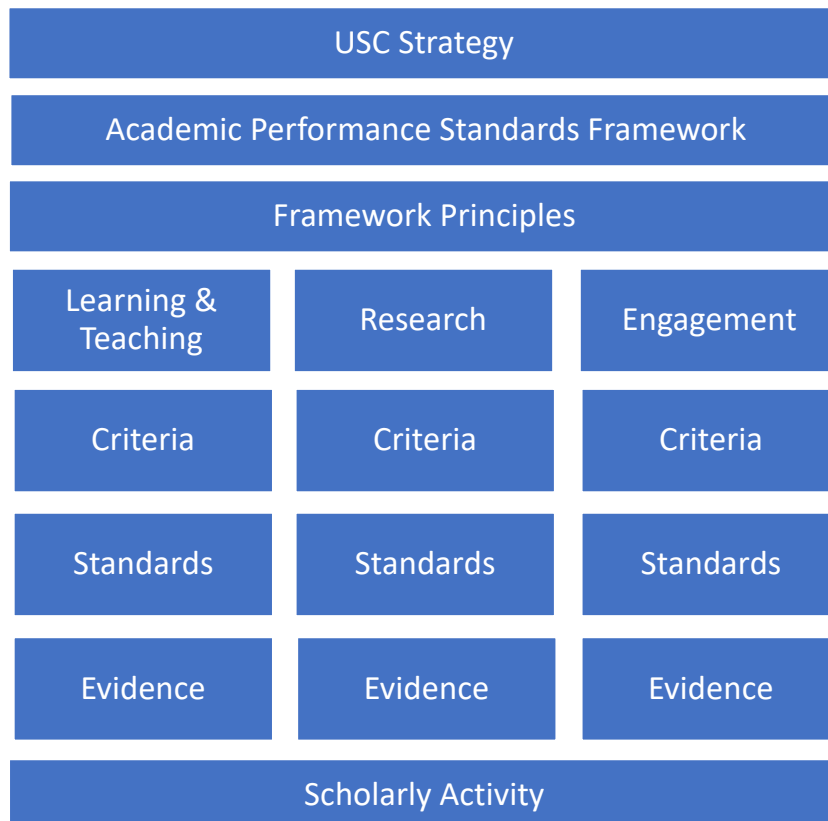


# THE USC ACADEMIC PERFORMANCE STANDARDS FRAMEWORK



The Academic Performance Standards Framework (APSF) describes and defines academic endeavour to provide a clear framework for academic staff to develop and deliver on their individual academic progression. The APSF is organised around USC's three recognised domains of scholarly activity: learning & teaching, research, and engagement.



Boyer's model of scholarship (1990, 1996) expands academic scholarship from the traditional narrow definition into four types of scholarship that incorporates discovery, integration, application, and learning and teaching. It has been widely applied in higher education worldwide as it recognises and encourages interaction between these four types of scholarship. It is an expectation that all academic staff in higher education institutions engage in and can demonstrate scholarship, and that their academic work over their career reflects the four interrelated activities identified by Boyer. As such the above diagram demonstrates how scholarly activity underpins and forms the bridge between the academic pillars of learning & teaching, research, and engagement.

The APSF will assist academic staff in the design and development of their individual academic portfolio, to provide a holistic picture of how teaching and learning is informed by research, and that engagement provides the all-important connection for impact of academic actions. The APSF acknowledges the link to an academic's disciplinary field, as disciplinary scholarship is an essential component of scholarship that yields benefits for teaching and learning. It is understood that not all academic disciplines engage in scholarship in the same manner. Some academics may focus more heavily on the scholarship of discovery

(such as research), while others may focus more on the scholarship of teaching. Individual intellectual pursuits are central to scholarship. However, in accordance with the thrust of Boyer's and similar models, each academic should be able to identify output or outcome that is relevant to the requirements of the University.

The standard academic appointment at USC is notionally a 40/40/20 allocation of scholarly activity across the domains of teaching (40%), research (40%) and engagement (20%). Whilst this split is reflective of the need to support the interrelationships between these scholarly domains, there are other proportions applied that range from 100% research to 60/20/20, which equates to an allocation of scholarly activity of teaching (60%), research (20%) and engagement (20%).

The APSF is an approved expression of the performance threshold, requirement, or standard that must be met in relation to teaching, research and engagement at the academic level in which a staff member is employed, or to the next level at which a staff member may be seeking promotion. Depending on the proportion of workload allocated to each category it would be expected that a similar proportion of output would be achieved in the respective element of the framework.

## **Guiding Principles**

The APSF is underpinned by seven guiding principles:

- 1. The APSF applies to all academic staff employed at USC.*
- 2. The APSF is designed to establish a threshold of performance standards for each of the Academic levels across teaching, research, and engagement.*
- 3. The APSF aligns and complements USC's Policy & Procedures, including Selection, Probation, Performance Planning and Review, and Promotion.*
- 4. The APSF has not been designed as a punitive measure to identify under performance.*
- 5. The APSF can be used to guide career development, and appropriate support will be provided to Academic staff to ensure they are meeting the threshold at their respective level. Where staff are not meeting the threshold, measures will be implemented to support our staff to achieve the threshold.*
- 6. The APSF is not the sole measure of overall performance. All USC staff (academic and professional) will also be required to meet behavioural standards as defined through the Performance Planning and Review (PPR) process.*
- 7. It is acknowledged that there is no one set standard measurement of Academic Performance Standards. The measurements used may be quantitative, qualitative or a combination of measures according to the unique situation in which the staff member being assessed is working. Where possible, the measurement method used to determine whether an academic performance standard is being met, should be mutually agreed between the staff member and the supervisor/assessor.*

## **The APS Framework**

The framework provides a practical and flexible guide about the performance standards, contributions, and achievements of Academic Employees in alignment with the levels of academic appointment. The framework has been developed to provide greater transparency to Academic Employees and the University with respect to performance standards at each level of academic appointment. The framework sets out standards for academic endeavour in support of achieving USC's strategic goals.

## Overview of academic standards

An overview of academic standards for every level academic level (A-E) is presented in the following table; the far right column of the table summarises the context of the appointment level:

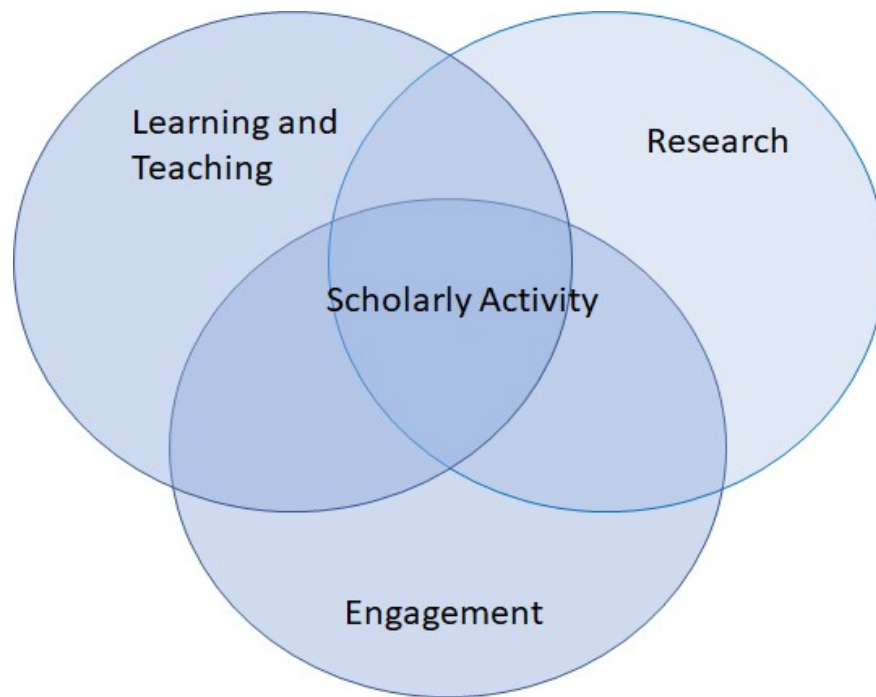
<b>Academic Level</b>	<b>Academic Standards</b>	<b>Context</b>
<b>Level A</b>	Developing academic skills and expertise. Receives support and guidance from senior colleagues, while performing in their areas of academic work.	Discipline
<b>Level B</b>	Builds independence and initiative in their areas of academic work. Developing reputation within the discipline.	Discipline <i>Working towards University</i>
<b>Level C</b>	Develops, leads and innovates in their areas of academic work. Has established reputation within the discipline.	Discipline + University <i>Working towards National</i>
<b>Level D</b>	Leads, innovates and provides mentorship to early and mid-year career academics. Has established national reputation and may have emerging international reputation.	Discipline + University + National <i>Working towards international</i>
<b>Level E</b>	Sustains and fosters leadership, innovation and mentorship. Significant leadership to discipline, colleagues, university and community (engagement) with an established international reputation.	Discipline + University + National + International

The APSF presents descriptions of the reach and breadth of identified domains (Learning & Teaching, Research and Engagement) of scholarship at every academic level A-E; the descriptions are further expanded by performance standards for each criterion at each academic level. An evidence bank is included to provide *indicative* examples of activities that are reflective of the criteria, these lists are not exhaustive.

The relative emphasis given to the domains of Learning & Teaching, Research and Engagement, the relevant applicability of each criteria, and the choice of evidence that supports the criteria may vary across staff, according to their:

- Role – teaching and research, teaching -focused, research-focussed;
- Level of Appointment – Levels A, B, C, D and E; and
- Discipline – some criteria/practice elements have greater or lesser relevance to certain disciplines.

The APSF is organised around the three domains of academic work: learning & teaching, research, and engagement. Combined, these constitute scholarly activity. The APSF is presented as a series of tables that identifies the domains at every level, the descriptions and performance standards. It is not intended that all performance standards in the APSF would need to be met at each level. An overview of learning & teaching, research, and engagement at USC is presented below, with a link directly to the tables of domain criteria and performance standards.



## Learning and Teaching

A high quality and distinctive student experience will be central to our ambitions. Our Programs will be at the vanguard of quality and relevance and deliver an exceptional learning experience informed by research and current practice to achieve world-best standard. We will be recognised for extensive integration into the workplace and community as a living classroom. This will be supported by state-of-the-art technologies in a blended learning and technology enabled environment, in which our students will be digitally literate and able to reinforce their learning by using multi-modal tools.

Student success, student satisfaction and constructive feedback where students are partners will confirm and optimise our academic plans. We will recognise our staff as scholars and experts in their disciplines and in contemporary teaching practice. Our academic offerings will be frequently reviewed and adjusted in response to innovations arising from scholarly activity, research excellence, being proactive with the student as a partner and responsive to student feedback, whilst listening to the voices of entrepreneurs, industry and employers.

## APS Framework A-E: Learning & Teaching

### Research

USC aspires to be a university where all academics are given the opportunity to conduct internationally competitive research. The ideal position for USC is to have all academic staff performing positively impactful and high-quality research. Research is defined as the creation of new knowledge and the use of existing knowledge in new and creative ways so as to generate new concepts, methodologies and understandings. This can include synthesis and analysis of previous research to the extent that it leads to new and creative research outcomes.

An essential characteristic of research activity is that it leads to publicly verifiable outcomes that are open to peer appraisal. Research is also characterised by originality; it has investigation or creation as a primary objective; and has the potential to produce results that increase humanity's stock of theoretical, creative or practical knowledge. It is the scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world.

A level of research activity will be set according to the research and teaching dimensions of a role. We will provide clarity and mentorship for our academics to undertake impactful and high-quality research. Individual academics will provide the foundation to USC's research strengths. By supporting individual researchers, USC will attract, retain and develop talented academic staff. We also expect researchers to contribute to teaching, thereby strengthening the integration of teaching and research that is typical at a globally recognised University.

We value quality over quantity, so our target-setting will be focussed primarily on the measures that assess the quality of our research. However, while quantitative measures of research are important, they are guiding not defining of USC's aspirations since we recognise that there are other performance standards that demonstrate standing and impact.

## APS Framework A-E: Research

### Engagement

*External engagement:* As a place-based, multi-campus university, USC understands that its own success and the success of our region are interdependent. We work in partnership with, for and as part of our communities to achieve mutually beneficial outcomes, advancing the economic, social, environmental and cultural wellbeing of our region and beyond, and ensuring USC's success and viability. External engagement by academics is based on their academic expertise. USC values partnerships from the local to the global. As part of a global higher education community and a globalised world, USC's international, national, state and local relationships offer benefits to our region.

*Internal engagement:* To be an effective, efficient and productive organisation, USC relies on the active participation of its staff to define and achieve the University's strategic priorities, including through committees and working parties and contributions to governance, leadership, capacity building and an inclusive and positive culture for staff, students, and our community. For academics, internal engagement is based on their academic and broader expertise as USC staff.

*Scholarly engagement* integrates external engagement with research, learning and teaching, and scholarship, embracing the distinctive role, value and expertise of universities. It is based on models of partnership, respect, and reciprocity.

*Engaged learning and teaching* involves interactions between communities, USC staff involved in teaching, and students and occurs at USC through both curriculum and extra-curricular activities. Those interactions respond to community-identified needs. Students, staff and the external partners/community benefit from engaged learning and teaching. Engaged learning and teaching involves:

- Clear connections between academic content and the partner/community;
- Meeting or contributing to meeting a need identified by the partner/community, and;

- Structured opportunities for students to reflect on their learning.

*Engaged research* emphasises collaboration and values the expertise brought by all participants. It 'is advanced with community partners rather than for them'. Engaged research involves:

- co-creation of the research project with external partners/community members;
- active participation by external partners and/or community members during the project (not merely as 'subjects' or 'objects' of research); and
- effective dissemination of findings to the partner/community, with the expectation that both community members and researchers can make use of the findings.

Engaged research simultaneously contributes to the expansion of knowledge and to the wellbeing (broadly defined) of the community.

## APS Framework A-E: Engagement

### Using the APSF to demonstrate scholarship

Taking an integrated approach, an academic would outline the links between their activities and consequent improvements in specific curricula or other teaching-related outputs or activities, and to learning outcomes or other outcomes such as influence on practice.

For some activities, the result may be legitimately confined to demonstrable improvement of a particular course of study and its associated learning outcomes, for example, an improved course design based on changing appreciations of a field of study. For many types of scholarship, however, dissemination of the results to wider scholarly or professional communities would ideally be evident. Such dissemination would extend beyond the originating activity, to at least other programs within the provider and/or, ideally, to a relevant scholarly/creative/professional community more broadly. For example, a new pedagogy arising from an individual's scholarship may be adopted throughout a school, to institutional improvements that may then also be advocated more widely through a community of scholars, national or internationally.

Improvements arising from scholarship may occur and/or have their effects in stages. For example, as a result of scholarship in teaching (such as a literature review of emerging concepts in teaching in a field of education), the initial output may be a revised course design (an output of scholarship). In time, it will be possible to demonstrate whether the intended longer-term outcomes arising from this new design, such as improved student learning outcomes and/or facilitation of improved life-long learning and professional development of graduates have been achieved. Similarly, other types of scholarship may be reflected in evidence of improvements in creative/professional practice.

A 'scholarly' activity (an input) is therefore not as an end in itself; evidence of intended outcomes accompanied by a means to monitor and evaluate those outcomes necessary to evidence the impact of activity.

Academic staff need to acquire and maintain knowledge of contemporary developments in their discipline or field by continuing scholarship or research or advances in practice. This framework provides a means by which academic staff engage in disciplinary scholarship as this contributes to the vitality of the intellectual climate and academic environment and leads to improvements in learning outcomes.

## Learning and Teaching Performance Standards

<b>Criterion 1: Design and delivery of learning activities.</b> Planning, development and preparation of learning activities, learning resources and materials, for a course or degree program; including coordination, involvement or leadership in curriculum design and development.				
Performance Standards				
Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Thorough knowledge of course content and material</li> <li>- Ability to effectively teach course content</li> <li>- Scholarly approach to design and development of course materials</li> <li>- Contribute to course coordination duties</li> <li>- Engage with, and effective use of technology enhanced learning tools</li> <li>- Demonstrate improvements in delivery practice based on self-reflection and/or feedback</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Comprehensive knowledge of course content and material</li> <li>- Application of contemporary research findings in the curriculum</li> <li>- Self-initiated and scholarly contribution to development of curriculum and course materials to enhance student outcomes</li> <li>- Course Coordination</li> <li>- Development and application of fit-for-purpose technology enhanced learning activities</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Deep knowledge of the program and discipline area contextualised for learners</li> <li>- Leadership in the development of curriculum for course and programs</li> <li>- Effective management and leadership of teaching academics and teams</li> <li>- Program Coordination</li> <li>- Creative use of a range of pedagogies and emerging technologies for teaching</li> <li>- Contribute to improvement of student success and retention at a Program level</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Contribute to teaching, curriculum, and/or discipline at a regional and/or national level while fostering an emerging international reputation in excellence</li> <li>- Leadership and mentoring to support internal/external colleagues in designing learning activities</li> <li>- Co-ordination and management of program and/or discipline</li> <li>- Develop teaching material based on systematic research studies relevant to the field of study</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leadership and impact in curriculum design and development at an international level (as appropriate to discipline)</li> <li>- Lead initiatives and programs aimed to improve graduate outcomes and employability</li> <li>- Leadership in mentoring and supporting colleagues in planning and designing learning activities, curriculum and programs</li> <li>- Contribute to regional/national bodies focused on improving teaching and learning</li> <li>- Establish effective organisational procedures/policies/strategies that promote and support others to deliver high quality teaching and support student learning</li> </ul>
<p><u>Indicative Evidence (including but not limited to)</u></p> <ul style="list-style-type: none"> <li>Feedback from students via standard survey instruments</li> <li>Feedback from key colleagues including head of school, course coordinator, sessional staff and/or teaching teams</li> <li>Adoption of innovation by others</li> <li>Invitations to teach in other courses, programs or universities</li> <li>Expert peer review on course/program materials and innovation</li> <li>Details of leadership roles and specific contributions to designing and planning learning activities</li> <li>Details of mentoring and support of colleagues</li> <li>Details of initiatives to benchmark practice against that of colleagues in other institutions</li> </ul>				

**Criterion 2: Teach and support the learner to foster a productive learning environment.** Quality teaching, including; lecturing, classroom, online, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supporting the learning of research students including Honours Students. Develop and implement activities related to the creation of an engaging learning environment for students, including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.

Performance Standards

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Work autonomously, and with others, to develop and deliver a consistent student experience</li> <li>- Professional and timely responsiveness to individual student learning needs</li> <li>- Proactive monitoring of the student learning experience</li> <li>- Demonstrate an understanding of what is effective teaching and learning support methods</li> <li>- Create effective learning environments in classroom/online/work placement</li> <li>- Build and maintain industry-currency</li> <li>- Knowledge of institutional support services e.g. language and study skills or counselling, to direct students, and follow up on outcomes</li> <li>- Demonstrate respect and require students to demonstrate respect for others in line with the student charter</li> <li>- Embed principles of equality, inclusion, diversity, Indigenous culture, and support for students in transition</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrate use of active and experiential learning approaches and appropriate learning technologies to improve the student experience</li> <li>- Scholarly development of inclusive learner-centred environments that nurture student engagement</li> <li>- Commitment to creating learning spaces which support students' wellbeing and cultural safety</li> <li>- Integrate industry currency into teaching</li> <li>- Contribute to improvement of student success and retention at the course level</li> <li>- Supervise Undergraduate and/or HDR students to completion</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrate leadership, skills, experience and creativity with a range of pedagogies and technologies that are successful in enhancing the student experience and outcomes</li> <li>- Contribute leadership to pedagogical knowledge through theoretical/empirical research in discipline</li> <li>- Maintain mature and mutually beneficial relationships with industry partners</li> <li>- Demonstrate effective practice in developing learning communities of various kinds</li> <li>- Demonstrate effective practice in embedding principles of equality, inclusion, diversity, Indigenous knowledges and perspectives, support for students with special needs, and support for students in transition (e.g. 1<sup>st</sup> year, postgraduate)</li> <li>- Principal supervision of Honours and HDR students to completion</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Evidence of systematic and integrated development of teaching practices informed by scholarship and research</li> <li>- Leadership and demonstrable innovation in teaching practices and supporting students is recognised at a university, disciplinary or national level</li> <li>- Coordination of Honours and/or HDR programs</li> <li>- Initiative and innovation in supporting students and the creation of engaging learning environments</li> <li>- Innovation in work integrated learning practice</li> <li>- Shape industry knowledge/ practice and embed in curriculum</li> <li>- Leadership in mentorship and review of colleagues in their teaching</li> <li>- Demonstrate initiative and innovation in supporting students and the creation of engaging learning environments at course and program level</li> <li>- Leadership in promoting effective practices that embed principles of equality, inclusion, diversity, Indigenous knowledges and perspectives, support for students with special needs, and support for students in transition (e.g. 1<sup>st</sup> year, postgraduate)</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, discipline, national or international level</li> <li>- Effective involvement that promotes and supports academic colleagues to deliver high quality teaching and support of student learning (e.g. through mentoring/coaching)</li> <li>- A track record of leadership (and recognition of expertise) in professional/disciplinary practice at national or international levels</li> <li>- Lead the development or adoption of effective organisational policies and/or strategies for supporting students and developing engaging learning environments for all students</li> <li>- Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities</li> </ul>



Indicative Evidence (including but not limited to)

Student feedback on response/outcomes; Student feedback from focus groups

Systematic monitoring of student learning outcomes

Peer review and personal responses to the review and practices

Demonstrating impact of innovation/initiative within university or wider

Impact of mentoring on peers or colleagues

Recognition from university national and international peers

Nomination for a teaching award; Success in a university, national or discipline teaching award

Details of role and engagement in learning communities (formal or informal)

Use of learning analytics showing student engagement with student support services such as PASS and English Language Proficiency

Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities

Extent and participation in innovation for student engagement

Reports evaluating the effectiveness of targeted student support interventions on student retention and progression Feedback

from peers or students mentored and examples of leadership role and outcomes

**Criterion 3: Assess and give feedback to students on their learning.** Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.

Performance Standards

Level A	Level B	Level C	Level D	Level E
<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrate ability to provide formative and summative assessment feedback that is authentic to the program/discipline; to develop students' learning including provision of timely and consequential feedback to students</li> <li>- Provision of clear assessment criteria constructively aligned to intended learning outcomes</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Design and implement assessment tasks constructively aligned and well designed to assess the intended learning outcomes</li> <li>- Provision of feedback that supports students' development and demonstrates the intended learning outcomes</li> <li>- Develop clear assessment criteria and rubrics with standards descriptors</li> <li>- Assess and grade undergraduate and/or postgraduate coursework research projects and/or presentation</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Innovative course level assessment design</li> <li>- Provide leadership in the moderation, planning, design and delivery of course assessment</li> <li>- Monitor and adapt assessment practices to improve student learning outcomes</li> <li>- Monitor the quality of student learning outcomes by engaging in benchmarking and peer review activities</li> <li>- Design of authentic assessment that encourages discipline/professional knowledge and competencies</li> <li>- Assess and grade postgraduate theses</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrate leadership in the moderation, planning and delivery of program/degree assessment</li> <li>- Successful coordination, support, supervision and management of assessment, standards and feedback to students</li> </ul>	<p>As per Level E <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Establish effective organisational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students</li> <li>- Successful leadership and mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation</li> </ul>

Indicative Evidence (including but not limited to)

Course outline with assessment tasks and marking criteria

Student surveys and feedback to students on response/outcomes; Student feedback from focus groups

Extracts from courses showing constructive alignment, quality and variety of assessment tasks

Feedback from students, teaching team members and/or course coordinator on assessment tasks and student outcomes

Examples of innovative assessment tasks and of innovative standards of student learning

Data evidencing impact of assessment innovation and outcomes

**Criterion 4: Integration of scholarship, research, professional activities with teaching and in support of learning.** Teaching and learning research incorporated into teaching practice. Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research. Incorporation of professional, industry and workbased practice and experiences into teaching practice and the curriculum.

Performance Standards

Level A	Level B	Level C	Level D	Level E
	As per Level A <i>plus</i> :	As per Level B <i>plus</i> :	As per Level C <i>plus</i> :	As per Level D <i>plus</i> :
<ul style="list-style-type: none"> <li>- Incorporate teaching and learning scholarship into teaching practice and curriculum development</li> <li>- Use of current disciplinary research in curriculum and teaching activities</li> <li>- Use of authentic case studies, integration of industry experience and/or partnerships in teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate participation in initiatives that drive innovation in course and curriculum</li> <li>- Co-authorship or authorship of publications, presentations or workshops on teaching and learning</li> <li>- Develop student understanding of research culture and research skills of the discipline</li> <li>- Understand and implement practices to ensure that industry experience and/or partnerships benefit student learning</li> <li>- Provision of support to industry partners involved in work-based practice and supervision of students</li> <li>- Evidence of engagement in collegial/collaborative activities to support education</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in teaching and learning scholarship that demonstrates research-informed teaching within or across disciplines</li> <li>- Demonstrate contribution to educational innovation within and beyond courses and program</li> <li>- Demonstrate leadership in school/university committees and working groups related to teaching and learning</li> <li>- Monitor, evaluate and improve the integration of industry experience and/or partnerships in teaching</li> <li>- Develop and maintain robust relationships with industry partners based on mutual benefit</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate proactive support of colleagues to develop and improve their teaching</li> <li>- Evidence of participation in institutional and/or national dialogue around teaching and learning</li> <li>- Lead initiatives involving students in research projects/programs</li> <li>- Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader)</li> <li>- Establish effective organisational policies and/or integrating work-based practice</li> <li>- Innovation in practice and assessment related to WIL</li> <li>- Industry / peer recognition of professional standing</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of influence on academic staff to cultivate a positive attitude and culture of teaching</li> <li>- Evidence of contributions to institutional, regional and/or national dialogue around teaching and learning</li> <li>- Successful mentoring of individuals and/or teams in the scholarship of teaching and learning</li> <li>- Leadership in the development of curriculum/discipline within the relevant discipline at university and/or national/international level</li> <li>- Maintain effective organisational policies and/or strategies on integrating work-based practice</li> <li>- A track record of leadership in workplace or community based, professional practice at institutional and/or national/international level with demonstrable impacts</li> <li>- A track record of industry / peer recognition of professional standing</li> </ul>

Indicative Evidence (including but not limited to)

- Student surveys and feedback and responses to these and Informal unsolicited student or peer feedback
- Details of role and engagement in learning communities (formal or informal)
- Use of learning analytics showing student engagement with student support services such as PASS and English Language Proficiency
- Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities
- Extent and participation in innovation for student engagement
- Reports evaluating the effectiveness of targeted student support interventions on student retention and progression
- Feedback from peers or students mentored and examples of leadership role and outcomes
- Record of professional development activities and demonstrated impact on teaching practices

**Criterion 5: Evaluation of practice and continuing professional development.**

Performance Standards

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Engage in professional development activities related to teaching and learning</li> <li>- Keep up to date with emerging pedagogy and the impact on own practice</li> <li>- Participate in teaching related professional development (e.g. Foundations of University Teaching)</li> <li>- Self-evaluation leading to changes in teaching practice</li> <li>- Using a variety of instruments and seek opportunities to gain student and peer feedback and respond appropriately to enhance teaching practice</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Systematic participation in teaching related professional development activities</li> <li>- Self-evaluation and reflection leading to changes in teaching practice and student outcomes</li> <li>- Contribute to moderation and maintenance of academic standards as per external/national requirements</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Lead professional development activities in discipline, school or university</li> <li>- Mentor and peer review of colleagues in teaching</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Coach and mentor others to support their professional development</li> <li>- Lead moderation and maintenance of academic standards as per external requirements</li> <li>- Leadership and contribution in the provision of professional development of others</li> <li>- Provide leadership as mentor, peer reviewer, Chair of committees within the school or university</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Establish effective organisational practices that support and promote others (e.g. through mentoring, coaching)</li> <li>- A track record of commitment to, and engagement in, professional development related to academic, institutional and/or other professional practice at national/international level with demonstrable impacts</li> <li>- Contribute to and/or lead professional development courses</li> <li>- National impact and peer recognition</li> </ul>

Indicative Evidence (including but not limited to)

Student surveys, comments and feedback

Peer review on a range of dimensions of teaching and invitations to present keynote at T & L and disciplinary conferences

Mapping achievements and experience to professional standards frameworks

Application for teaching fellowship (HERDSA, HEA)

Certificates/ transcripts of professional development undertaken, duration, positive changes made as a consequence

Details and examples of the impact of the change in practice, evidence of changes in student, peer evaluation

Details of contribution to the professional development, mentoring of others, and outcomes

Teaching Portfolio demonstrating reflective practice

Examples of leadership contribution in professional development and evaluation

## Research and Innovation Performance Standards

<b>Criterion 1: Advancing knowledge through research.</b> Planning, development, and delivery of research projects, contributing to knowledge discovery, procurement of research funding, and communication through high quality publications enhancing research reputation and esteem.				
Performance Standards				
Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Publications consistent with disciplinary standards</li> <li>- Establish a coherent research program with the guidance of a mentor or supervisor</li> <li>- Participate in research applications for external funds</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Plan research projects relevant to established research profile</li> <li>- Conduct research with increasing independence.</li> <li>- Establish a body of published research consistent with the discipline</li> <li>- Develop or participate in external grant projects</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Escalating publication record of independent and original research</li> <li>- Provide research leadership at the school/centre or discipline level</li> <li>- Make a significant contribution to research projects, which includes internal and external collaborations</li> <li>- Successfully lead and manage research projects including resource management</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- National - with emerging international - leadership in scholarly publications</li> <li>- Lead the development of significant national research projects that create innovations and new opportunities</li> <li>- Lead research projects that attract significant research income</li> <li>- Successful leadership of research teams and large projects that enhance research capacity</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- International leadership in scholarly publications</li> <li>- Lead the successful development of significant international research programs</li> <li>- Lead major competitive funding/research income initiatives</li> <li>- Leadership of a sizeable portfolio of research projects and leadership/mentoring of research teams</li> </ul>
<p><u>Indicative Evidence (including but not limited to)</u></p> <p>Development of coherent research agenda that addresses a significant research and has the potential to add to the stock of knowledge</p> <p>Leadership/membership of a productive group of researchers, including experienced researchers</p> <p>Leadership of the formation, development and performance of a designated USC Research Group or Research Centre</p> <p>Research and scholarly outputs as described in the ERA eligibility guidelines including outputs in journals, books and refereed conference papers, publishing innovations for clinical practice, producing research-based creative works and reports, etc.</p> <p>High-quality publications that contribute positively to ERA and global rankings</p> <p>Corresponding authorship of publications</p> <p>Invitations to present at major national and international conferences</p> <p>Editorships of high-quality, international journals or publication outlets</p> <p>Membership of State, National and International Research Boards, Grant Committees, and other research fora</p> <p>Individually accredited annual HERDC research income recognising involvement in research grants and apportioned according to researcher involvement</p>				

Success with applications for National Competitive Grants (NCGs)

Establishment of significant research partnerships (e.g., Cooperative Research Centres [CRCs]) that lead to substantial research collaboration, productivity, capacity and impact

Generation of resources to invest in the development of research infrastructure, equipment, facilities and information and communication technologies (ICTs)

Lead or co-Chief Investigator on external grant applications (national competitive, other government, industry, philanthropic, CRC, etc.)

Management of staff and financial resources (appropriate scale for academic level)

Research students and/or staff of Group succeed in research (e.g., secure grants, win awards, gain external employment, etc.)

**Criterion 2: Creating research impact.** Knowledge transfer and translation of research and intellectual property (IP) into economic, social, environmental, cultural and other impacts, along with research extension in the field

Performance Standards

Level A	Level B	Level C	Level D	Level E
<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Beginning to contribute to impactful projects, under the guidance of a supervisor or mentor</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Contribute to projects that are impactful to the community through translation to end users</li> <li>- Engagement in public debates and policy development</li> <li>- Engage in research extension that enhances the practice of research</li> <li>- Recognise the value of IP created and maximise its value through commercialisation</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Engage in knowledge transfer and translation of research with industry, or government, or NFPs, or other end-user organisations.</li> <li>- Engage in innovation, IP, and/or entrepreneurship, with industry, or government, or NFPs, or other end-user organisations</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Lead in knowledge transfer and translation of research with industry, or government, or NFPs, or other end-users organisations.</li> <li>- Lead in innovation, IP, and/or entrepreneurship through partnerships with industry, or government, or NFPs, or other end user organisations</li> <li>- Contribute to uptake of research strategies and approaches by end-user organisations</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Develop interdisciplinary commercialisation opportunities via cross-fertilisation of IP from across the University</li> <li>- Contribute to influencing research impact across the University</li> </ul>

Indicative Evidence (including but not limited to)

- Prosecution of IP via patents, licences, breeder's rights, knowledge transfer agreements, etc.
- Commercialisation income that includes consultancies and commercialisation revenue
- Contracts for licensing of IP to/from R&D start-ups or established companies
- Creation of R&D start-up companies
- Documentary materials illustrating a pathway to adoption in professional practice and public policy
- Research contributions that have a demonstrable impact as described using a case study format
- Research extension with end-user organisations
- Contributions to institutional research governance

**Criterion 3: High-quality research supervision.** Supervision of higher degree by research (HDR) students, timely completion of HDR students, supervision of third year and Honours students, supervision of research assistants and research fellows, publication of supervised research, and the creation of employable supervised scholars.

Performance Standards

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Co-supervision of HDR students/ Honours/ third year projects (as appropriate)</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Effective supervision of HDR students with other academic supervisors and research mentors</li> <li>- Support in recruitment of HDR candidates</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Recruitment of HDR candidates</li> <li>- Effective supervision of HDR students</li> <li>- Emerging leadership in HDR student supervision</li> <li>- Ongoing engagement with HDR graduates</li> <li>- Effective supervision of research staff with other academic supervisors and research mentors</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leadership in the development of HDR cohorts</li> <li>- Demonstrable record of effective supervision of successful HDR students</li> <li>- Effective supervision of research staff</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leading the creation of a supportive and excellent research training environment</li> <li>- Leading the recruitment of high calibre HDR candidates</li> <li>- Establishment of a large Group of HDR students</li> <li>- Establishment of a cohort of research staff</li> </ul>

Indicative Evidence (including but not limited to)

Students and research staff supervised  
 Positive feedback from HDR students on the quality of supervision  
 HDR completions (also timely completions)  
 Publications including USC staff, USC students, Honours Students or HDR students as co-authors  
 Student and research staff awards  
 Recruitment of HDR students and research staff (both national and international)  
 Effective mentoring of individual and teams of Early Career Researchers and Early Career Academics  
 Primary and Co-Supervision of HDR students and research staff  
 Connected cohort, community of practice, team-work practice, etc. models with HDR students and research staff  
 Mentoring and leadership of research students/staff  
 Mentoring of other student/staff supervisors  
 Collaborative research with HDR graduates and former research staff  
 HDR graduates becoming successful researchers in their own right  
 Measurable employment outcomes for HDR graduates and research staff



**Criterion 4: Contributing to engaged, collaborative and partnered research.** Collaboration with disciplinary scholars both nationally and internationally, working collegially across disciplines to enhance University research focus areas, engaging with other scholars and industry to create engaged research, and development of formal productive research partnerships with external organisations.

Performance Standards

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Under the mentorship of senior academic colleagues, actively build research collaborations and partnerships within discipline, across disciplines, and other organisations</li> </ul>	<p>As per Level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Being an active participant in research collaborations, networks and/or partnerships involving other researchers, industry, government and NFPs to support the development of a field of expertise</li> </ul>	<p>As per Level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Working with others nationally, to establish or strengthen research collaborations, networks and/or partnerships to develop an emerging national profile in field of expertise</li> <li>- Creation of significant engaged research with industry, NFPs and/or government</li> <li>- leadership of University committees, working parties and projects</li> </ul>	<p>As per Level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Developing a capacity for leadership in collaborative, networked and partnered research at a local and/or national and/or international level</li> <li>- An established record of engagement with other research providers, industry, NFPs and/or government that enhances the image and reputation of the University at a national and/or international level</li> <li>- Active participation in significant research collaborations, networks and/or partnerships</li> <li>- Mentor less experienced academics on engaged and partnered research</li> </ul>	<p>As per Level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- International leadership in discipline of contributing to research collaborations, networks and/or partnerships</li> <li>- Continuous engagement with other research providers, industry, NFPs and/or government that enhances the image and reputation of the University locally, nationally, and internationally.</li> <li>- Leadership in ethical collaborative research practice</li> </ul>

Indicative evidence (including but not limited to)  
 Implementation of collaborative research projects with local, national and international groups and organisations  
 Development of strategic and productive research partnerships and collaborations with relevant local, national and international groups and organisations  
 End-user engaged research income that includes Categories 2 to 4 revenues  
 Co-authorship (both national and international) of publications  
 Partnership agreements (e.g., MoUs, MoAs, Head Agreements, etc.)

Research and consultancy contracts with partners  
Involvement of cross-cutting research(ers) in end-user engaged research  
Node or overall leadership in national and/or national research consortia  
Participation in industry workshops, conferences, and development forums  
Positive impact within the wider community through professional commentary on issues in the general media which involves bringing specialist expertise to bear on issues of general public interest  
Contributions to the achievement of significant University goals and strategic outcomes  
Visiting Fellowships or Honorary appointments  
Invitations to participate in institutional symposia, workshops, seminar series, etc.  
Influencing institutional strategy and tactic development in end-user engaged research  
Research students and/or staff of Group succeed in research engagement (e.g., secure research and consultancy contracts, co-author publications with partners, participate in industry workshops, etc.)  
Strict maintenance of institutional independence and a strict upholding of ethical standards with regard to engaged, collaborative and partnered research

## Engagement Performance Standards

Criterion 1: Scholarly engagement with industry, government and community to achieve mutually beneficial partnerships and produce positive social, economic and cultural outcomes.				
Performance Standards				
Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Participate in existing activities that involve industry and community links that benefit students, the community and/or USC.</li> <li>- Encourage participation in University life through involvement in outreach activities.</li> </ul>	<p>As per level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Contribute to productive industry and community links that benefit students, the community and/or USC.</li> <li>- Apply knowledge and skills that benefit external stakeholders and partners</li> <li>- Encourage participation in University life through involvement in outreach activities.</li> </ul>	<p>As per level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Contribute to leading, developing and managing mutually beneficial external partnerships, projects, or activities at the regional, national and/or international level.</li> <li>- Contribute to successful knowledge exchange and sharing with relevant professional, industry and/or community bodies.</li> <li>- Contribute to the design, implementation and/or evaluation of outreach activities that encourage participation in University life.</li> </ul>	<p>As per level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Lead (including leading USC staff), develop and manage mutually beneficial external partnerships, projects, or activities at the regional, national and/or international level.</li> <li>- A track record of involvement in knowledge exchange and sharing with relevant professional, industry and/or community bodies.</li> <li>- Lead outreach initiatives that result in increased participation in University life.</li> </ul>	<p>As per level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Lead (including leading USC staff), develop and manage mutual beneficially external partnerships, projects, or activities at the regional, national and/or international level.</li> <li>- A track record of involvement in knowledge exchange and sharing with relevant professional, industry and/or community bodies.</li> <li>- A track record of leadership of outreach initiatives that result in increased participation in University life.</li> </ul>
<p><u>Indicative evidence (including but not limited to)</u></p> <p>Contributing to and/or leading projects or initiatives that directly contribute to achieving USC's strategic priorities</p> <p>Raising community aspirations to participate in higher education through designing and/or implementing outreach activities</p> <p>Positive effects on communities/society, based on academic expertise and working in partnership with other organisations</p> <p>Contributions to or leadership of the creation of mutually beneficial partnerships with external organisations, which produce positive outcomes for the organisations and USC and, more broadly, society (for USC that may include provision of quality work integrated learning for students, opportunities for research for students and staff)</p> <p>Changes to government policy and practices</p> <p>Changes to professional practice standards</p> <p>Positive impact within the wider community through professional commentary on issues in the general media which involves bringing specialist expertise to bear on issues of general public interest in a range of forums</p> <p>Effective preparation and support of industry partners involved in WIL/supervision of students</p> <p>Mentorship of other staff in achieving mutually beneficial partnerships</p> <p>Improving and integrating industry experience/partnerships in learning and teaching and/or research</p> <p>Media engagement as an expert in the academic discipline</p>				

Criterion 2: Contributions to the advancement of the academic discipline(s), professional practice or the higher education sector.				
Performance Standards				
Level A	Level B	Level C	Level D	Level E
- Some engagement in relevant academic or professional bodies/networks	<p>As per level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Involvement in the activities of relevant academic or professional bodies/networks</li> </ul>	<p>As per level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrated influence in and through academic, professional and/or higher education bodies/networks.</li> </ul>	<p>As per level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leadership of and impacts on/through national or international academic, professional and/or higher education bodies/networks.</li> <li>- Impact through review panels/expert advice on other universities</li> </ul>	<p>As per level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Leadership of processes that influence change at other universities.</li> </ul>
<p><u>Indicative evidence (including but not limited to)</u></p> <p>Impact through active involvement in and/or leadership of academic associations, professional bodies, learned societies or higher education bodies</p> <p>Organisation of regional, national, and international academic conferences or professional practice conferences</p> <p>Active role on editorial boards</p> <p>Contributions to other universities and the higher education sector through membership of review panels, working parties, university promotion panels, roles as ARC and NH&amp;MRC reviewers, membership of external accreditation panels</p>				

Criterion 3: Enhancement of USC's workplace, culture and capacity through internal leadership and active involvement in the work of the university.				
Performance Standards				
Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> <li>- Contribute to an inclusive and safe environment which values diversity and take personal responsibility for working to eliminate discriminatory practices.</li> <li>- Participation in School/Centre/academic discipline meetings</li> </ul>	<p>As per level A <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Contribute to USC's development through participation in committees and/or working parties.</li> </ul>	<p>As per level B <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Make effective contributions to discipline, School, University governance.</li> </ul>	<p>As per level C <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Demonstrate leadership in achieving an inclusive and safe environment which values diversity and take personal responsibility for working to eliminate discriminatory practices.</li> <li>- Lead or make significant contributions to School/Centre or University governance</li> <li>- Contribute to the supervision, development, performance management and mentoring of staff.</li> </ul>	<p>As per level D <i>plus</i>:</p> <ul style="list-style-type: none"> <li>- Take a significant leadership role and make a valued contribution to the supervision, development, performance management and mentoring of staff.</li> </ul>
<p><u>Indicative evidence (including but not limited to)</u></p> <p>Contributing to and/or leading projects or initiatives that result in improvements at the discipline, School, Centre, or University level (e.g., improved quality, effectiveness, efficiency, risk management)</p> <p>Positive impact through membership and/or leadership of USC committees or working parties</p> <p>Positive impact through participation in and/or leadership of Discipline, School, Centre or University initiatives and projects</p> <p>Positive impact through formally recognised positions at USC, for example, Deputy Head of School, School HDR Coordinator, etc</p> <p>Contributions to the realisation of USC's Diversity and Inclusion Plan and its associated enabling plans, Athena SWAN SAGE, etc</p> <p>Support/mentoring of USC staff and the results of that support/mentoring</p>				