and the needs of student cohorts.
- e. Are accessible to students seeking assistance with their studies at a level consistent with their individual learning needs.

6. HELI's commitment to developing a culture of scholarship through:

- a. Incentives and support mechanisms for academic staff to undertake scholarly activity;
- b. Encouraging academic staff to publish in peer reviewed journals;
- c. Encouraging academic staff to present at conferences, seminars and workshops;
- d. Facilitating academic staff to undertake professional development and scholarship;
- e. Supporting academic staff to participate in governance bodies and review processes at the invitation of other higher education providers.

4. Being part of HELI

4.1 Your engagement

As a HELI staff member your engagement with us will be formally documented setting out specific terms and conditions of service as they relate to your role. Your *Letter of Engagement* will include details of:

- your role (including your *Role Description*);
- your date of appointment and the term of your engagement;
- how you will be remunerated and when this will be paid;
- your hours of work;
- any probation period that will apply to your appointment;
- any leave entitlements (if applicable);
- other conditions of your engagement.

4.2 Your induction

HELI believes that its staff members are its greatest asset and recognises our responsibility to ensure you are afforded appropriate development throughout your time with us. This development begins when a new member of staff joins us.

Our aim is to support and develop each staff member in their role so that they feel confident to undertake the responsibilities placed upon them and are able to contribute to the success of the organisation.

Induction will be spread over the first few months in your role. The content and duration of the induction program will be dependent on the scope and complexity of your role, and your manager will discuss this with you in detail when you commence working with us.

4.3 Conflicts of interest

Generally speaking you should not, directly or indirectly, engage in, or have any interest, financial or otherwise, in any other business enterprise which interferes or is likely to interfere with your independent exercise of judgement in HELI's best interest.

For example, a conflict of interest may exist when a staff member is involved with another organisation:

- that provides products or services directly to, or purchases products or services from HELI.
- that subjects the staff member to unreasonable time demands that prevents them from devoting proper attention to their responsibilities to HELI.
- where the staff member's involvement with that organisation may reflect adversely on HELI.

Should you be in doubt as to whether an activity you undertake with another organisation involves a conflict of interest, you should discuss the situation with your manager.

4.4 Confidentiality

During the course of your work with HELI you may find yourself in possession of sensitive information, the disclosure of which to a third party could be construed as a breach of confidentiality. It is a condition of your engagement that you have a duty of confidentiality to HELI, and you must not discuss any sensitive or confidential matter whatsoever with any outside organisation or individual, including the media.

Any such breach of confidentiality would be deemed as gross misconduct and could lead to your dismissal.

4.5 Electronic device, email and internet use

If you have access to any HELI supplied electronic devices (such as a computer, laptop, tablet or smart phone) you must not use these devices for purposes unrelated to HELI business.

Only software packages and apps properly authorised and installed by HELI may be used on HELI-supplied equipment. Therefore, you must not load any unauthorised software onto HELI devices without explicit approval from HELI's Technology Infrastructure Manager in writing.

If you have access to a HELI email address or HELI facilitated access to the internet as part of your role, you must only use these facilities for purposes related to HELI business.

You must not make reference to HELI or represent yourself on behalf of HELI on social media without formal permission from the CEO to do so.

4.6 Media

The CEO is the only person authorised to make statements to the media on behalf of HELI. No other staff member may do so without specific approval from the CEO.

Staff must also refrain from making public comment that is, or may be construed as being, damaging to HELI either verbally, or on social networking sites, or via any other means.

4.7 Receipt of gifts

Your working relationships may bring you into contact with outside organisations where it is normal business practice or social convention to offer hospitality, and sometimes gifts. Offers of this kind to you or your family may place you in a difficult position. Therefore, no staff member or any member of his or her immediate family should accept from a supplier, customer or other person doing business with HELI, payments of money under any circumstances, or special considerations, such as

discounts or gifts of materials, equipment, services, facilities or anything else of value unless:

- they are in each instance of a very minor nature usually associated with accepted business practice
- they do not improperly interfere with your independence of judgement or action in the performance of your engagement with HELI.

In every circumstance where a gift is offered, the advice of your manager must be sought.

4.8 Professional development and scholarship

HELI considers the professional development of its staff as being of the utmost importance and expects that all staff will be continually monitoring and upgrading their professional competence and, where appropriate, by undertaking scholarly activity - refer *Scholarly Activity Policy and Procedure [QAF060]* (available as part of the Staff Induction program on Canvas).

4.9 Intellectual property

All rights related to the intellectual property and related material that is developed or produced by you under your engagement is assigned to HELI. HELI's use of the intellectual property produced through your engagement with HELI will not be restricted in any way.

4.10 Changes to your personal details

It is important that our records are correct, as inaccurate or out-of-date information may affect our ability to contact you. You must notify your manager immediately of any changes to the following personal information:

- Name
- Home address
- Telephone number
- Bank account details
- Qualifications gained
- Emergency contact
- Criminal charge or conviction
- Conflict, or potential conflict of interest

Your personal data is held in accordance with HELI's *Privacy and Personal Information Procedures [QAF050]*¹.

¹ Unless otherwise specified policy documents are available from <https://heli.edu.au/info/>

4.11 Christmas closedown

As is common practice in many higher education providers, each year HELI closes down for two weeks over Christmas and New Year. The Christmas closedown is important to ensure Helians remain healthy and have a good work life balance.

The Christmas closedown period is usually announced in late October.

Payment arrangements

Permanent employees may take annual leave for days that are not public holidays during the two-week closedown period. If you wish to take annual leave for this period please advise the Finance Manager by email.

Casual employees and contractors receive no payment for this period as it is built into their hourly rate.

5. Standards of conduct

5.1 General principles

All Helians are expected to refrain from behaviour that:

- creates significant disruption to the learning environment
- involves any form of corruption or bribery
- creates an atmosphere of hostility, intimidation, ridicule, anxiety or disrespect for others
- contradicts published rules, regulations, procedures or common standards of safety
- endangers or threatens to endanger the health or safety of others
- damages, defaces or destroys the Institute's property.

Furthermore, all HELI staff are expected to:

- attend their duties conscientiously and judiciously
- uphold the highest standards of academic integrity
- comply with reasonable direction from their managers
- conduct themselves in a safe and healthy manner
- report any discriminatory behaviour, harassment or bullying to their manager or the CEO
- follow the Institute's policies and procedures.

In return, you are entitled to:

- be treated with respect and dignity
- be treated fairly with regards to all our procedures

- work in an environment free of discrimination and harassment
- work in a safe and supportive environment so that you have the opportunity to reach your full potential
- expect that your privacy is respected and your personal information will be kept confidential - refer HELI's *Privacy and Personal Information Procedures [QAF050]*.

5.2 Valuing diversity

As per HELI's *Diversity and Equity Policy [QAF033]* the Institute is committed to valuing diversity and seeks to provide all staff with the opportunity for employment, career and personal development on the basis of ability, qualifications and suitability for the work as well as their potential to be developed into their role.

We believe that people from different backgrounds can bring fresh ideas, thinking and approaches which make the way the Institute works more effective and efficient.

HELI will not tolerate direct or indirect discrimination against any person on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation whether in the field of recruitment, terms and conditions of engagement, career progression, training, transfer or dismissal.

It is also the responsibility of all staff in their daily actions, decisions and behaviour to endeavour to promote these concepts, to comply with all relevant legislation and to ensure that they do not discriminate against colleagues, students or any other person associated with the Institute.

HELI has zero tolerance for acts that breach these commitments to valuing diversity and any alleged breaches will be taken seriously, be fully investigated and if substantiated will result in disciplinary action, as appropriate.

5.3 Dignity and respect for the individual

HELI believes that the working environment should at all times be supportive of the dignity and respect of individuals. If a complaint of harassment is brought to the attention of management, it will be investigated promptly and appropriate action will be taken.

Harassment can be defined as conduct, which is unwanted and offensive and affects the dignity of an individual or group of individuals.

Sexual harassment can be defined as unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct.

People can be subject to harassment on a wide variety of grounds including:

- race, ethnic origin, nationality or skin colour
- sex or sexual orientation

- religious or political convictions
- willingness to challenge harassment, leading to victimisation
- disabilities, sensory impairments or learning difficulties
- status as ex-offenders
- age
- real or suspected infection with a blood borne virus (e.g. AIDS/HIV).

Forms of harassment may include:

- physical contact ranging from touching to serious assault
- verbal and written harassment through jokes, offensive language, gossip and slander, sectarian songs, letters and so on
- visual display of posters, graffiti, obscene gestures, flags and emblems
- isolation or non-cooperation in the work environment including exclusion from social activities
- coercion ranging from pressure for sexual favours to pressure to participate in political/religious groups
- intrusion by pestering, spying or following someone
- bullying.

If you feel you are being harassed you are strongly encouraged to seek early advice/support from your manager. If you feel your manager is harassing you, then you should contact their immediate manager.

You should also keep a written record detailing the incidents of harassment and any requests made to the harasser to stop. This written record should be made as soon as possible after the events giving rise to concern and should include dates, times, places and the circumstances of what happened.

5.4 Academic honesty and integrity

As per the Institute's *Academic Freedom, Integrity and Free Intellectual Enquiry Policy [QAF005]* (available as part of the Staff Induction program on Canvas) when staff undertake any intellectual enquiry it is important that they are cognisant of their responsibility to uphold the highest standards of academic integrity.

The Institute takes a serious view of academic misconduct and will penalise staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources and obstructing others in pursuit of their academic endeavours.

5.5 Dealing with allegations of inappropriate conduct

The following procedures for dealing with inappropriate conduct are not intended to be necessary, consecutive steps. Based on the judgment of individuals dealing with

claims of misconduct, if the situation warrants immediate action, the initial steps may be omitted and the necessary action taken to exclude the staff member from the work or learning environment or a combination thereof.

5.5.1 Where the inappropriate conduct has an immediate and direct effect on the life of the Institute, the staff member will be asked by an authorised representative of the Institute to cease the inappropriate conduct.

5.5.2 Where the staff member does not cease the inappropriate conduct, they may be excluded from the work or learning environment or both.

5.5.3 In all cases of inappropriate conduct by staff, the CEO will be notified and the details of the incident noted on the individual's file.

5.5.4 Where the alleged inappropriate conduct is notified by a complainant and no interventions (as described above) occur at that time, the complainant may first consult with the CEO to attempt informal resolution. The CEO will follow up on such allegations in a timely manner and may communicate with the complainant and the respondent to facilitate resolution. Where the CEO cannot resolve the issue, the complainant may submit a formal grievance under the Institute's grievance handling procedures.

5.5.5 In all cases of inappropriate conduct, the CEO will determine the disciplinary actions that will be taken. These may include (but are not limited to):

- a verbal warning and counselling regarding the inappropriate conduct;
- a written warning that clearly states that the conduct is inappropriate and outlines or identifies possible consequences including disciplinary action up to and including dismissal in the event of continuation of the inappropriate conduct;
- where inappropriate conduct is deemed serious based on a "reasonable person" standard, immediate disciplinary action up to and including dismissal.

5.6 Code of Ethical Practice

HELI will always act ethically in all its dealings with its stakeholders. HELI has developed a *Code of Ethical Practice [QAF130]* (available as part of the Staff Induction program on Canvas) to provide guidance as to how HELI ensures ethical practice in its day-to-day operations.

HELI's Code of Ethical Practice also incorporates HELI's obligations as a member of IHEA (Independent Higher Education Australia) and its *Code of Good Practice*.

6. Staff grievances

This grievance handling procedure is designed to document the process through which a member of staff may formally lodge a grievance regarding any aspect of their engagement with HELI.

The aggrieved staff member has the right to formally present their case and each party to a grievance may be accompanied and assisted by a support person at any relevant meetings (either physically or virtually).

During all stages of this procedure HELI will take all steps to ensure that:

- the complainant and any respondent will not be victimised or discriminated against
- a full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or a respondent
- where the grievance handling or appeal process results in a decision that supports the complainant, the Institute will immediately implement any decision or corrective and preventative action required and advise the complainant of the outcome.

In the event of a staff member wishing to raise a grievance, it is preferable for the grievance to be satisfactorily resolved informally as close to the individual and their manager as possible. It is understood however that this is not always possible and that a formal procedure is required to ensure the swift and fair resolution of any grievances.

Stage 1 – formal grievance

A staff member who has a grievance, should raise the matter with their manager immediately either verbally or in writing. If the matter itself concerns the staff member's immediate manager, then the grievance should be taken to their superior. In the case of a grievance against the CEO the grievance should be taken directly to the Chair of the Board of Directors. Where a grievance is raised against a Director then the grievance will be heard by the CEO.

If the manager is unable to resolve the matter at that time directly with the complainant then a formal written grievance should be submitted. The manager should then respond within five working days to the grievance unless an extended period of time is agreed upon by both parties. The response will give a full written explanation of the manager's decision and who to appeal to if the complainant is still aggrieved.

Stage 2 - appeal

In most instances HELI would expect the manager's decision to be final and for the matter to come to a satisfactory resolution. However, in some circumstances the staff member may remain aggrieved and can appeal against the decision of the manager concerned.

The appeal, to the CEO, must be made within ten working days of the original response to the staff member's formal grievance. The appeal must be in writing and set out the reasons why the staff member remains aggrieved.

The CEO will attempt to resolve the grievance within ten working days and may consult with the complainant and other relevant parties, if deemed necessary.

A formal response and full explanation will be given to the complainant in writing within 10 working days.

Where the complaint concerns the CEO, or if the CEO is conflicted in the matter, then the appeal should be directed to the Chairman of the Board of Directors.

There is no further right of appeal. However, where both parties agree that there would be some merit in referring the matter to a third party for advice, conciliation or arbitration, arrangements will then be made to find a mutually acceptable third party.

A written record of all grievances handled under this procedure and their outcomes shall be maintained on the staff member's file.

All records relating to grievances will be treated as confidential and will be covered by the Institute's *Privacy and Personal Information Procedures [QAF050]*.

7. Workplace Health and Safety

HELI recognises and accepts its responsibility to maintain, so far as is reasonably practicable, the safety and health of all individuals who may be affected by its operations.

It is your duty not to put at risk either yourself or others by your acts or omissions. Should you feel concern over any health and safety aspects of your work, this should be brought to the attention of your manager immediately.

8. Copyright

HELI holds a Copyright Agency Licence (CAL Licence No. 4700) that allows us to reproduce multiple copies of materials for educational purposes from any source, as long as copying is limited to a “reasonable portion” of a work.

Under this licence you can:

- use content from a range of sources such as books, newspapers, journals, printouts, photocopies, websites
- use text and images in any format (printed, digital)
- make as many copies as you need
- make copies offsite
- scan printed content
- make content available on a learning management system
- email content to students.

A "reasonable portion" is considered:

- up to 10% of a work or one chapter (whichever is the greater) of anything in print
- one whole article (e.g. from a journal, newspaper or magazine) or more than one article if it relates to the same subject matter.

Our licence does allow us to use internet content.

9. Version history

Version	Approved by	Approval Date	Details
1.0	CEO	22 May 2018	Document creation and initial approval
1.1	CEO	27 July 2018	Minor updates
1.2	CEO	18 September 2018	Addition of Code of Ethical Practice
1.3	CEO	24 October 2018	Addition of Christmas closedown
2.0	CEO	17August 2020	Major review and update

Document owner: CEO