



# Academic Performance Expectations

Version for 2017 MyCareer Discussions

## Introduction:

*The Academic Expectations Framework provides a set of qualitative descriptors for academics across all levels and modes of appointment (Research Focused, Education Focused, and combined Teaching and Research). The framework is a point of reference for performance and promotion. Given the diverse nature of the work performed by academics across levels and disciplines at the university, this framework serves as a guide only and is by no means meant to be a comprehensive list of requirements which have to be met by all academics.*

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## Education Focused Expectations

Education Focused (80:0:20)		Educational Excellence Expectations By Level				
Expectation Area	Theme	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor
<b>Workload Expectations</b>	<b>Workload Expectations</b>	Workload allocation across all education-related expectation areas of 80-100% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 80-100% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 80-100% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 80-100% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 80-100% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics
<b>Impact on Student Learning</b>	<b>Delivery</b>	Effectively performs delivery and assessment of courses and materials - Provides assessment and feedback that foster student engagement and independent learning. - Responds in a timely and professional manner to individual student learning needs - Appreciates and applies programme objectives, institutional quality assurance processes and, where relevant, the standards set by professional bodies - Applies appropriate learning technologies - Demonstrates expertise and knowledge in discipline or subject - Positive student survey outcomes while taking into consideration the contextual elements (Nature of course, delivery method and learning technologies used) - Positive peer review outcomes - Honours supervision if required (as per discipline or faculty norms)	As per level A requirements, plus: - Coordinates and manages courses effectively - Demonstrates appropriate use of evidence-formed approaches to enhance student learning - Applies and understands the use and value of appropriate learning technologies - Offers students a holistic view of their programme and discipline	As per level B requirements, plus: - Demonstrates advanced teaching skills that support student learning and engagement - Demonstrates skill, experience and creativity with a range of pedagogies and technologies	As per level C requirements, plus: - Effectively coordinates and manages curriculum/programs of study - Course delivery at exemplar level	As per level D requirements
	<b>Syllabus and Curriculum Design and Development</b>	- Contributes to design and development of course material as part of design team or with appropriate guidance from the subject or course coordinator. - Proactively monitors the student teaching and learning experience and responds in a timely and professional manner to concerns about course design, content and delivery (at programme, year or course level)	As per level A requirements, plus: - Initiates and leads teams in the development of course material at the syllabus level - Improves delivery models including online and blended delivery. - Engages in benchmarking across their subject or profession to ensure that students' knowledge and skills reflect the cutting-edge of their discipline	As per level B requirements, plus: - Contributes to development of degrees and programs of study at the curriculum level - Applies a range of well managed innovative or experimental approaches in course design, delivery and/or content across a range of learning environments and formats, as part of an integrated approach to academic practice	As per level C requirements plus: - Initiates and leads teams in the development of degrees and programs of study at the curriculum level - Has responsibility for design and development of curriculum/programs of study.	As per level D requirements, plus: - Leads teams or contributes to design of a suite of offer at the faculty and interfaculty level
	<b>Attitude</b>	Displays a reflective and professional attitude that develops over time through: - A student-centred approach - Conscientious and systematic focus on enhancing student learning within the classroom - Timely response to all education-related deadlines and requests	As per level A requirements, plus: - A well defined teaching philosophy or platform - Inspires and motivates students - Supports education environment by contributing to a collegial and collaborative educational culture	As per level B requirements, plus: - Inspires and supports colleagues to develop and improve their teaching - Regularly participates in an exchange of teaching experiences and ideas with colleagues and the wider higher education community	As per level C requirements, plus: - Supports the development of active communities of practice within and beyond their institution - Influencing other academic staff to improve and/or innovate, and cultivate a positive attitude towards teaching	As per level D requirements
	<b>Professional Development and Disciplinary Knowledge</b>	- Undertakes learning and development to remain up to date with discipline knowledge and developments - Undertakes continuing professional development in their pedagogy - Undertakes professional accreditation (FHEA or equivalent) and/or commencement of Graduate Certificate or equivalent in Higher Education	As per level A requirements, plus: - Provides mentoring for early career academics and/or sessional staff in teaching practice - Undertakes professional accreditation (SFHEA or equivalent) and/or completion of Graduate Certificate or equivalent in Higher Education	As per level B requirements, plus: - Contributes to participation in professional development activities in university, discipline and faculty - Undertakes professional accreditation (SFHEA or equivalent) and/or completion of Graduate Certificate or equivalent in Higher Education	As per level C requirements - Undertakes professional accreditation (SFHEA or PFHEA or equivalent), and/or completion of Graduate Diploma or Masters equivalent in Higher Education - Received teaching awards for excellence in education	As per level D requirements, plus: - Undertakes professional accreditation (PFHEA or equivalent), and/or completion of Graduate Diploma or Masters equivalent in higher education - Mentors others to teaching awards for excellence in education
<b>Impact on Educational Knowledge</b> <small>Note: Academics may focus on one or both expectation areas in Impact on Educational knowledge, or Impact on Educational Environment</small>	<b>Knowledge</b>			Demonstrates an extensive knowledge of a range of pedagogical approaches and a critical approach to evaluating the evidence and its relevance to their teaching	Recognised for their expertise in teaching and learning, and demonstrates an extensive knowledge of a range of pedagogical approaches.	Recognised as a national and/or international authority in teaching and learning, influencing practice across their field of expertise and/or the higher education sector
	<b>Research</b>			Advances pedagogical knowledge through theoretical, empirical and/or translational research within their field of expertise and demonstrates an appropriate and conscientious application of evidence-informed approaches	Demonstrates significant advances in pedagogical knowledge with national impact through theoretical, empirical and/or translational research within their field of expertise	Demonstrates sustained, high-impact contribution to pedagogical research and knowledge, with impact across their field of expertise at a national and/or international level
				Publication in refereed edited books, journals and/or conference proceedings to advance research in learning and teaching	As per level C requirements	As per level D requirements, plus: - Keynote presentations at major educational conferences/workshops and benchmarked publication track record
<b>Impact on Educational Environment</b> <small>Note: Academics may focus on one or both expectation areas in Impact on Educational knowledge, or Impact on Educational Environment</small>	<b>Pedagogical Innovation</b>			Contributes to educational innovation, reform and/or support, within or outside the curriculum	Plays a leading role in driving educational innovation, reform and/or support, and/or school and institutional teaching and learning strategies that has a sustained and positive impact on student learning and/or engagement	-Shapes and informs teaching and learning strategies at institutional, national and international levels - Participates in and/or leads high-impact national and global education programs
	<b>Leadership</b>			Demonstrates leadership with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the institution	Strengthens and contributes to national dialogues in teaching and learning, advancing cooperation and partnership outside their institution and informing practice elsewhere	Takes a leadership role in advancing sector-wide collaboration and educational reform at a national and/or international level
				Contributes to development and review of internal institutional teaching and learning strategies and resources	Leads the development, management and review of internal and external school, Faculty and institutional teaching and learning strategies and resources	As per level D requirements, plus: - Provides external assessment of teaching and learning strategies and programs for other institutions
				Representation of school on faculty-level education committee and faculty education working groups	Representation of Faculty on institution-level education committees and working groups	As per level D requirements
			Collaboratively attracts internal funding in learning and teaching	Attracts external funding in teaching and learning (e.g. external consultancies)	Leads and influences attraction of external funding in teaching and learning (e.g. external consultancies)	

Education Focused (80:0:20)		Supporting Evidence Guidance		
Expectation Area	Theme	Professional Activities	Measures of Student Learning	Peer review and recognition
Workload Expectations	Workload Expectations	N/A	N/A	N/A
Impact on Student Learning	Delivery	<ul style="list-style-type: none"> <li>• Details of courses taught (student numbers, nature of teaching, etc.)</li> <li>• Details of teaching materials designed and developed</li> <li>• Details of contribution to course / program review or renewal</li> <li>• Student support and guidance activities outside the curriculum</li> <li>• Participation in certification and training in teaching and learning</li> <li>• Samples of course materials</li> <li>• Details of professional development activities</li> <li>• Mentoring of teaching staff</li> <li>• Participation in programmes of educational reform or innovation</li> <li>• Institutional committee membership</li> <li>• External examiner/trainer</li> <li>• Membership of teaching and learning organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and unsolicited student feedback</li> <li>• Pass rates, attrition rates and student progression that can be attributed to specific courses</li> <li>• Retrospective assessment by alumni</li> <li>• Assessments made by graduate recruiters and employers with respect to specific courses/experiences</li> <li>• Student prizes/achievements that can be linked to specific course/programme</li> <li>• Examination/assessment results, benchmarked against other cohorts</li> <li>• Evaluation of student products, such as final year projects</li> <li>• Student learning journals</li> <li>• Concept tests (course level)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review of teaching</li> <li>• Peer review of course content, objectives and materials and/or teaching portfolio</li> <li>• Review from teaching mentor</li> <li>• Letters of reference from: students, alumni, director of studies, head of school or course/programme leaders</li> <li>• Letters of reference from: staff mentees, external examiners and collaborators</li> <li>• Authorship of widely-used text books</li> <li>• Pedagogical conference presentations</li> <li>• Institutional and national teaching awards/fellowships/prizes</li> </ul>
	Syllabus and Curriculum Design and Development			
	Attitude			
	Professional Development and Disciplinary Knowledge			
Impact on Educational Knowledge	Knowledge	<ul style="list-style-type: none"> <li>• Invited speaker at key events in teaching and learning</li> <li>• Visiting/honorary position at other institutions</li> <li>• Pedagogical peer reviewer</li> <li>• Active member of teaching and learning research group</li> <li>• Participation in government consultation committees</li> <li>• Invited speaker at national/global events in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' self-reported learning gains (course level)</li> <li>• Student engagement surveys (course level)</li> <li>• Student learning journals</li> <li>• Concept tests (course level)</li> </ul>	<ul style="list-style-type: none"> <li>• Letters of reference from research collaborators</li> <li>• Refereed conference and journal publications</li> <li>• Publications, citations, research grants and income</li> <li>• National and global press coverage</li> <li>• National/global awards and prizes</li> </ul>
	Research			
Impact on Educational Environment	Pedagogical Innovation	<ul style="list-style-type: none"> <li>• Leadership role in strategic institutional curriculum and/or policy development</li> <li>• Design and delivery of high-impact course innovation</li> <li>• Leadership of QA or accreditation processes</li> <li>• External reviewer/trainer/advisor</li> <li>• Participation in government consultation committees</li> <li>• Invited speaker at national/global events in teaching and learning</li> <li>• Participation in and leadership of high-impact national and global educational programmes</li> <li>• Participation in judging panels for teaching awards and prizes</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments made by graduate recruiters and employers</li> <li>• Students' self-reported learning gains, student engagement surveys (programme or institutional level)</li> <li>• Programme/institutional pass rates/progression rates</li> <li>• Institutional surveys of student perception or experience</li> <li>• Concept tests (programme level)</li> <li>• Standardised tests (programme and institutional level level)</li> </ul>	<ul style="list-style-type: none"> <li>• Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches</li> <li>• Reports from collaborators, external impact reports/case studies</li> </ul>
	Leadership			



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## Teaching & Research Expectations

T&R (40:40:20)			Expectations By Grade				
Expectation Dimension	Expectation Area	Sub Area	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor
Research Impact and Quality	Workload Expectation	Workload Expectations	Research-related workload allocation up to 40% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 40% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 40% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 40% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 40% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics
	Addressing the gaps that exists in knowledge, or leading investigation into significant matters	Research Quality <i>Impact of the research outputs</i>	<ul style="list-style-type: none"> <li>- Contributes independently or as a team member in collaborative research with a focus to enhance the quality of research outcomes</li> <li>- Supports dissemination of research results through channels and outlets that are considered prestigious by peers and appropriate for discipline</li> <li>- Enables the research teams and/or conduct research (as per discipline norm) to create a scholarly impact which is recognised by peers in the advancement of disciplinary knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- As per level A requirements, plus:</li> <li>- Engages in individual and/or collaborative research in a manner consistent with disciplinary practice</li> <li>- Disseminates research results through channels and outlets that are considered prestigious by peers and appropriate for discipline</li> <li>- Creates a scholarly impact in the discipline which is recognised by peers in advancement of disciplinary knowledge</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level B requirements, plus:</li> <li>- Makes independent and original contributions to research, which have a significant impact on his or her field of expertise</li> <li>- Starts to establish a distinctive high quality research profile</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Carries out original/innovative research, actively contributing to the advancement of knowledge in the relevant subject area/s at a national and international level</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Makes distinguished contributions to the discipline through research and have significant knowledge in the relevant subject area/s at a national and international level which is recognised by peers</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>
		Research Output <i>Substantial scholarly activity</i>	<ul style="list-style-type: none"> <li>- Conducts scholarly research activities independently and/or as a part of research group (As per discipline norm)</li> <li>- Supports the established research groups by managing/prioritising own activities within agreed objectives</li> <li>- Engage with and contributes to research network</li> <li>- Undertakes specific research project(s), under guidance of a research leader and contribute to development of research activities</li> <li>- Performs discipline appropriate research activities e.g. surveys, literature reviews, data gathering and/or recording of results</li> <li>- Demonstrates knowledge of discipline appropriate research methods</li> <li>- Documents findings, individually and/or in collaboration with colleagues, for publication in traditional and/or non-traditional outlets appropriate for the discipline such as journals, books and conference proceedings etc.</li> </ul>	<ul style="list-style-type: none"> <li>- As per level A requirements, plus:</li> <li>- Conducts research/scholarly activities under limited supervision either independently or as a member of a team (As per discipline norm)</li> <li>- Establishes personal research portfolio and plans research proposals</li> <li>- Develops specialist discipline specific knowledge to contribute to research programmes and development of research activities</li> <li>- Disseminates research results and contributes to knowledge at a rate higher than average academics in the same discipline at leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level B requirements, plus:</li> <li>- Undertakes independent research in his or her discipline or related area. (As per discipline norm)</li> <li>- Makes an independent contribution through professional practice and expertise which expand knowledge or practice in his or her discipline.</li> <li>- Starts to develop research groups in the area of specialist expertise</li> <li>- Establishes research network and/or societies based on the discipline norm</li> <li>- Disseminates research results and contributes to knowledge at a rate higher than average academics in the same discipline at leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Establishes distinguished programme of research</li> <li>- Disseminates research results and contributes to knowledge at a rate higher than average academics in the same discipline at leading universities</li> </ul>	Same as level D
		Recognition and Esteem <i>Critical acclaim for research</i>			<ul style="list-style-type: none"> <li>- Works with the support and guidance from more senior academic staff and is expected to develop his or her expertise in research with an increasing degree of autonomy to develop national recognition in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Starts to be recognised as expert within discipline and having an increasing impact at university level</li> <li>- Establishes national reputation and growing international profile such as invitations to present at prestigious institutions, events or major conferences, external boards, reference groups or strategic national organisations</li> <li>- Editorial board membership of journals and other publications</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Attains recognition by experts as being an eminent authority in his or her discipline at the international level</li> <li>- Awards for research including membership of editorial board or high quality journals, elected memberships of academies, fellowship of academic associations or professional institutes, invitations to review manuscripts, membership of statutory committee</li> <li>- Critical acclaim for research including positive editorials, reviews or interviews at national level</li> <li>- Invitation to referee for prestigious journals and publishers, to examine higher degree thesis or assess ARC grant application</li> </ul>
		Research Capability Development	Funding <i>Obtain research grant</i>	<ul style="list-style-type: none"> <li>- Participate in developing applications for competitive funding under guidance of senior colleagues</li> <li>- Participates as co- or chief- investigator in competitive grant applications or evidence of active participation in research collaborations funded by competitive grants</li> <li>- Demonstrate capacity to design research projects and/or apply for internal research funds</li> </ul>	<ul style="list-style-type: none"> <li>- As per level B requirements, plus:</li> <li>- Demonstrates a record of obtaining research income including nationally competitive research grants and/or fellowships as a member or leader, at or above level that are relevant for the discipline in leading universities</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- An established record of substantial research income, primarily as a grant application leader, consistent with a national leader in the field of research in leading universities</li> <li>- Leads significant research grants proposal</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Mentors junior academic staff to obtain research grant funding</li> </ul>
	Supervision <i>Mentoring and guiding the work and research of students</i>	<ul style="list-style-type: none"> <li>- Develops the next generation of academics by joint and/ or co-supervision at least 1 HDR research student in three years to successful and timely completion. (As per discipline norm)</li> <li>- Effectively supervise honours students to completion</li> <li>- Development of relevant graduate attributes in supervised students</li> <li>- Encourages publications and conference presentations by research students</li> <li>- Provides appropriate feedback to research students for their skills and knowledge development</li> <li>- Contributes to HDR review panel and show willingness to supervise HDR students as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- As per level B requirements, plus:</li> <li>- Supervision of least 1 HDR research student in three years to successful and timely completion (as per discipline norm)</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Attracts HDR students based on research reputation</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Supports mentoring of post doctoral fellows</li> </ul>		
	Innovation and Research Leadership	Commercialisation, Industry and Social Engagement <i>Engagement with industry, community and contribution to their discipline</i>		<ul style="list-style-type: none"> <li>- Participates in projects that supports and enhance university link with industry and enables to generate income such as contract research, developing licences or intellectual property</li> <li>- Participates in projects that improves social outcome for the community through translation of research outcomes to the community, participation in public debates and policy development</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Supports knowledge exchange activities by such as establishing research and links with industry and influencing public policy and the professions.</li> <li>- Supports the commercialisation of research outcomes through contract research, licensing or assignment to "start-up" or pre-existing companies, corporations or government departments, or development of intellectual property</li> <li>- Participates in industry workshops, conferences and development forums</li> <li>- Active participation in public debates and policy development</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Manages and leads the knowledge exchange activities such as establishing research and links with industry and influencing public policy and the professions</li> <li>- Develops the commercialisation of research outcomes through contract research, licensing or assignment to "start-up" or pre-existing companies, corporations or government departments, or development of Intellectual Property</li> <li>- Mentors junior member in building industry relationship and research commercialisation profile</li> <li>- Evidence of impact on policy/practice improving sustainability</li> </ul>	
	Creating social and economic benefits through research	Research Culture and Leadership <i>Influencing research practice and/or policy in accordance with UNSW and Faculty strategic goals</i>		<ul style="list-style-type: none"> <li>- Starts to develop profile by supporting research teams and professional activities relevant to the profession</li> <li>- Assists others, formally or informally, in developing their research profile e.g. through shared peer observation, mentoring, facilitating workshops in research and research training</li> <li>- Systematic engagement through participation or organising the disciplinary forums, conferences and networking for the purpose of enhancing research</li> <li>- Actively participates in professional organisations</li> <li>- Understand the ethical responsibility associated with scholarly research</li> </ul>	<ul style="list-style-type: none"> <li>- As per level C requirements, plus:</li> <li>- Develops an active role or provide guidance in research and professional activities relevant to the profession</li> <li>- Participates in University committees relating to the improvement of research and research training</li> <li>- Involvement in policy development in research and research training</li> <li>- Membership of associations, committees, panels, or working parties relating to the improvement of research and research training</li> <li>- Key note or invited roles in conferences or meeting</li> <li>- Leads the generation of collaborative research programs within university and/or external bodies</li> </ul>	<ul style="list-style-type: none"> <li>- As per level D requirements, plus:</li> <li>- Makes a significant contribution within the Department/School and Faculty through identifying and developing research strategy and leading significant research projects</li> <li>- Plays a major role in developing and managing research capacity (people, teams and infrastructure) and professional activities relevant to the profession</li> <li>- Contributes to expansion of methodological approaches in research</li> <li>- Leads research collaboration with other universities locally</li> </ul>	

T&R (40:40:20)			Expectations By Grade				
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Educational Excellence	Workload Expectations	Workload Expectations	Workload allocation across all education-related expectation areas of 20% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 20% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 20% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 20% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics	Workload allocation across all education-related expectation areas of 20% of time. Should include consideration of EFTSL, courses taught and teaching related hours in line with school and level norms for education focused academics
	Impact on Student Learning	Delivery	Effectively performs delivery and assessment of courses and materials - Provides assessment and feedback that foster student engagement and independent learning. - Responds in a timely and professional manner to individual student learning needs - Appreciates and applies programme objectives, institutional quality assurance processes and, where relevant, the standards set by professional bodies - Applies appropriate learning technologies - Demonstrates expertise and knowledge in discipline or subject - Positive student survey outcomes while taking into consideration the contextual elements (Nature of course, delivery method and learning technologies used) - Positive peer review outcomes - Honours supervision if required (as per discipline or faculty norms)	As per level A requirements, plus: - Coordinates and manages courses effectively - Demonstrates appropriate use of evidence-formed approaches to enhance student learning - Applies and understands the use and value of appropriate learning technologies - Offers students a holistic view of their programme and discipline	As per level B requirements, plus: - Demonstrates advanced teaching skills that support student learning and engagement - Demonstrates skill, experience and creativity with a range of pedagogies and technologies	As per level C requirements, plus: - Effectively coordinates and manages curriculum/programs of study - Course delivery at exemplar level	Same as level D
		Syllabus and Curriculum Design and Development	- Contributes to design and development of course material as part of design team or with appropriate guidance from the subject or course coordinator. - Proactively monitors the student teaching and learning experience and responds in a timely and professional manner to concerns about course design, content and delivery (at programme, year or course level)	As per level A requirements, plus: - Initiates and leads teams in the development of course material at the syllabus level - Improves delivery models including online and blended delivery. - Engages in benchmarking across their subject or profession to ensure that students' knowledge and skills reflect the cutting-edge of their discipline	As per level B requirements, plus: - Contributes to development of degrees and programs of study at the curriculum level - Applies a range of well managed innovative or experimental approaches in course design, delivery and/or content across a range of learning environments and formats, as part of an integrated approach to academic practice	As per level C requirements plus: - Initiates and leads teams in the development of degrees and programs of study at the curriculum level - Has responsibility for design and development of curriculum/programs of study.	As per level D requirements, plus: - Leads teams or contributes to design of a suite of offer at the faculty and interfaculty level
		Attitude		Displays a reflective and professional attitude that develops over time through: - A student-centred approach - Conscientious and systematic focus on enhancing student learning within the classroom - Timely response to all education-related deadlines and requests	As per level B requirements, plus: - A well defined teaching philosophy or platform - Inspires and motivates students - Supports education environment by contributing to a collegial and collaborative educational culture	As per level C requirements, plus: - Inspires and supports colleagues to develop and improve their teaching - Fostering and encouraging exchange of teaching experiences and ideas with colleagues and the wider higher education community	As per level D requirements, plus: - Supports the development of active communities of practice within and beyond their institution - Influencing other academic staff to improve and/or innovate, and cultivate a positive attitude towards teaching
		Professional Development and Disciplinary Knowledge		- Undertakes learning and development to remain up to date with discipline knowledge and developments - Undertakes continuing professional development in their pedagogy - Undertakes professional accreditation (FHEA or equivalent) and/or commencement of Graduate Certificate or equivalent in Higher Education	As per level B requirements, plus: - Provides mentoring for early career academics and/or sessional staff in teaching practice - Undertakes professional accreditation (SFHEA or equivalent) and/or completion of Graduate Certificate or equivalent in Higher Education	As per level C requirements, plus: - Contributes to participation in professional development activities in university, discipline and faculty - Undertakes professional accreditation (SFHEA or equivalent) and/or completion of Graduate Certificate or equivalent in Higher Education	As per level D requirements - Undertakes professional accreditation (SFHEA or PFHEA or equivalent), and/or completion of Graduate Diploma or Masters equivalent in Higher Education - Received teaching awards for excellence in education
	Impact on Educational Knowledge	Knowledge			Develops knowledge of a range of pedagogical approaches and a critical approach to evaluating the evidence and its relevance to their teaching	As per level C requirements, plus: - Demonstrates an extensive knowledge of a range of pedagogical approaches and a critical approach to evaluating the evidence and its relevance to their teaching	As per level D requirements - Recognised for their expertise in teaching and learning, and demonstrates an extensive knowledge of a range of pedagogical approaches.
		Research				-Advances pedagogical knowledge through theoretical, empirical and/or translational research within their field of expertise and demonstrates an appropriate and conscientious application of evidence-informed approaches - Publication in refereed edited books, journals and/or conference proceedings related to learning and teaching - Attracts internal funding in learning and teaching research	As per level D requirements, plus: - Demonstrates significant advances in pedagogical knowledge with national impact through theoretical, empirical and/or translational research within their field of expertise - Attracts competitive external funding in learning and teaching (e.g. grants)
	Impact on Educational Environment	Pedagogical Innovation			Contributes to educational innovation, reform and/or support, within or outside the curriculum	As per level C requirements, plus: - Plays a leading role in driving educational innovation, reform and/or support, and/or school and institutional teaching and learning strategies that has a sustained and positive impact on student learning and/or engagement	As per level D requirements, plus: - Shapes and informs teaching and learning strategies at institutional, national and international levels - Participates in and/or leads high-impact national and global education programs
		Leadership			- Contributes to development and review of internal institutional teaching and learning strategies and resources	As per level C requirements, plus: - Demonstrates leadership with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the institution - Representation of school on faculty-level education committee and faculty education working groups - Collaboratively attracts internal funding in learning and teaching	As per level D requirements, plus: - Strengthens and contributes to national dialogues in teaching and learning, advancing cooperation and partnership outside their institution and informing practice elsewhere - Leads the development, management and review of internal and external school, Faculty and institutional teaching and learning strategies and resources - Representation of Faculty on institution-level education committees and working groups - Attracts external funding in teaching and learning (e.g. external consultancies)

T&R (40:40:20)			Expectations By Grade					
Expectation Dimension	Expectation Area	Sub Area	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor	
Engagement and Leadership	Workload Expectation	Workload Expectations	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	
	Professional Leadership in the University	Organisation Contribution	<ul style="list-style-type: none"> <li>- Demonstrates high standards of professional behaviour as documented in the UNSW expectations framework</li> <li>- Contributes to the development of a collegial and supportive work environment</li> <li>- Undertakes efficient administration relating to primary role</li> <li>- Contribution to the University at the course level</li> <li>- Undertakes relevant training and development programs related to role and responsibilities e.g. health and safety</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Contributes positively to the development of a collegial work environment and inclusive culture</li> <li>- Contributes to the university at program level including administrative roles and implementing university governance and policy development</li> <li>- Contributes to and implements actions to improve student experience (recruitment, mentoring, support networks, etc.) and employment programs</li> <li>- Participates in University outreach activities</li> <li>- Actively involved in mentoring peer academics</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to university at the school level through membership of committees and administrative task</li> <li>- Demonstrates sustained, positive contributions to the development of a collegial work environment and inclusive culture</li> <li>- Mentoring and fostering the development of colleagues, and students</li> <li>- Sustained contribution to strategic initiatives, governance and policy development in the University</li> <li>- Sustained contribution to and implementation of actions to improve student experience (recruitment, mentoring, support networks, etc.) and employment programs</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to University at Faculty level through significant governance/administration positions and involvement in quality assurance and improvement processes</li> <li>- Demonstrates an outstanding contribution to collegial work environment and inclusive culture inside of the institution</li> <li>- Effective leadership and management of a department, school, centre or institute</li> <li>- Effective contribution to strategic initiatives, governance and policy development in the University</li> <li>- Performs delegated leadership responsibilities</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to University at organisation/discipline level through significant governance and administrative positions and activities</li> <li>- Significant and sustained leadership in fostering and maintaining a collegial environment, collaborations or team, and inclusive cultures</li> <li>- Outstanding leadership and management of a school, centre, faculty or institute</li> <li>- Outstanding contribution to strategic initiatives, governance or policy development across the University and the broader government and industry context</li> <li>- Chairs core committees or working parties</li> </ul>	
	Service to discipline, profession, and community	Thought Leadership, Knowledge Exchange & Policy Development	Contribution to the Profession or Discipline	<ul style="list-style-type: none"> <li>- Membership of relevant disciplinary or professional or industry associations</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Involvement in relevant disciplinary or professional or industry associations</li> <li>- Assist with organisation of seminars, conferences and activities for the profession</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Establishing collaborative relationships with industry and other organisations</li> <li>- Service on relevant boards, government bodies and committees at a local and state level</li> <li>- Completion of activities that have influenced professional or disciplinary practice</li> <li>- Contribute to organisation of seminars, conferences and activities for the profession</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Collaborative relationships with, or acting as an advisor to, industry and other organisations</li> <li>- Contribution in executive roles in professional or discipline associations at national or international level</li> <li>- Invitations and effective representation of the university on external bodies, reference groups or commissions</li> <li>- Responsible for organisation of seminars, conferences and activities for the profession</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Outstanding contribution in executive roles in professional or discipline associations at national or international level</li> <li>- Service on relevant boards, government bodies and committees at a national or international level</li> <li>- Invitations to chair external academic, disciplinary reviews at other universities</li> <li>- Editing a disciplinary or professional journal</li> <li>- Overall responsibility of organisation of seminars, conferences and activities for the profession</li> </ul>
			Social Engagement	<ul style="list-style-type: none"> <li>- Identifies and builds knowledge around one or more areas of engagement</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to continuing education and contributing relevant skills in development of workshops and seminars</li> <li>- Involvement in projects to support social and environment sustainability</li> <li>- Maintains student employment programs and industry link associated with them</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to outreach activities (education and /or research) for underrepresented groups</li> <li>- Organisation of state or national conferences, conference streams or tracks, including evidence of scale</li> <li>- Invitations to teach at other universities, provide executive education programs, or community education</li> <li>- Delivers invited lectures in relation to profession or discipline</li> <li>- Reviews and develops student employment programs and industry links associated with the school or faculty</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Successful organisation of national conferences, conference streams or tracks, including evidence of scale</li> <li>- Deliver invited lectures at national forums in relation to profession or discipline</li> <li>- Contributing to a leadership capacity to develop and innovate provision of executive and community education programs</li> <li>- Leadership or active involvement in strategic initiatives and partnerships with national agencies, organisations or universities</li> <li>- Develop linkages/relationships with employer groups, industry, secondary schools, other universities and government bodies/agencies</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Successful leadership and organisation of national or international conferences, conference streams or tracks, including evidence of scale</li> <li>- Deliver invited lectures at international forums in relation to profession or discipline</li> <li>- Leadership or active involvement in strategic initiatives and partnerships with other national or international agencies, organisations or universities</li> <li>- Initiate and establish linkages/relationships with employer groups, industry, secondary schools, other universities and government bodies/agencies</li> <li>- Promote the university in global community</li> </ul>
			Thought Leadership, Knowledge Exchange & Policy Development	<ul style="list-style-type: none"> <li>- Participates in external activities relevant to the discipline or profession</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Sharing of expertise through public debates and communicating scholarship in external events</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Contributions of expertise through relevant media channels</li> <li>- Involvement in professional consultancy work for government, community or private sector organisations</li> <li>- Contributions to the University's commercial interests and enterprise</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Emerging profile as a public intellectual in area of expertise</li> <li>- Significant professional consultancy/advisory work for government agencies, community or private sector organisations</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Contribution to policy formulation at all levels of government</li> <li>- Leadership in the application of knowledge to improve performance of government, community or private sector organisations</li> </ul>



# Academic Performance Expectations

Version for 2017 MyCareer Discussions

## Research Focused Expectations

Research Focussed (0:80:20)		Research Impact and Quality Expectations By Grade				
Expectation Area	Sub Area	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor
Workload Expectation	Workload Expectations	Research-related workload allocation up to 80% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 80% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 80% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 80% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics	Research-related workload allocation up to 80% of time, which should constitute consideration of research output, funding sources and research supervision in line with school and discipline norms for research focused academics
Scholarly impact	Research Quality <i>Impact of the research outputs</i>	<ul style="list-style-type: none"> <li>- Contributes independently or as a team member in collaborative research with a focus to enhance the quality of research outcomes</li> <li>- Supports dissemination of research results through channels and outlets that are considered prestigious by peers and appropriate for discipline</li> <li>- Enables the research teams and/or conduct research (as per discipline norm) to create a scholarly impact which is recognised by peers in the advancement of disciplinary knowledge</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Engages in individual and/or collaborative research in a manner consistent with disciplinary practice</li> <li>- Disseminates research results through channels and outlets that are considered prestigious by peers and appropriate for discipline</li> <li>- Creates a scholarly impact in the discipline which is recognised by peers in advancement of disciplinary knowledge</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Makes independent and original contributions to research, which have a significant impact in his or her field of expertise</li> <li>- Starts to establish a distinctive high quality research profile</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Carries out original/innovative research, actively contributing to the advancement of knowledge in relevant subject area/s at a national and international level</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Makes distinguished contributions to the discipline through research and knowledge in relevant subject area/s recognised by peers at a national and international level</li> <li>- Achieves a citation rate or proportion of research outputs in most prestigious outlets (e.g. A/A* or equivalent) inline with discipline and leading universities</li> </ul>
	Research Output <i>Substantial scholarly activity</i>	<ul style="list-style-type: none"> <li>- Conducts scholarly research activities independently and/or as a part of research group (as per discipline norm)</li> <li>- Supports established research groups by managing/prioritising own activities within agreed objectives</li> <li>- Engages with and contributes to research network</li> <li>- Undertakes specific research project(s), under guidance of a research leader and contributes to development of research activities</li> <li>- Performs discipline appropriate research activities e.g. surveys, literature reviews, data gathering and/or recording of results</li> <li>- Demonstrates knowledge of discipline appropriate research methods</li> <li>- Documents findings, individually and/or in collaboration with colleagues, for publication in traditional and/or non-traditional outlets appropriate for the discipline such as journals, books and conference proceedings etc.</li> </ul>	As per level A requirements, plus: <ul style="list-style-type: none"> <li>- Conducts research/scholarly activities under limited supervision either independently or as a member of a team (as per discipline norm)</li> <li>- Establishes personal research portfolio and plans research proposals</li> <li>- Develops specialist discipline specific knowledge to contribute to research programmes and development of research activities</li> <li>- Disseminates research results and contributes to knowledge at a rate commensurate with academics in the same discipline at leading universities</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Undertakes independent research in his or her discipline or related area. (as per discipline norm)</li> <li>- Makes an independent contribution through professional practice and expertise which expand knowledge or practice in his or her discipline.</li> <li>- Starts to develop research groups in the area of specialist expertise</li> <li>- Establishes research network and/or societies based on the discipline norm</li> <li>- Disseminates research results and contributes to knowledge at a rate higher than average academics in the same discipline at leading universities</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Establishes distinguished programme of research</li> <li>- Disseminates research results and contributes to knowledge at a rate higher than average academics in the same discipline at leading universities</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Leads an internationally acclaimed programme of research</li> <li>- Disseminates research results and contributes to knowledge at a rate significantly higher than average academics in the same discipline at leading universities</li> </ul>
	Recognition and Esteem <i>Critical acclaim for research</i>		<ul style="list-style-type: none"> <li>- Works with support and guidance from more senior academic staff to develop his or her expertise in research with an increasing degree of autonomy to develop national recognition in the discipline</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Starts to be recognised as expert within discipline and having an increasing impact at university level</li> <li>- Establishes national reputation and growing international profile such as invitations to present at prestigious institutions, events or major conferences, external boards, reference groups or strategic national organisations</li> <li>- Editorial board membership of journals and other publications</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Recognition by experts as being influential in discipline at national level and working towards developing an international recognition through significant original contribution to the discipline</li> <li>- Awards for research including membership of editorial board or high quality journals, elected memberships of academies, fellowship of academic associations or professional institutes, invitations to review manuscripts, membership of statutory committee</li> <li>- Invitation to referee for prestigious journals and publishers, to examine higher degree thesis or assess ARC grant applications</li> <li>- Critical acclaim for research including positive editorials, reviews or interviews at national level</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Attains recognition by experts as being an eminent authority in his or her discipline at the international level</li> <li>- Invited keynote or plenary addresses at major scholarly or professional conferences;</li> <li>- Awards for research including honorary degrees and other research distinctions;</li> <li>- Critical acclaim for research including positive editorials, reviews or interviews at international level</li> <li>- Manages complex problems which colleagues have referred to them as the recognised expert</li> </ul>
Research Capability Development	Funding <i>Obtain research grant</i>	<ul style="list-style-type: none"> <li>- Participates in developing applications for competitive funding under guidance of senior colleagues</li> <li>- Participates as co- or chief- investigator in competitive grant applications or evidence of active participation in research collaborations funded by competitive grants</li> <li>- Demonstrates capacity to design research projects and/or apply for internal research funds</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Demonstrates a record of obtaining research income including nationally competitive research grants and/or fellowships as a member or leader, at or above level that are relevant for the discipline in leading universities</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- An established record of substantial research income, primarily as a grant application leader, consistent with a national leader in the field of research in leading universities</li> <li>- Leads significant research grants proposals</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Leadership of major competitive funding initiatives and/or substantive international consortia</li> <li>- An established record of substantial research income consistent with an international leader in the field of research in leading universities</li> <li>- Mentors junior academic staff to obtain research grant funding</li> </ul>	
	Supervision <i>Mentoring and guiding the work and research of students</i>	<ul style="list-style-type: none"> <li>- Develops the next generation of academics by joint and/or co-supervision at least 1 HDR research student in three years to successful and timely completion (as per discipline norm)</li> <li>- Effectively supervises honours students to completion</li> <li>- Development of relevant graduate attributes in supervised students</li> <li>- Encourages publications and conference presentations by research students</li> <li>- Provides appropriate feedback to research students for their skills and knowledge development</li> <li>- Contributes to HDR review panels and shows willingness to supervise HDR students as appropriate</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Supervision of least 1 HDR research student in three years to successful and timely completion (as per discipline norm)</li> <li>- Attracts HDR students based on research reputation</li> </ul>	Same as level C <ul style="list-style-type: none"> <li>- Supports mentoring of post doctoral fellows</li> <li>- Leads a team of technical staff to deliver the research project outcomes</li> </ul>	Same as level D <ul style="list-style-type: none"> <li>- Leads the development of research training curricula relevant to the discipline</li> <li>- Leads and mentors a team of post doctoral fellows with a stronger focus on the job training to develop their scholarly competence</li> </ul>	
Innovation and Research Leadership	Commercialisation, Industry and Social Engagement <i>Engagement with industry, community and contribution to their discipline</i>	<ul style="list-style-type: none"> <li>- Participates in projects that support and enhance university links with industry and generate income such as contract research, developing licences or intellectual property</li> <li>- Participates in projects that improve social outcome for the community through translation of research outcomes to the community, participation in public debates and policy development</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Supports knowledge exchange activities such as establishing research and links with industry and influencing public policy and the profession</li> <li>- Supports the commercialisation of research outcomes through contract research, licensing or assignment to "start- up" or pre-existing companies, corporations or government departments, or development of intellectual property</li> <li>- Participates in industry workshops, conferences and development forums</li> <li>- Active participation in public debates and policy development</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Develops knowledge exchange activities such as establishing research and links with industry and influencing public policy and the profession</li> <li>- Develops the commercialisation of research outcomes through contract research, licensing or assignment to "start- up" or pre-existing companies, corporations or government departments, or development of Intellectual Property</li> <li>- Mentors junior academics in building industry relationship and research commercialisation profile</li> <li>- Evidence of impact of research on policy/practice</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Manages and leads the knowledge exchange activities and relationship with industry at national and international level</li> <li>- Invited to present at prestigious industry forum, workshops and conference</li> <li>- Mentors junior academics in building industry relationships and research commercialisation profile</li> <li>- Leads collaboration with different disciplines, schools and faculties to identify opportunities for development and commercialisation of research outcomes</li> <li>- Development of public policy as an impact of research</li> </ul>	
	Research Culture and Leadership <i>Influencing research practice and/or policy in accordance with UNSW and Faculty strategic goals</i>	<ul style="list-style-type: none"> <li>- Starts to develop profile by supporting research teams and professional activities relevant to the profession</li> <li>- Assists others, formally or informally, in developing their research profile e.g. through shared peer observation, mentoring, facilitating workshops in research and research training</li> <li>- Systematic engagement through participation or organising disciplinary forums, conferences and networking for the purpose of enhancing research</li> <li>- Actively participates in professional organisations</li> <li>- Understands the ethical responsibility associated with scholarly research</li> </ul>	As per level B requirements, plus: <ul style="list-style-type: none"> <li>- Develops an active role or provide guidance in research and professional activities relevant to the profession</li> <li>- Participates in University committees relating to the improvement of research and research training</li> <li>- Involvement in policy development in research and research training</li> <li>- Membership of associations, committees, panels, or working parties relating to the improvement of research and research training</li> <li>- Key note or invited roles in conferences or meetings</li> <li>- Leads the generation of collaborative research programs within university and/or external bodies</li> </ul>	As per level C requirements, plus: <ul style="list-style-type: none"> <li>- Makes a significant contribution within the School and Faculty through identifying and developing research strategy and leading significant research projects</li> <li>- Plays a major role in developing and managing research capacity (people, teams and infrastructure) and professional activities relevant to the profession</li> <li>- Contributes to expansion of methodological approaches in research</li> <li>- Leads research collaboration with other universities locally</li> </ul>	As per level D requirements, plus: <ul style="list-style-type: none"> <li>- Contributes to strategic direction at faculty/university level, playing key role in developing new research strategies</li> <li>- Contributes to the development of national research policy</li> <li>- Develops methodological innovation in research</li> <li>- Leads research collaboration with other universities globally</li> <li>- Directorship of centres, or the coordination of major research facilities, networks and infrastructure</li> <li>- Develops a culture of collaborative research across schools and disciplines</li> <li>- Leadership in ethical research practices</li> </ul>	

Research Focussed (0:80:20)		Suggested Potential Supporting Evidence
Expectation Area	Sub Area	
Workload Expectation	Workload Expectations	N/A
Scholarly impact  <i>Addressing the gaps that exists in knowledge, or leading investigation into significant matters</i>	Research Quality <i>Impact of the research outputs</i>	<ul style="list-style-type: none"> <li>- Research publications in prestigious journals (A/A* equivalent) as per discipline norm</li> <li>- Peer reviewed publications in prestigious conferences in the discipline</li> <li>- Scholarly books and book chapters with publishers that are considered of higher quality by UNSW</li> <li>- Non traditional research outputs such as design, patent, creative work or major exhibition in prestigious peer reviewed outlets that are considered equivalent to A/A* as per discipline norm</li> </ul>
	Research Output <i>Substantial scholarly activity</i>	<ul style="list-style-type: none"> <li>- Highly cited research publications as demonstrated through Field Weighted Citation Index, RCI or equivalent metrics</li> <li>- Details of scope and involvement in research programs</li> <li>- Statement of research activities by supervisor</li> </ul>
	Recognition and Esteem <i>Critical acclaim for research</i>	<ul style="list-style-type: none"> <li>- Details of Fellowships or commissions for research from major competitive granting bodies or other funding agencies</li> <li>- Details of major research or professional consultancies, major planning project, buildings or major commission of artistic work</li> <li>- Details of research awards, honorary degrees and/or other research distinctions</li> <li>- Details of elected memberships and fellowships major professional bodies</li> <li>- Letters of reference from research collaborators</li> <li>- National and global press coverage</li> <li>- Details of editing, refereeing and/or evaluation of research outputs</li> </ul>
Research Capability Development	Funding <i>Obtain research grant</i>	<ul style="list-style-type: none"> <li>- Research income received from different categories of grant (Cat 1-4)</li> <li>- Details of participation in research grant as investigation, chief investigator or primary investigator</li> <li>- Details of coordination or leadership roles for collaborative research across disciplines, schools or universities</li> </ul>
	Supervision <i>Mentoring and guiding the work and research of students</i>	<ul style="list-style-type: none"> <li>- HDR completion rates</li> <li>- Achievements of research students</li> <li>- Publications and conference presentations by research students</li> <li>- Formal feedback to student on their research projects</li> </ul>
Innovation and Research Leadership  <i>Creating social and economic benefits through research</i>	Commercialisation, Industry and Social Engagement <i>Engagement with industry, community and contribution to their discipline</i>	<ul style="list-style-type: none"> <li>- Income generated through licensing of intellectual property licensing, contract research or professional consultancies</li> <li>- Details of participation in activities to disseminate knowledge, consultation of or collaboration with public group</li> <li>- Collaborative relationships developed with the profession, industry or community</li> <li>- Creation and maintenance of linkage between the University, employer groups, industry, schools and other agencies with shared interest</li> <li>- communication of scholarship to industry</li> <li>- Details of participation in development of public policy with significant community impact</li> <li>- Participating, organising or leading activities that enhance the university's commercial and public interest</li> <li>- Building partnerships with the community</li> </ul>
	Research Culture and Leadership <i>Influencing research practice and/or policy in accordance with UNSW and Faculty strategic goals</i>	<ul style="list-style-type: none"> <li>- Details of membership or leadership in national and international research</li> <li>- Leadership position in academic organisations and professional bodies</li> <li>- Participation in university committees related to research and/or research training</li> <li>- Details of research conferences, seminars and workshop organised</li> <li>- Peer review assessment of assisting others in developing their research profile</li> <li>- Details of leadership of major research initiatives in the university and developing collaborative research linkages at national international level</li> </ul>



# Academic Performance Expectations

Version for 2017 MyCareer Discussions

## Engagement & Leadership Expectations

		Engagement & Leadership Expectations By Grade				
Expectation Area	Sub Area	A Associate Lecturer	B Lecturer	C Senior Lecturer	D Associate Professor	E Professor
Workload Expectation	Workload Expectations	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.	Service & Leadership-related workload allocation up to 20% of time, which should be balanced with application of research and education expectations in line with school and discipline norms and opportunities available. The descriptors are neither prescriptive nor exhaustive and it is not expected each sub-item must be demonstrated by an academic.
Professional Leadership in the University	Organisation Contribution	<ul style="list-style-type: none"> <li>- Demonstrates high standards of professional behaviour as documented in the UNSW expectations framework</li> <li>- Contributes to the development of a collegial and supportive work environment</li> <li>- Undertakes efficient administration relating to primary role</li> <li>- Contribution to the University at the course level</li> <li>- Undertakes relevant training and development programs related to role and responsibilities e.g. health and safety</li> </ul>	<p>As per level A requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes positively to the development of a collegial work environment and inclusive culture</li> <li>- Contributes to the university at program level including administrative roles and implementing university governance and policy development</li> <li>- Contributes to and implements actions to improve student experience (recruitment, mentoring, support networks, etc.) and employment programs</li> <li>- Participates in University outreach activities</li> <li>- Actively involved in mentoring peer academics</li> </ul>	<p>As per level B requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes to university at the school level through membership of committees and administrative task</li> <li>- Demonstrates sustained, positive contributions to the development of a collegial work environment and inclusive culture</li> <li>- Mentoring and fostering the development of colleagues, and students</li> <li>- Sustained contribution to strategic initiatives, governance and policy development in the University</li> <li>- Sustained contribution to and implementation of actions to improve student experience (recruitment, mentoring, support networks, etc.) and employment programs</li> </ul>	<p>As per level C requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes to University at Faculty level through significant governance/administration positions and involvement in quality assurance and improvement processes</li> <li>- Demonstrates an outstanding contribution to collegial work environment and inclusive culture inside of the institution</li> <li>- Effective leadership and management of a department, school, centre or institute</li> <li>- Effective contribution to strategic initiatives, governance and policy development in the University</li> <li>- Performs delegated leadership responsibilities</li> </ul>	<p>As per level D requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes to University at organisation/discipline level through significant governance and administrative positions and activities</li> <li>- Significant and sustained leadership in fostering and maintaining a collegial environment, collaborations or team, and inclusive cultures</li> <li>- Outstanding leadership and management of a school, centre, faculty or institute</li> <li>- Outstanding contribution to strategic initiatives, governance or policy development across the University and the broader government and industry context</li> <li>- Chairs core committees or working parties</li> </ul>
Service to discipline, profession, and community	Contribution to the Profession or Discipline	<ul style="list-style-type: none"> <li>- Membership of relevant disciplinary or professional or industry associations</li> </ul>	<p>As per level A requirements, plus:</p> <ul style="list-style-type: none"> <li>- Involvement in relevant disciplinary or professional or industry associations</li> <li>- Assist with organisation of seminars, conferences and activities for the profession</li> </ul>	<p>As per level B requirements, plus:</p> <ul style="list-style-type: none"> <li>- Establishing collaborative relationships with industry and other organisations</li> <li>- Service on relevant boards, government bodies and committees at a local and state level</li> <li>- Completion of activities that have influenced professional or disciplinary practice</li> <li>- Contribute to organisation of seminars, conferences and activities for the profession</li> </ul>	<p>As per level C requirements, plus:</p> <ul style="list-style-type: none"> <li>- Collaborative relationships with, or acting as an advisor to, industry and other organisations</li> <li>- Contribution in executive roles in professional or discipline associations at national or international level</li> <li>- Invitations and effective representation of the university on external bodies, reference groups or commissions</li> <li>- Responsible for organisation of seminars, conferences and activities for the profession</li> </ul>	<p>As per level D requirements, plus:</p> <ul style="list-style-type: none"> <li>- Outstanding contribution in executive roles in professional or discipline associations at national or international level</li> <li>- Service on relevant boards, government bodies and committees at a national or international level</li> <li>- Invitations to chair external academic, disciplinary reviews at other universities</li> <li>- Editing a disciplinary or professional journal</li> <li>- Overall responsibility of organisation of seminars, conferences and activities for the profession</li> </ul>
	Social Engagement	<ul style="list-style-type: none"> <li>- Identifies and builds knowledge around one or more areas of engagement</li> </ul>	<p>As per level A requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes to continuing education and contributing relevant skills in development of workshops and seminars</li> <li>- Involvement in projects to support social and environment sustainability</li> <li>- Maintains student employment programs and industry link associated with them</li> </ul>	<p>As per level B requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributes to outreach activities (education and /or research) for underrepresented groups</li> <li>- Organisation of state or national conferences, conference streams or tracks, including evidence of scale</li> <li>- Invitations to teach at other universities, provide executive education programs, or community education</li> <li>- Delivers invited lectures in relation to profession or discipline</li> <li>- Reviews and develops student employment programs and industry links associated with the school or faculty</li> </ul>	<p>As per level C requirements, plus:</p> <ul style="list-style-type: none"> <li>- Successful organisation of national conferences, conference streams or tracks, including evidence of scale</li> <li>- Deliver invited lectures at national forums in relation to profession or discipline</li> <li>- Contributing to a leadership capacity to develop and innovate provision of executive and community education programs</li> <li>- Leadership or active involvement in strategic initiatives and partnerships with national agencies, organisations or universities</li> <li>- Develop linkages/relationships with employer groups, industry, secondary schools, other universities and government bodies/agencies</li> </ul>	<p>As per level D requirements, plus:</p> <ul style="list-style-type: none"> <li>- Successful leadership and organisation of national or international conferences, conference streams or tracks, including evidence of scale</li> <li>- Deliver invited lectures at international forums in relation to profession or discipline</li> <li>- Leadership or active involvement in strategic initiatives and partnerships with other national or international agencies, organisations or universities</li> <li>- Initiate and establish linkages/relationships with employer groups, industry, secondary schools, other universities and government bodies/agencies</li> <li>- Promote the university in global community</li> </ul>
	Thought Leadership, Knowledge Exchange & Policy Development	<ul style="list-style-type: none"> <li>- Participates in external activities relevant to the discipline or profession</li> </ul>	<p>As per level A requirements, plus:</p> <ul style="list-style-type: none"> <li>- Sharing of expertise through public debates and communicating scholarship in external events</li> </ul>	<p>As per level B requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contributions of expertise through relevant media channels</li> <li>- Involvement in professional consultancy work for government, community or private sector organisations</li> <li>- Contributions to the University's commercial interests and enterprise</li> </ul>	<p>As per level C requirements, plus:</p> <ul style="list-style-type: none"> <li>- Emerging profile as a public intellectual in area of expertise</li> <li>- Significant professional consultancy/advisory work for government agencies, community or private sector organisations</li> </ul>	<p>As per level D requirements, plus:</p> <ul style="list-style-type: none"> <li>- Contribution to policy formulation at all levels of government</li> <li>- Leadership in the application of knowledge to improve performance of government, community or private sector organisations</li> </ul>