

FAIR WORK COMMISSION

Commission Matter No.: AM2015/6

4 yearly review of modern awards – Education group *Higher Education Industry - Academic Staff - Award 2010*

REPLY STATEMENT OF LARS ISAKSSON

I, Lars Isaksson, care of Bond University, 14 University Drive, Robina in the State of Queensland, Assistant Professor, state as follows:

1. I have previously made a statement dated 9 August 2016 for the purpose of these proceedings (**my First Statement**).
2. I have read the statements of Professor Cynthia Fisher (**the Fisher statement**) and Professor Terry O'Neill (**the O'Neill statement**), both dated 30 August 2016 and filed in these proceedings.

Statement of Cynthia Fisher

3. Contrary to paragraph 13 of the Fisher statement, I have had four fixed term contracts since the approval of my PhD on December 2012 (with my graduation in February 2013). This is in addition to the fixed term contracts with the University for teaching specific courses (such as the EMBA program) that I also held since that time as referred to in paragraphs 19 and 31 of my First Statement. Although these appointments were called "casual", I agreed and was required to teach the particular programs for the entirety of the period of those programs, and was informed of my total gross remuneration for those periods in my contracts (see for example annexure LI7 to my First Statement). I was not free to choose whether or not to teach or present the classes allocated to me during the program period. The same applied to all of my previous rolling trimester-long fixed term contracts as an Adjunct Lecturer referred to in paragraph 7 of my First Statement.
4. Bond University gives a unique number to each teaching semester. For example, the semester commencing September 2016 is semester 163. The details of the primary fixed term contracts on which I have been employed since I was conferred a PhD are listed in the table below:

Position	Appointment	Length of contract	University Semester
Teaching Fellow	06/09/2012	10/09/12 – 09/09/14	123,131,132,133,141,142
Assistant Professor (Level B)	11/11/2013	04/11/13 – 04/11/15	133,141,142,143, 151,152
Assistant Professor (Level B)	07/10/2015	14/09/15 – 19/12/15	153 (amended)
Assistant Professor (Level B)	24/09/2015	01/01/16 – 31/12/16	161,162,163

Marked and annexed as "LI18" is a copy of my contract for semester 153 which was not annexed to my First Statement.

5. In 2013 Bond University advertised to fill one three-year fixed term position of Assistant Professor of Global Strategy. I applied for the advertised role in August 2013 and, contrary to paragraph 14 of the Fisher statement, I was successful. When I was accepted for the 3-year position, and at the time I was to sign the contract, [REDACTED] told me that he had shortened the position to a two-year fixed term role as Assistant Professor. This is the conversation set out at paragraph 22 of my First Statement.
6. Dr Gary Bowman was appointed by Professor Fisher to another position (with the same title and job description that I held) six months later in May 2014, which was not based on any advertised position. The reference to the appointment of another Assistant Professor of Global Strategy in "September 2015" in paragraph 32 of my First Statement is incorrect, and should read "May 2014". Since 2013 I have been promoted by the University (from Teaching Fellow to Assistant Professor) and I too have also won two teaching awards.
7. Contrary to paragraph 15 of the Fisher statement, in 2013 Professor Hirst advised me that another candidate ([REDACTED]) had been considered for the position that was awarded to me, but that he was unsuccessful.
8. Further, despite the change in core curriculum referred to in paragraph 15 of the Fisher statement, there is no shortage of subjects in my direct and related field. As shown in the tables below for Semesters 171 and 172, these are the modules that are in my field and I am capable of lecturing in:

SEM 171

Name	Module Description	Allocated Staff Name
1-ENFB13-300/S/SEM1/01	Entrepreneurial Growth	[REDACTED]
1-MKTG11-100/S/SEM1/01	Marketing	[REDACTED]
1-ENFB11-100/S/SEM1/02	Business Model Generation	[REDACTED]
1-ENFB13-304/S/LEC1/01	Business Plan Development	[REDACTED]
1-MKTG13-301/S/SEM1/01	International Marketing	[REDACTED]
1-MGMT11-101/S/SEM1/01	Organisational Behaviour	[REDACTED]
1-MGMT11-103/S/SEM1/02	Business Model Execution	[REDACTED]
1-IBUS12-250/S/SEM1/01	International Business	[REDACTED]
1-IBUS12-250/S/SEM2/01	International Business	[REDACTED]
1-IBUS71-104/S/SEM1/01	Business in the Global Economy	[REDACTED]
1-MGMT13-324/S/SEM1/01	Cross Cultural Management	[REDACTED]

SEM 172

Name	Module Description	Allocated Staff Name
2-INFT13-308/S/LAB2/01 &INFT71-308	Operations and Supply Chain Management	[REDACTED]
2-MKTG11-100/S/SEM1/01 &BCDP02-005	Marketing	[REDACTED]

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2-ENFB11-100/S/SEM1/02	Business Model Generation	[Redacted]
2-ENFB13-302/S/SEM1/01	Managing Innovation	[Redacted]
2-IBUS12-251/S/SEM1/01	Concepts of Strategy	[Redacted]
2-EXEC71-014/I/SEM1/01	Managing Resources	[Redacted]
2-IBUS12-250/S/SEM1/01	International Business	[Redacted]
2-IBUS71-104/I/SEM1/01	Business in the Global Economy	[Redacted]
2-MGMT13-324/S/SEM1/01	Cross Cultural Management	[Redacted]
2-MGMT11-103/S/SEM1/01	Business Model Execution	[Redacted]
2-MGMT13-311/S/SEM1/01	Change Management	[Redacted]

9. I have previously lectured in the following modules:

- (a) Marketing;
- (b) International Business;
- (c) Cross Cultural Management;
- (d) Operations and Supply Chain Management; and
- (e) Concepts of Strategy.

10. None of the allocated staff in the table at paragraph [8] above have PhDs.

11. [Redacted]

12. [Redacted]

13. [Redacted]

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- (a) [Redacted]
- (b) [Redacted]
- (c) [Redacted]
- (d) [Redacted]
- (e) [Redacted]

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[REDACTED]	[REDACTED]	[REDACTED]	700%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	700%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	750%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	750%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	750%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	710%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	800%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	720%	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	750%	[REDACTED]

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27. [REDACTED]

(a) [REDACTED]
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(d) [REDACTED]
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31. [Redacted text block]

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34. [Redacted text block]

35. [Redacted text block]

36. [Redacted text block]

37. This statement is true and correct to the best of my knowledge and belief.

Dated this 27th day of September 2016.


Lars Isaksson

Witness

PRIVATE AND CONFIDENTIAL



7 October 2015

Lars Isaksson
Faculty of Business

Dear Lars,

Assistant Professor – Variation of Engagement

This is to confirm the following variation to your contract in the role of Assistant Professor located in the Faculty of Business:

Loading Amount [REDACTED] for the period [REDACTED]
Loading Start Date: 14 September 2015
Loading End Date: 19 December 2015

This variation to your employment will take effect from 14 September 2015.

Other terms and conditions of your employment agreement remain unchanged.

The variation must be accepted through the Bond University online onboarding portal. Once this is accepted please allow up to three weeks for the variation to be processed by the pay office through to your account. Please do not hesitate to call should you wish to discuss further.

By accepting this online variation of employment you are entering a binding employment agreement with Bond University Limited (BUL).

Thank you, we look forward to your acceptance of this variation.

Regards,

A handwritten signature in black ink, appearing to read "C. Andrews".

Dr Chris Andrews
Director of Human Resources
For and on behalf of
BOND UNIVERSITY LTD

[REDACTED]

[REDACTED]

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TEACHING QUALITY STANDARDS POLICY

Policy number	TLR 2.08
Policy name	Teaching Quality Standards Policy (Issue 1)
Applicability	All Academic Staff
Policy owner	Chair, Academic Senate
Contact person	Director, Learning and Teaching
Policy status	Approved Policy
Date of approval	16 February 2016
Date last amended	
Date last exposed	January 2016
Date last reviewed	
Date of next review	16 February 2019
Related policies	Academic Staff Promotion within Professorial Levels Policy (HRP 7.01) Research Active Staff Policy (TLR 5.04) Academic Staff Performance Appraisal and Review Policy (HRP 7.03) Assessment Policy (TLR 4.01) iLearn@Bond Learning Management System Policy (TLR 3.15)

1. INTRODUCTION

Learning and teaching is a core business of Bond University. Our mission is to facilitate a transformational student learning experience, through ensuring the highest quality teaching. The University's high expectations for teaching quality make it imperative that development opportunities and support resources enable staff to meet those expectations. The Teaching Quality Standards framework provides a mechanism for recognising excellent teaching and for identifying opportunities to focus teaching development and support opportunities.

Assessments under the Teaching Quality Standards framework will be conducted during the annual Performance Development Review (PDR) and provide context for those PDR discussions. However, this Policy recognises that a staff member's overall PDR assessment will be broader in scope - taking into account personal performance goals and wider expectations for learning and teaching, research and service – and is ultimately independent of their assessment under the Teaching Quality Standards framework.

This Teaching Quality Standards Policy is aligned with the [Bond University Strategic Plan 2013-2017](#), the [Academic Staff Promotion within Professorial Levels Policy \(HRP 7.01\)](#) and the [Research Active Staff Policy \(TLR 5.04\)](#).

The Policy places a focus on academics' roles and responsibilities towards making a commendable contribution to student learning, engagement and the overall student experience, while recognising various disciplinary contexts.

2. TEACHING QUALITY STANDARDS FRAMEWORK

2.1. Framework

The Teaching Quality Standards Framework is based on a three category approach to encourage teaching quality and scholarship. Each academic staff member will be identified as a Developing Teacher, Accomplished Teacher, or Outstanding Teacher. The Policy ensures that those who have not yet achieved the Accomplished or Outstanding Teacher threshold will be provided with a Teaching Development Plan and are supported and provided with development opportunities to assist them to achieve the category of Accomplished Teacher and aspire to become an Outstanding Teacher.

2.2. Scope

2.2.1. The Policy applies to continuing and fixed-term teaching-enabled appointments (those on a *Teaching and Research*, or *Teaching only* contract).

2.2.2. This Policy comes into effect as at January 2016. The first formal assessment of teaching category of an individual's activity against the performance threshold will be at the end of the 2016 teaching period.

2.3. New appointments

All new academic staff may achieve recognition as an Accomplished Teacher or Outstanding Teacher, based on prior teaching achievements.

2.4. Early Career Teachers and Career Interrupted Teachers

An Early Career Teacher will have commenced their first *Teaching and Research*, or *Teaching only* contract within the last five (5) years at any university. A Career Interrupted Teacher will have returned to a teaching role within the last five (5) years following a significant break in teaching from any university. The career interruption may have been for personal or professional reasons.

2.5. Teaching Development Plans

A Teaching Development Plan is a tool to provide staff with the support and assistance needed to achieve the Accomplished Teacher recognition. Teaching Development Plans are living documents, signed off by the Executive Dean and the Associate Dean, Learning and Teaching of the relevant Faculty. Examples of items which might be included in the plan are:

- Provision of appropriate mentoring support, training and resources;
- Strategies to respond to, and take action based on, student TEVAL reports and comments;
- Review of applicable policies, including, but not limited to, the *Assessment Policy (TLR 4.01)* and the *iLearn@Bond Learning Management System Policy (TLR 3.15)* to identify areas of necessary change and adjustment;
- Participation in one-on-one and group academic development opportunities through the Bond Office of Learning and Teaching;
- Peer review of teaching through the Bond Office of Learning and Teaching;
- Benchmarking of pedagogical design and discipline teaching with other Australian programmes of study.

The Plan will be updated as required and progress reviewed, evaluated and reported at any mid-year and the annual Professional Development Review. These reviews will include consideration of the adequacy of the support resources that have been provided.

In instances where a TEVAL outcome has resulted in a *Teaching Alert*, the Teaching Development Plan will be additionally reviewed and progress evaluated at the end of the following semester.

2.6. Assessment

The assessment of teaching category will be determined as part of the annual Performance Development Review process in consultation with the relevant Associate Dean, Learning and Teaching and in accordance with the Thresholds set out in [Schedule 1](#). Faculties retain the discretion to substitute or override a particular criterion which may be deemed as inappropriate in a particular circumstance due to operational differences, as long as that discretion is applied in favour of the academic.

An annual TEVAL report will be prepared to support the PDR processes. An individual's results will be reported to them, their Executive Dean and their Associate Dean, Learning and Teaching. Staff can check their personal learning and teaching data by contacting their Associate Deans, Learning and Teaching.

2.7. Criteria

The criteria are defined in [Schedule 1](#).

3. RELATED PROCEDURES

4. RELATED GUIDELINES AND FORMS

[Schedule 1: Teaching Quality Standards Thresholds](#)

SCHEDULE 1: TEACHING QUALITY STANDARDS THRESHOLDS

A) Accomplished Teacher Threshold

Staff gaining recognition as an *Accomplished Teacher* will meet ALL five (5) of the following criteria during the prior two (2) years.

1. An average score for all subjects taught in the prior two (2) years at or above 3.5/5 on the TEVAL question, "Overall, this educator is effective in this subject."
2. Able to provide explicit evidence that feedback from students including TEVAL results or other relevant sources have been considered and, where appropriate, have been applied to improve teaching, learning and/or curriculum design.
3. Able to provide explicit evidence of effective iLearn sites for all subjects where the teacher is responsible for those iLearn sites.
4. Able to provide explicit evidence of participation in at least ten (10) hours of professional development relevant to teaching each year.
5. Able to provide explicit evidence of a focus on the learning outcomes of students, either through: a) evidence of technological enhancement of subjects taught; OR b) documentation of commendable peer review of teaching; OR c) evidence of scholarship of learning and teaching; OR d) evidence of supporting colleagues with their teaching development; OR e) evidence of contributing to significant curriculum developments, including assessment; OR f) giving a demonstration, showcase or workshop on learning approaches.

B) Outstanding Teacher Threshold

Outstanding Teachers meet at least the criteria necessary to gain recognition as an *Accomplished Teacher* and also meet Criteria 1 and 2 below during the past two (2) years and at least one (1) of the five (5) additional criteria during the past three (3) years.

1. An average score for all subjects taught in the prior two (2) years at or above 4.35/5 on the TEVAL question, "Overall, this educator is effective in this subject."
2. Able to provide explicit evidence of leading learning and teaching innovation in one (1) or more subjects or areas of study.

Additional Criteria

Outstanding Teachers must meet at least one (1) of the five (5) additional criteria during the past three (3) years.

1. A national or international teaching award, citation, grant, fellowship or prize such as an Australian Office for Learning and Teaching or an Australian Learning and Teaching Institute Citation, Teaching Excellence Award, awarded Project Grant and/or Fellowship.
2. Two (2) or more HERDC reportable publication points related to pedagogy and/or teaching innovation.
3. Participation and documentation in a minimum of three (3) formal peer reviews of teaching.
4. One (1) HDR completion on a topic about learning and teaching.
5. Evidence of significant contributions to curriculum development or scholarship of learning and teaching.
6. Evidence of significant peer esteem such as invitations to present plenary sessions at conferences or workshops at other universities on learning and teaching.
7. Any other form of acceptable evidence of favourable student learning or student evaluation of teaching not listed separately in this Schedule.

NOTES

1. Publication Points

HERDC reportable publication points include designs, patents, creative works or major exhibitions. Publication points will not be apportioned per author i.e. each author will receive one (1) point per publication. Books are worth five (5) points.

2. HDR

Higher Degree Research

BU1619-954			3.87
BU1619-956			4.56
BU1619-958		0012-11	3.87
CODE14-100			3.87
		0012-8	4.31
BU1619-954		0012-8	4.00
		0012-8	
		0012-8	3.44
BU1619-956		0012-8	4.03
			4.13

BU1619-954		0012-1	4.50
BU1619-956			4.11
		0012-1	3.83
			4.30
CODE14-100		0012-11	3.88
			4.37
		0012-8	4.64
			4.47

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