



THE UNIVERSITY OF  
ADELAIDE

The Adelaide Academic Role Statements outline the *threshold performance standards* and the *high performance standards* for academic staff with respect to research, teaching and supporting expectations. The *threshold performance standards* refer to the minimum acceptable standard of performance below which a staff member may expect to be actively performance managed, in accordance with the principles and process in *The University of Adelaide Enterprise Agreement 2017-2021* (as amended or replaced). The *high performance standards* describe excellent individual performance, the collective achievement of which will ensure that each Faculty is contributing strongly to the University's strategic objectives and reputation. Noting the University benefits from the contributions of many staff who perform well above the *high performance standards*, these have been included to encourage individuals to excel; and while these are not linked to the promotions process they may constitute part of a PDR discussion about due recognition and readiness for promotion.

Staff will have regular opportunities to discuss their performance against the applicable Faculty Role Statement through Planning, Development



T ac	<p><b>S d E a a</b></p> <p>An average broad agreement (percentage) with the <i>Teacher Q1</i> score for eSELTs for all courses taught over the last 3 years.</p>	80%	90%	80%	90%	80%	90%	80%	90%
	<p><b>P R</b></p> <p>Participation in the University's TRP peer review scheme, with outcomes rated on the following 3 point scale: 1. Very effective; 2. Effective; 3. Effectiveness not clear.</p>	N/A	1	N/A	1	N/A	1	N/A	1
S c a	<p>Comprising:</p> <p>Service to the community, social engagement and professional activity; Citizenship behaviour and service to the University; and, Leadership of self, others and the University.</p>	<p>Examples of supporting expectations for each classification level are articulated on pages 6 and 7 of this Role Statement.</p>							

# Education Sector Professional Standards - Faculty of Sciences

1FTE W... ad a... 80% T ac... a, d T ac... R a d		L... B		L... C		L... D		L... E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
<b>P... b... ca...</b>	<b>Q a... Fac (P... E a a...)</b> Points awarded for the quality of education-related and discipline-specific publications based on the Faculty's research quality indicators using ERA standards (or awarded to NTRO-equivalent publications/output points in creative fields), over the last 5 calendar years where each publication is multiplied by the following quality measures: Excellent = 5; Very Good = 4; Good = 3; Satisfactory = 1.	3	4	4	6	6	10	8	10
<b>T ac...</b>	<b>S d E a a</b> An average broad agreement (percentage) with the <i>Teacher Q1</i> score for eSELTs for all courses taught over the last 3 years.	80%	90%	80%	90%	80%	90%	80%	90%
	<b>P R</b> Participation in the University's TRP peer review scheme, with outcomes rated on the following 3 point scale: 1. Very effective; 2. Effective; 3. Effectiveness not clear.	N/A	1	N/A	1	N/A	1	N/A	1
<b>Ed... ca... L ad...</b>	<b>P R C</b> The sum of Teaching Review Program (TRP) peer reviews undertaken (as the peer reviewer) over the last year.	N/A	N/A	N/A	N/A	N/A	3	N/A	4
<b>S... F... ca...</b>	Comprising: Service to the community, social engagement and professional activity; Citizenship behaviour and service to the University; and, Leadership of self, others and the University.	Examples of supporting expectations for each classification level are articulated on pages 6 and 7 of this Role Statement.							

# Research and Publications Standard – Faculty Sector

1FTE W, 80% R		L B		L C		L D		L E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
P b ca	<p><b>N a d C a I d ca (NCI)</b></p> <p>The citation measure is calculated by dividing the actual count of citing items by the expected citation rate for documents with the same document type, year of publication and subject area. When a document is assigned to more than one subject area, an average of the ratios of the actual to expected citations is used. NOTE: This value will be extracted from InCites. Measure to be computed from publications over a 3 year period commencing 4 years ago.</p>	1.0	1.2	1.2	1.4	1.4	1.6	1.6	2.0
	<p><b>P b ca /R a c O</b></p> <p>The annual average count of all outputs recorded in AURORA that have been deemed to be a research output, that are attributed to an author, over the last 3 calendar years.</p> <p><i>(For high performance publications must also meet the high NCI criteria above. In addition to the value in the table, high performance is evidenced through first/last authorship, or other order as appropriate to the discipline.)</i></p>	1.5	1.5	2.5	2.5	4.0	4.0	6.0	6.0
G a	<p><b>R a c I c</b></p> <p>The annual average value of HERDC eligible research revenue awarded for a recipient over the last 3 years. For the purpose of this measure research revenue is shared equally amongst named chief investigators.</p> <p><i>(In addition to the total research revenue value in the table, high performance is evidenced by the number/value of Cat 1 grants held at the University of Adelaide, and the number held as CI.)</i></p>	\$20K	Total \$110K Cat 1 \$110K	\$50K	Total \$200K Cat 1 \$150K	\$120K	Total \$375K Cat 1 \$215K	\$200K	Total \$560K Cat 1 \$240K

<b>S F ca</b>	<b>HDR S</b> The annual average number of HDR supervisions over the last 3 calendar years, whether as co-supervisor or principal supervisor. <i>(In addition to the number of HDR supervisions, high performance is evidenced by attracting new HDR students for a continued pipeline of HDRs over time.)</i>	1	4	2	9	3	11	5	12
	<b>HDR C</b> A count of HDR completions over the last 5 calendar years, noting all supervisors at the time of the completion will be credited with a completion count.	2	4	3	6	5	9	7	11
<b>S F ca</b>	Comprising: Service to the community, social engagement and professional activity; Citizenship behaviour and service to the University; and, Leadership of self, others and the University.	Examples of supporting expectations for each classification level are articulated on pages 6 and 7 of this Role Statement.							

S E c a c a ac T&R acad ,c ,Ed ca S ca a d R a c S ca			
L B	L C	L D	L E
S c c a a a d a ac			
<p>Evidences participation in University's engagement and outreach activities.</p> <p>Shares discipline expertise by communicating scholarship through external events.</p> <p>Is a member of relevant disciplinary or professional /industry associations.</p> <p>Assists with organisation of seminars, conferences and activities for the profession.</p> <p>Veterinarian who is board eligible and has passed or is ready for specialist exam.</p> <p>Demonstrates the impact of their innovation on clinical practice.</p> <p>Maintains strong links with the profession.</p>	<p>Evidences consistent and meaningful participation in University outreach and engagement activities.</p> <p>Shares discipline expertise by communicating scholarship through external events and through appropriate media channels.</p> <p>Is a member and o ce bearer of relevant disciplinary or professional/industry associations.</p> <p>Organises seminars, conferences and activities for the profession.</p> <p>Serves on relevant boards, government bodies and committees at a local and State level.</p> <p>Member of national and international learned societies.</p> <p>Assists in clinical trials.</p> <p>Makes significant contribution to clinical practice within clinical units/divisions and or local health networks.</p> <p>An established boarded specialist and clinical academic.</p> <p>Develops and runs specialized referral services.</p>	<p>Leads University outreach and engagement activities.</p> <p>Shares discipline expertise by delivering invited lectures at national forums and by providing regular media commentary related to discipline expertise and research.</p> <p>Contributes to disciplinary or professional/ industry associations in executive roles.</p> <p>Organises national seminars, conferences and activities for the profession.</p> <p>Serves on relevant boards, government bodies and committees at a national level.</p> <p>Respected contributor to national and international learned societies.</p> <p>Expert involvement in national and/or international clinical trials.</p> <p>Recognised as a leader within clinical units/ division and or departments in local health networks.</p> <p>Participates in leading clinical research activities.</p> <p>Recognised as an experienced specialist within their field.</p> <p>Develops and supervises residency programs.</p>	<p>Leads and develops outreach activities in coordination with University initiatives.</p> <p>Shares discipline expertise by delivering invited lectures at international forums and evidences extensive media impact and/or engagement in public debate.</p> <p>Contributes to disciplinary or professional/industry associations executive roles at a national and international level.</p> <p>Demonstrates significant professional consultancy and advisory work for government agencies, community or private sector organisations and contribution to policy formulation at all levels of government.</p> <p>Represents the University on national or international bodies, reference groups or commissions.</p> <p>Demonstrates exemplary leadership through excellence in teaching, research and innovation in a clinical context.</p> <p>Provides leadership of significant national and international learned societies.</p> <p>Leadership of national and/or International clinical trials.</p> <p>Leads clinical research contributing to significant changes in clinical and/or health policy.</p> <p>Leads or directs high performing clinical units/division and/or department within a local health network.</p> <p>Internationally recognised for outstanding impact and achievement and as an expert and leader in their discipline.</p> <p>Makes a significant contribution to the development of their specialty area, through leadership and participation on expert panels, examining boards and task forces.</p>
C b a a d c U			
<p>Models high standards of professional behavior, aligned to University values and contributes to the development of a positive and collegial work environment.</p> <p>Participates in PDR and undertakes relevant development related to role and responsibilities.</p>	<p>Models consistently high standards of professional behavior, aligned to University values and e ectively contributes to the development of a positive and collegial work environment.</p> <p>Participates in PDR and undertakes relevant development related to role and responsibilities.</p>	<p>Models exemplary standards of professional behavior, aligned to University values and actively contributes to the development of a positive and collegial work environment.</p> <p>Achieves e ective, outcome-focusses chairing of department, school or faculty committees.</p> <p>Demonstrates sustained contribution to strategic initiatives, governance and policy development in the University.</p> <p>Evidences a track record of e ective partner engagement in relation to research or philanthropic funding, or with regard to student placements and employment.</p> <p>Participates in PDR and proactively undertakes relevant development related to role and responsibilities.</p>	



**L e a d e r s h i p - U n i v e r s i t y**

<p>Contributes to the University at course level.</p> <p>Highly visible presence on campus.</p> <p>Consistently participates in departments/school/faculty activities and events.</p>	<p>Contributes to the University at a program and school level including through membership of committees.</p> <p>Consistent and active participant in department/school/faculty activities and events and a visible presence on campus.</p> <p>Evidences the encouragement and enabling of junior colleagues and students.</p>	<p>Contributes to the University at a school and faculty level including through membership of committees.</p> <p>Provides visible leadership to peers and colleagues through regular presence on campus and meaningful involvement in organizing school, faculty and University events.</p> <p>Evidences a significant role in peer mentoring and the development of junior colleagues and students.</p> <p>Seeks out and readily assumes program convening, HDR leadership, school or faculty leadership roles.</p> <p>Demonstrates outstanding leadership and management of a department, school, centre or institute.</p>	<p>Evidences support for and effectively communicates to colleagues, the University's strategy.</p> <p>Contributes to the University at a faculty and University level including through membership of committees.</p> <p>Provides visible leadership to peers and colleagues through regular presence on campus and meaningful involvement in University level activities, including in implementing the Faculty's strategic plan.</p> <p>Evidences a significant track record in successful peer mentoring and engagement in peer review.</p> <p>Seeks out and readily assumes portfolio, faculty or University leadership roles.</p> <p>Demonstrates outstanding leadership and management of a department, school, centre or institute.</p>
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