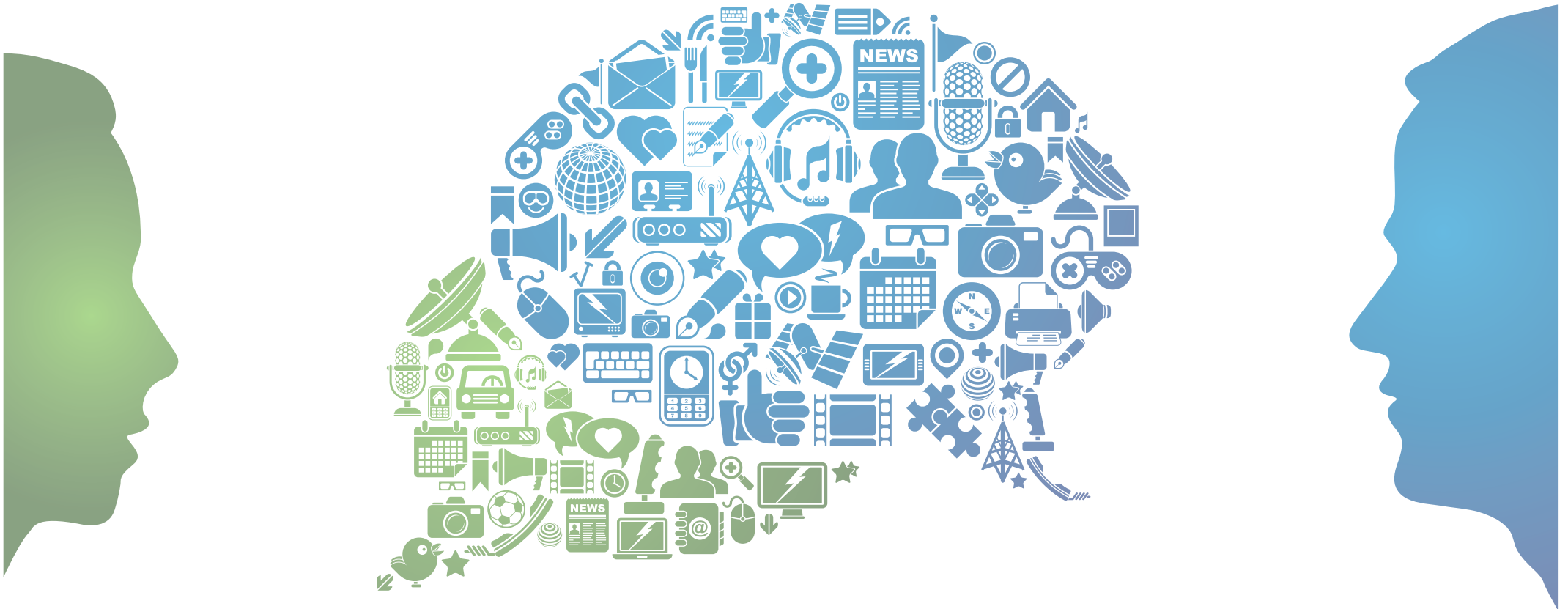




THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

PERFORMANCE EXPECTATIONS FRAMEWORK FOR ACADEMIC STAFF



Introduction

The University of Newcastle (UON) leadership team holds high expectations of all academic colleagues and seeks to foster and sustain academic excellence. Our absolute commitment is to build a world-class institution with global reach that makes a difference to our region. Strengthening research performance and providing a first-rate educational experience for students are our top priorities.

The *Performance Expectations Framework for Academic Staff* provides performance and career clarity for academic staff. The Framework details the qualitative descriptors and performance metrics across a continuum of academic leadership from Level A to E, for the three main domains of academic work:

- Research and Innovation
- Teaching and Learning
- Service and Engagement.

The leadership continuum describes the progression of skills, knowledge and performance expectations from an early career academic through to the developing, proficient and distinguished academic.

The performance expectations described in this document apply to full-time 'teaching and research' academic staff and can be adjusted to suit other employment conditions, such as research-only, clinical academics, fractional appointments, and individual circumstances. The Framework expands on the Position Classification Standards for academic staff in the Academic Staff Enterprise Agreement, operates in concert with the Leadership Framework and Academic Work Allocation guidelines, and informs Performance Review and Development (PRD) conversations.

This document outlines what constitutes expected (satisfactory) levels of performance, though it is anticipated that many staff will achieve, and seek to achieve, performance outcomes above these levels. The Framework provides a useful foundation for:

- Academic staff to gauge their performance, plan their career development, and align their efforts with School, Faculty and University Corporate Plans
- Ongoing performance discussions between academic staff, their supervisors and mentors, including PRD discussions
- Informing decisions on new appointments, probation criteria, confirmation, conversion, and promotion.

While there is a wide spectrum of academic achievement, this document does not present an exhaustive description of academic tasks, but instead focuses on what are considered key academic performance expectations at UON.

From 2015, a minimum of 20 per cent of an individual staff member's work allocation will be available for research and innovation, applicable to ongoing 'teaching and research' positions and fixed-term appointments greater than one year. The 20 per cent allocation will include any allocation for research based on actual output and also account for staff undertaking 'within time' PhD study.

The University will also expect that all academic staff make a contribution to the educational experience of our students.

Setting Performance Goals and Targets for Individual Staff: A Developmental Process

This document is a resource for PRD conversations, will facilitate goal setting for academic staff, and will enable them to effectively manage their performance, professional development, and career planning. The Framework takes into account that performance targets may be calibrated by Discipline or School and will be relative to each staff member's opportunity for research, teaching, and service.

Heads of School (HOS) and PRD Mentors will employ their professional judgement in considering, relative to opportunity, the individual performance of staff against the qualitative descriptors and performance targets of the School, calibrated by academic level and Discipline.

PRD discussions will review a staff member's performance over the most recent three-year period, facilitate the alignment of their performance with School Corporate Plans, and result in agreed individual performance goals and targets.

Individual performance targets should take account of disciplinary differences, leadership roles, fractional, clinical and research-only appointments, recent appointments, promotion, extended periods of leave, recent periods of study leave, designated work allocation, and take account of contextual and individual circumstances.

If a dispute arises regarding the setting of performance outcomes for an academic staff member, the affected staff member can request a review by the HOS in the first instance, or subsequently by the Pro Vice-Chancellor.

The PRD process will assist in identifying the professional development needs of individual staff to support the achievement of their goals and targets.

The University runs a wide range of professional development activities for academic staff throughout each year, via the Centre for Teaching and Learning and Research Services, including its Special Studies Program (SSP). In addition, each of the faculties has tailored support schemes in place to encourage the research and teaching development of academic staff.

Development support also includes internal development opportunities, such as mentoring, internal peer review of publications and grant applications, the creation of RHD supervisory teams, and co-publication with senior staff and RHD candidates.

Preparing for the PRD Meeting

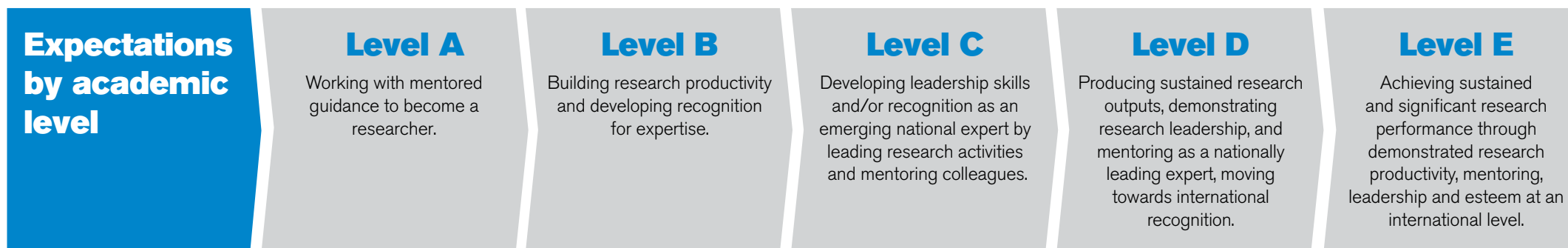
In preparation for the PRD meeting, staff will be provided with their individual research performance data for the previous three-year period. The University is unable to provide complete information for the current year and staff are advised to prepare for the meeting by bringing information on:

1. How their performance compares to the expectations outlined in this document
2. Traditional and non-traditional outputs submitted and accepted in the current year
3. Grants submitted and awarded in the current year
4. RHD students, completed in the current year and currently enrolled
5. Courses contributed towards and teaching evaluations (noting that in some cases individual performance cannot be disaggregated)
6. Professional development activities completed
7. A summary of service activities
8. Plans and work allocation for next year, using the categories above.

Heads of School and PRD Mentors will be provided with performance data for their staff, and each staff member will receive access to their individual summary data.

The PRD website at: <http://www.newcastle.edu.au/current-staff/working-here/performance-and-development/performance-review-and-development-prd> contains resources that explain the PRD process and provides helpful guides to prepare for the PRD meeting with your HOS or PRD Mentor.

Research and Innovation Performance Expectations for Academic Staff



Core requirements of all academic staff:

- **Achieve the required level of ERA (traditional and non-traditional) and HERDC research outputs**
- **Contribute to Research Higher Degree (RHD) supervision and timely RHD completion**
- **Achieve research income through UON (Category 1–4).**

Qualitative descriptors and quantitative targets for research and innovation performance are outlined below. The descriptors cover academic staff contributions to three domains: Research Inputs and Outputs; Research Supervision and Completion; and Research Engagement, Collaboration and Leadership. The University recognises there are considerable disciplinary differences in research practices. Individual performance will be considered based on the discipline that most accurately exemplifies an academic staff member's research output, which may differ from the main disciplinary field of their School.

Individual performance metrics have been identified for all levels of academic staff (as shown in Table 1, page 8) in the following areas:

1. Research income (Category 1–4)¹
2. Research outputs (traditional and non-traditional) as recognised by ERA² for relevant disciplines, including HERDC³ (A1, B1, C1, and E1 for designated disciplines)⁴.
3. RHD supervision.

Aggregate targets for these output areas are set at the University, Faculty and School level and form part of the institution's key performance indicators (KPIs). These institutional targets have been cascaded into individual research performance targets for each academic level and are listed in Table 1.

It is acknowledged that research output, in terms of number and mix, can fluctuate from year to year. In negotiating an academic staff member's research targets, overall performance across all areas of research output will be taken into account. For example, where a staff member's research outputs exceed expectations in two areas, it may be agreed that they have lower or no outputs in the other output areas. A staff member's *most recent three-year annual average of research output* will be used as a baseline from which to set targets for the current year and beyond, which depending on the individual, may need to be maintained or increased in order to meet or exceed the established satisfactory level of performance.

Staff undertaking PhD study: For staff studying towards a 'within time' PhD, research income and RHD supervision outputs are waived, and publication output may be reduced by up to 50%, subject to negotiation with the Head of School.

Staff returning from extended leave: Staff who have returned to work after an extended period of continuous personal leave of six months or greater, may have their performance expectations reduced by up to one third for an agreed period of time that does not exceed three years.

Research and Innovation Performance Expectations cont'd

Table 1: Research Performance Target Range by Academic Level (per annum on average over the rolling three-year period)

	Level A	Level B	Level C	Level D	Level E
Research income band A	0	School target \$ - 31.4K	School target \$ - 71.6K	School target \$ - 105.1K	School target \$ - 279.1K
Research income band B	0	School target \$ - 11.1K	School target \$ - 24.9K	School target \$ - 40.7K	School target \$ - 79.2K
Research income band C	0	School target \$ - 3.5K	School target \$ - 7.5K	School target \$ - 15K	School target \$ - 30K
Research output	1	1–2	2–4	3–6	4–8
RHD supervision	0	1	1–2	2–3	3–5

Research income and RHD supervisory load are apportioned across staff; research outputs are allocated in full to each attributed author/creator. For example, if two staff co-author one publication, it is counted as one output for each staff member, for the purposes of performance expectations. Please note, authored (A1) books have a weighting of five. All other outputs have a weighting of one.

School target data will be disseminated to staff at the School level.

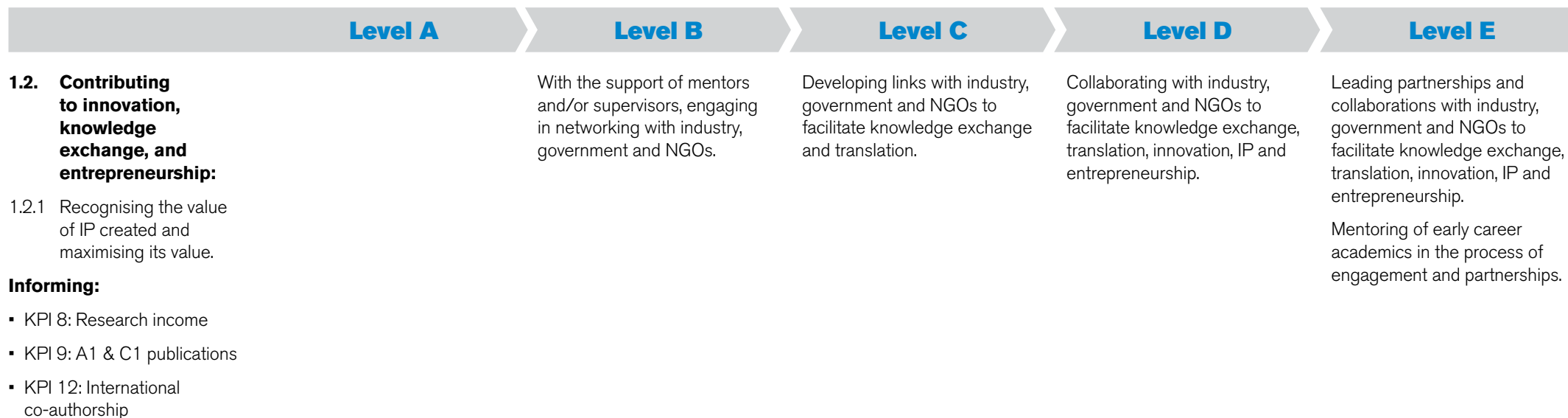
For further information on research performance targets, please see Appendix 1.

FoR ⁵ Code	Band A	FoR Code	Band B	FoR Code	Band C
04	Earth Sciences	01	Mathematical Sciences	12	Built Environment and Design
05	Environmental Sciences	02	Physical Sciences	15	Commerce, Management, Tourism and Services
06	Biological Sciences	03	Chemical Sciences	18	Law and Legal Studies
07	Agricultural and Veterinary Sciences	08	Information and Computing Sciences	19	Studies in Creative Arts and Writing
09	Engineering	10	Technology	20	Language, Communication and Culture
11	Medical Sciences	11	Health Sciences	22	Philosophy and Religious Studies
		13	Education		
		14	Economics		
		16	Studies in Human Society		
		17	Psychology and Cognitive Sciences		
		21	History and Archaeology		

1. High Quality Research and Innovation Inputs and Outputs

	Level A	Level B	Level C	Level D	Level E
<p>1.1 Contributing to knowledge generation:</p> <p>1.1.1 Generation of peer reviewed, quality outputs suitable for inclusion in ERA and HERDC.</p> <p>1.1.2 Promoting research outcomes through presentations, performance, exhibitions media interviews, articles and reports.</p> <p>1.1.3 Developing grant/ sponsorship/resources to fund research as appropriate to Discipline.</p> <p>1.1.4 Engaging in discovery or application of new knowledge.</p> <p>Informing:</p> <ul style="list-style-type: none"> ▪ KPI 8: Research income ▪ KPI 9: A1 & C1 publications ▪ KPI 12: International co-authorship 	<p>With the support of mentors and/or supervisors:</p> <ul style="list-style-type: none"> ▪ Establishing a coherent research program within a field of expertise. ▪ Developing research skills and contributing to research outcomes within a field of expertise. <p>Publishing/exhibiting/ performing in respected, peer reviewed outlets, in collaboration with colleagues, or as sole author, in a manner consistent with disciplinary practice.</p> <p>Participating in research applications for internal and external funds.</p>	<p>Consolidating research skills.</p> <p>Establishing a record of outputs/creative works in high quality refereed journals/outlets consistent with the discipline.</p> <p>Emerging evidence of national recognition in their field.</p> <p>A co- or chief investigator on competitive grant applications or evidence of active participation in research collaborations funded by competitive grants.</p>	<p>Demonstrating evidence of research leadership.</p> <p>An established record of high quality publications/creative works, grant applications, and conference presentations.</p> <p>Evidence of an established national reputation and growing international profile.</p> <p>Chief investigator on competitive grant applications and evidence of leading or collaborating in research collaborations funded by competitive grants.</p>	<p>Demonstrating an established and sustained record of high quality outputs/creative works, grant applications, and conference presentations based upon a sustained research program, including demonstrated ability to build research capacity and productive research engagements or collaborations.</p> <p>Evidence of significant impact of research outputs in a manner consistent with disciplinary practice.</p> <p>An established national and international profile in a field of expertise.</p> <p>An established record of external research income in a manner consistent with disciplinary practice.</p>	<p>A significant and sustained record of high quality outputs/creative works, grant applications and conference presentations in leading international fora consistent with leadership in the chosen field.</p> <p>An established international and national profile in field of expertise, interdisciplinary and/ or multi institutional research programs and publication in leading journals, high citations (where relevant), invited papers and keynote addresses at international conferences.</p> <p>A significant record of external grant funding at national or international level, by leading (typically multi-institution and international) projects, programs and/or research centres.</p> <p>Evidence of substantial impact through either the promulgation of ideas and creative works or through application of findings, discoveries or inventions.</p>

1. High Quality Research and Innovation Inputs and Outputs cont'd



2. Excellence in Research Supervision and Completion

	Level A	Level B	Level C	Level D	Level E
<p>2.1 Developing the next generation of researchers:</p> <p>2.1.1 Supervising RHD students to successful and timely completion.</p> <p>Informing:</p> <ul style="list-style-type: none"> ▪ KPI 10: RHD load ▪ KPI 11: RHD completions 	<p>Working towards completion of doctoral degree.</p> <p>Co-supervision of research masters degree students, where applicable.</p>	<p>Effective co-supervision of research masters and RHD students with other academic supervisors and research mentors, and co-publication with RHD candidates.</p>	<p>Recruitment of RHD candidates, and record of effective principal supervision of RHD students.</p> <p>Demonstrating evidence of mentoring early career staff in supervision, and co-publication with RHD candidates.</p>	<p>Leadership in the development and training of RHD cohorts, mentoring early career staff in RHD supervision, and co-publication with RHD candidates as applicable.</p> <p>Established record as a principal supervisor of successful and timely RHD student completions.</p>	<p>Leading the creation of a supportive research training environment, including mentoring early career staff in supervision, and co-publication with RHD candidates or RHD thesis examination.</p> <p>Leading the recruitment of high calibre RHD candidates, including applications for externally funded PhD scholarships, to support an growing number of RHD candidates.</p>

3. Research Engagement, Collaboration and Leadership

	Level A	Level B	Level C	Level D	Level E
<p>3.1 Contributing to research collaboration and partnerships:</p> <p>3.1.1 Collaboration with scholars in field of interest (nationally and internationally).</p> <p>3.1.2 Working collegially across disciplines to develop or enhance priority research areas.</p> <p>3.1.3 Engage with scholars in field of interest to include collaboration with industry, NGOs and government</p> <p>Informing:</p> <ul style="list-style-type: none"> ▪ KPI 8: Research income ▪ KPI 12: International co-authorship 	<p>Under the mentorship of senior academics, participating in research networks and partnerships.</p>	<p>Being an active participant in research collaborations, networks and/or partnerships to support the development of a field of expertise.</p>	<p>Working, with reference to others nationally, to establish or strengthen research collaborations, networks and/or partnerships to develop an emerging national profile in field of expertise.</p> <p>An emerging record of visiting fellowships and/or invited presentations at other academic institutions, symposia or invited grant/paper/thesis reviews.</p> <p>Developing engagement with industry, NGOs and/or government in the form of substantial contracts for research and/or consultancy.</p>	<p>Actively participating in research collaborations, networks and/or partnerships. Developing a capacity for leadership in research at a national and/or international level.</p> <p>A record of visiting fellowships and invited presentations at other academic institutions, symposia or invited grant/paper/thesis reviews.</p> <p>An established record of engagement with industry, NGOs and/or government in the form of substantial contracts for research and/or consultancy and advancement of the image and reputation of the University at a national and/or international level.</p>	<p>Leading or significantly contributing to research collaborations, networks and/or partnerships by demonstrating leadership in field of expertise at a national and/or international level.</p> <p>A sustained record of visiting fellowships and invited presentations at other academic institutions, symposia or invited grant/paper/thesis reviews.</p> <p>A sustained record of engagement with industry, NGOs and/or government in the form of substantial contracts for research and/or consultancy; evidence of impact on policy or practices and advancement of the image and reputation of the University locally, nationally and internationally.</p>

Teaching and Learning Performance Expectations for Academic Staff

Expectations by academic level

Level A

Working with educational leaders to develop academic independence in the delivery of teaching.

Level B

Demonstrated educational leadership at the Course level and contribution to the Program level.

Level C

Demonstrated educational leadership at Course, Program, Discipline and School level.

Level D

Demonstrated educational leadership at Course, Program, Discipline, School, Faculty and University level.

Level E

Demonstrated educational leadership at Course, Program, Discipline, Faculty, School, University, National and/or International level.

Core requirements of all academic staff:

- **Achieve SFT and SFC outcomes above 3.5 for all courses where reference to an individual staff member can be determined**
- **Attendance of at least one internal or external professional development course, workshop, seminar or forum per annum**
- **Offer students informal consultation and feedback opportunities through appropriate communication mechanisms.**

Qualitative descriptors for teaching and learning performance expectations cover academic staff contributions to three domains: Student Experience, Programs and Learning Outcomes, and Professional Development. The performance targets to be used in considering teaching performance include:

- Student Feedback on Teaching (SFT): above 3.5
- Student Feedback on Courses (SFC): above 3.5; where reference to an individual staff member can be determined.

The University has made a deliberate choice to set relatively modest SFT/SFC performance targets. The University encourages excellence and innovation in teaching and recognises that creating enhancements to a learning and teaching program can, in the early stages of a pedagogic change, risk lowering teaching scores. Thus the lower benchmark is set to encourage, rather than stifle, change.

Teaching and learning targets are set at the institutional level and are common to all staff. The target score of greater than 3.5 is based on the 'overall satisfaction' item. In reviewing teaching performance below the target, it is acknowledged that an evaluation score is only an indication of issues within a course that need to be addressed and may not be due to an individual's performance.

In addition, the scores across the range of SFT/SFC items should also be considered, as well as any qualitative comments and additional peer review feedback (where relevant). Heads of School and PRD Mentors will employ their professional judgement in considering, relative to opportunity, the context of the individual performance of staff against institutional targets and the qualitative descriptors.

1. An Exceptional Student Experience

	Level A	Level B	Level C	Level D	Level E
<p>1.1 Contributing to the development of high quality scholars:</p> <p>1.1.1 Displaying sound discipline knowledge.</p> <p>1.1.2 Delivering a range of learning outcomes appropriate to students' level of study.</p> <p>1.1.3 Recognising the diverse needs of students in the design and delivery of materials.</p>	<p>Successful course level teaching, including updating and refreshing teaching content.</p>	<p>Course development and coordination; engaging in activities in support of Program level enhancement.</p> <p>Contribution to improvement of student success and retention at a Course level.</p>	<p>Engaging in activities to support Program and/or School level enhancement.</p> <p>Contribution to improvement of student success and retention at a Program level.</p>	<p>Engaging in activities to support Faculty and/or University initiatives resulting in enhancement at Program, Discipline, and School level or wider.</p>	<p>Engaging in activities to support Faculty and/or University initiatives or disciplinary initiatives from National/ International enterprises resulting in enhancement at Discipline level or wider.</p>

Informing:

- KPI 1: Total Student Load (EFTSL)⁶
- KPI 2: Low SES⁷ participation rate
- KPI 4 & 5: CEO⁸, OSI⁹, GTS¹⁰, UES¹¹ and SFP¹² outcomes
- KPI 13: Per cent of Indigenous students

2. Distinctive Programs and Learning Outcomes

	Level A	Level B	Level C	Level D	Level E
<p>2.1 Contributing to a distinctive learning experience:</p> <p>2.1.1 Innovative application of research-integrated and work-integrated learning approaches.</p> <p>2.1.2 Applying international, interdisciplinary and intercultural perspectives.</p> <p>2.1.3 Effective coordination and management of learning outcomes.</p> <p>2.1.4 Innovative use of educational technologies.</p>	<p>Updating and refreshing taught content at the Course level, including research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives as appropriate.</p>	<p>Engaging in activities to support research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives across the Program.</p>	<p>Engaging in activities supporting research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives across the Program or School.</p>	<p>Engaging in activities supporting the integration of new Faculty or University initiatives to enhance research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives into taught materials at the School level or wider.</p>	<p>Engaging in activities supporting the integration of new Faculty or University initiatives or disciplinary initiatives from National/ International enterprises to enhance research and work integrated learning approaches, and/or interdisciplinary and intercultural perspectives into taught materials at the School level or wider.</p>

Informing:

- KPI 3: Per cent of load that is international (Program EFTSL)

2. Distinctive Programs and Learning Outcomes cont'd

	Level A	Level B	Level C	Level D	Level E
<p>2.2 Contributing to upholding or exceeding threshold standards:</p> <p>2.2.1 Contributing to recognition and accreditation of Programs, whether by internal or external processes at undergraduate, honours, and PGCW¹³ levels.</p> <p>2.2.2 Benchmarking of learning outcomes through a range of internal and external calibration and moderation processes.</p> <p>2.2.3 Appropriate use of various modes of delivery (face-to-face, blended or online).</p> <p>Informing:</p> <ul style="list-style-type: none"> Meeting the requirements of national Higher Education Threshold Learning Outcomes. 	<p>Benchmarking teaching and assessment activities with a peer or mentor to uphold standards or support change to new modes of delivery.</p>	<p>Working collaboratively with colleagues to benchmark teaching and assessment activities with others teaching at Program level, to uphold standards or support change to new modes of delivery.</p>	<p>Leading groups or mentoring individuals to take forward benchmarking exercises for teaching and assessment activities for the Program, Discipline or School to uphold standards or support change to new modes of delivery.</p>	<p>Supporting activities at the Faculty level, leading groups or mentoring individuals to take forward benchmarking exercises for teaching and assessment activities for the Program, Discipline or School to uphold standards or support change to new modes of delivery.</p>	<p>Supporting activities at University level or within high profile external teaching and learning initiatives, to take forward benchmarking exercises for teaching and assessment activities for the Program, Discipline or School to uphold standards or support change to new modes of delivery.</p>

3. Professional Development

	Level A	Level B	Level C	Level D	Level E
<p>3.1 Contributing to the culture of continuing development:</p> <p>3.1.1 Periodically reviewing and evaluating teaching performance and outcomes to identify scope for further improvement at undergraduate, honours, and PGCW levels.</p> <p>3.1.2 Embracing opportunities for professional development, internal and external to the University, to enhance teaching and learning expertise.</p> <p>Drawing on internal and external benchmarks of performance excellence.</p>	<p>Actively seeking opportunity for development and demonstrating reflective and analytical practice leading to change in performance where necessary, and contributing to a positive impact on the quality of student learning at the course level.</p>	<p>Working collaboratively with colleagues to identify opportunity for development and to demonstrate reflective and analytical practice leading to change in performance where necessary, and contributing to a positive impact on the quality of student learning at the program level.</p>	<p>Leading groups or small teams to identify opportunity for development and to demonstrate reflective and analytical practice leading to change in performance where necessary, and contributing to a positive impact on the quality of student learning at the discipline or school level.</p>	<p>Leading on university recognised initiatives to identify opportunity for development and to demonstrate reflective and analytical practice leading to change in performance where necessary, and contributing to a positive impact on the quality of student learning for the Faculty or supporting activity at the University level.</p>	<p>Leading or participating in initiatives at University level or within high profile external learning and teaching initiatives to identify opportunity for development and to demonstrate reflective and analytical practice leading to change in performance where necessary, and contributing to a positive impact on the quality of student learning.</p>

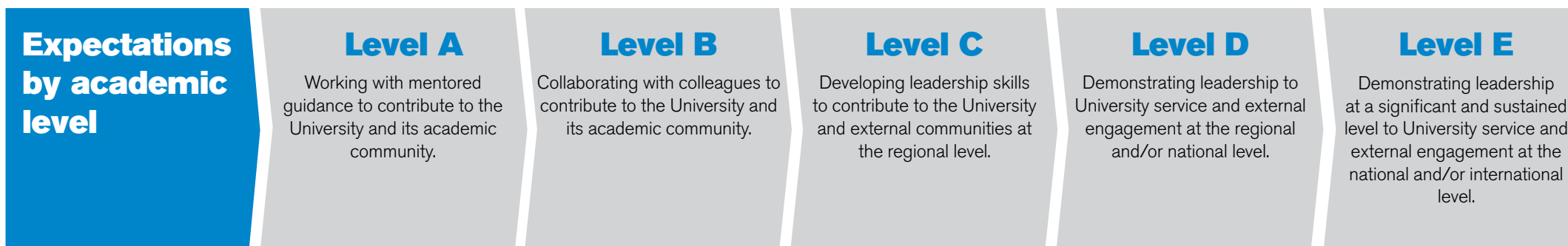
Informing:

- A professional teaching environment informed by best practice and self-reflection.
- SFC, SFT, SFP, UES and CEQ outcomes.

3. Professional Development cont'd

	Level A	Level B	Level C	Level D	Level E
<p>3.2 Contributing to communities of practice:</p> <p>3.2.1 Collaboration and engagement with Discipline scholars in areas related to teaching and learning.</p> <p>3.2.2 Working collegially with others to enhance teaching and students' learning.</p> <p>Informing:</p> <ul style="list-style-type: none"> A nationally and internationally relevant education profile consistent with UON's aspiration to excel in teaching and learning. 	<p>Sharing experiences and good practice of teaching and learning activities.</p>	<p>Working collaboratively with colleagues to share experiences and good practice of teaching and learning activities.</p>	<p>Leading groups or small teams to identify opportunities for sharing experiences and good practice of teaching and learning activities.</p>	<p>Leading or actively participating in University recognised initiatives to share experiences and good practice of teaching and learning activities.</p>	<p>Leading or actively participating in national/international fora, sharing experiences and good practice of teaching and learning activities.</p>

Service and Engagement Performance Expectations for Academic Staff



Core requirements of all academic staff:

- **Active participation in the PRD process**
- **Support UON Values and actively engage with the UON Leadership Framework**
- **Foster a collegial and supportive working and learning environment**
- **Contribute to an inclusive community in which diversity is embraced and celebrated**
- **Provide appropriate support and guidance to early career colleagues**
- **Contribute to implementing the strategies of University, Faculty and School Corporate Plans**
- **Exhibit exemplary conduct and administration of academic tasks as defined by the UON Policy Library, ethics committees, and external agencies**
- **Participate regularly in Discipline, School, Faculty and University scheduled meetings and events (e.g. student recruitment and orientation events, graduations, discipline seminars).**

Service and engagement is a core expectation of all academic staff, irrespective of academic level, and is highly valued by the University and considered essential in maintaining a scholarly community that is supportive of students, colleagues and stakeholders.

Qualitative descriptors for internal and external service and engagement are outlined by academic level below. The descriptors cover the key performance expectations of staff by academic level and should be used to inform career planning and development discussions. While all academic staff are expected to make such contributions, they will only be a major part of work for a minority of staff. It should be noted that administrative duties related to research and teaching have been incorporated into the qualitative descriptors for Research and Innovation and Teaching and Learning performance expectations.

It is expected that service and engagement performance will reflect scholarly outcomes rather than activity. No performance metrics and targets have been devised for service and engagement. Heads of School and PRD Mentors will consider the impact and strategic benefit of service and engagement activities at the individual, institutional, and sector level. Service and engagement performance will be gauged by an individual's contribution to achieving significant and impactful outcomes over a sustained period of time, rather than as 'timed served'. Consideration will be given to the 'breadth and depth' of service and engagement, where it would not normally be expected that staff show evidence of every item noted in the performance expectations table.

1. Internal Service and Engagement

	Level A	Level B	Level C	Level D	Level E
<p>1.1 Contributing to leadership, governance, and administration within the University:</p> <p>1.1.1 Acting in a collegial and collaborative manner that is respectful of diversity, health and safety</p> <p>1.1.2 Actively participating in initiatives for the benefit of the University.</p> <p>1.1.3 Actively participating in initiatives for the benefit of the University including student recruitment, community engagement and alumni.</p>	<p>With support of mentors and/or supervisors, contribute to School governance and support activities.</p>	<p>Contribution to School and/or Faculty governance through identified roles, committees and initiatives.</p>	<p>Makes a sustained and effective contribution to School and/or Faculty governance through identified roles, committees and initiatives.</p>	<p>Leading or making a significant contribution to the governance of the School, Faculty and/or University.</p> <p>Contributes to the supervision, performance management and mentoring of staff.</p>	<p>Leading or making a significant contribution to the governance of the School, Faculty and/or University.</p> <p>Makes a significant contribution to the supervision, performance management and mentoring of staff.</p>



2. External Service and Engagement

	Level A	Level B	Level C	Level D	Level E
<p>2.1 Contributing to professional communities, external agencies, and stakeholder engagement initiatives:</p> <p>2.1.1 Actively participating in strategically aligned external service and engagement activities relevant to discipline/profession expertise.</p>	<p>Contributes to the professional/discipline community through membership and participation in external professional associations.</p>	<p>Contributes to the professional/discipline community through membership of professional associations/committees etc.</p> <p>Contributes to School and/or Faculty external engagement initiatives, including communicating with stakeholders.</p> <p>An emerging public profile as a commentator on discipline/profession related issues in the media.</p>	<p>Making a significant contribution to the professional/discipline community through membership of and engagement with professional associations/committees etc.</p> <p>Making a significant contribution to School or Faculty external engagement initiatives at the local and/or regional level, including communicating with stakeholders and the media.</p> <p>A developing public profile as a commentator on discipline/profession related issues in the media.</p>	<p>Leading and/or making a significant contribution to Faculty and/or University external engagement initiatives at the regional and/or national level.</p> <p>Leading and/or making a significant contribution to professional service.</p> <p>A recognised public profile as a commentator on discipline/profession related issues in the media.</p>	<p>Leading and/or making a significant contribution to University external engagement initiatives at the national and international level.</p> <p>Leading and/or making a significant contribution to professional service at the national and international level.</p> <p>A public profile as an authoritative/expert commentator on discipline/profession related issues in the media.</p>

Endnotes

¹ Research income is designated as follows – Category 1: Australian Competitive Grants; Category 2: Other Public Sector Research Funding; Category 3: Industry and Other Funding for Research; Category 4: Cooperative Research Centre Funding. For further information on each category, please access: <http://www.innovation.gov.au/Research/ResearchBlockGrants/Documents/2013%20HERDC%20Specifications.pdf>

² Excellence in Research for Australia (ERA): The national scheme that evaluates the quality of the research undertaken in Australian universities against national and international benchmarks. The ratings are determined and moderated by committees of distinguished researchers, drawn from Australia and overseas. The unit of evaluation is broadly defined as the Field of Research (FoR) within an institution based on the Australia and New Zealand Standard Classification (ANZSRC). The indicators used in ERA include a range of metrics such as citation profiles which are common to disciplines in the natural sciences, and peer review of a sample of research outputs which is more broadly common in the humanities and social sciences. For further information, please access: <http://www.arc.gov.au/era/>

³ Higher Education Research Data Collection (HERDC): The University collects all research publications published by staff, students, and conjoints. This data is reported on an annual basis as required by the Commonwealth Department of Education. The collection of accurate data is important as the HERDC collection is a key contributor towards University research block funding.

⁴ The HERDC publication categories that attract research block income for universities are – A1: Books (excluding edited books and most textbooks); B1: Book Chapters (scholarly book chapters); C1: Refereed Journal Articles (published in a scholarly journal); E1: Refereed Conference Papers that are published (presented at conferences of national or international significance).

⁵ Field of Research (FoR): Based on the Australia and New Zealand Standard Research Classification (ANZSRC). For further information, see: <http://www.abs.gov.au/Ausstats/abs@.nsf/Latestproducts/6BB427AB9696C225CA2574180004463E?opendocument>

⁶ Equivalent full-time student load (EFTSL): The measure used to determine a student's enrolled load. One EFTSL is the amount of student load determined by the University to be equal to a full-time load (at 100% intensity) for one student for one year.

⁷ Socioeconomic status (SES).

⁸ Course Experience Questionnaire (CEQ): The CEQ is intended to probe key elements of the university learning process and, in doing so, obtain data on the quality of teaching and courses.

⁹ Overall Satisfaction Item (OSI): Graduates indicate their level of overall satisfaction with their completed course. Higher scores on this item indicate higher satisfaction levels.

¹⁰ Good Teaching Scale (GTS): Graduates assess the extent to which they considered the teaching staff of their course provided a high level of teaching quality.

¹¹ University Experience Survey (UES): The UES provides university students the opportunity for feedback on their university experience.

¹² Student Feedback on Programs (SFP).

¹³ Postgraduate coursework (PGCW).

Appendix 1

Research income: The research income targets were developed by reference to HERDC 2012 data using Median, and Q1 and Q3 quartile deviation. The research income targets were set in the following three bands of performance (bands A, B and C), where clusters of national fields of research performed similarly (2 digit FoRs). The additional income required to meet the UON goal was added to generate the target for each band. Schools and Disciplines have provisionally been allocated into a research income band as indicated in Table 1. For the purpose of individual staff targets, research income earned is proportioned according to the income split submitted by the lead Chief Investigator (CI) to the Research Services Office. Income targets are set for externally generated research income. The University notes that some Research Programs, Centres and Priority Research Centres receive internal income and where this occurs the University expects a positive return on its investment. PRD discussions should also examine individual performance against this investment where an individual has received substantial amounts of such funding.

Research outputs: The research output targets are based on ERA (traditional and non-traditional) and HERDC outputs. A single scale across UON has been used as the disciplinary differences were small and could be accommodated within a set range. These performance targets express the quantitative expectations of academic staff as a range. A critical part of the PRD discussion should be consideration of the promotion of high quality outputs, thus it would be reasonable for staff producing extremely high quality outputs to produce lower levels of output at the target band. Furthermore, targets can be calibrated to disciplinary norms within Schools to set expectations for individual staff.

Research outputs are not apportioned in order to promote co-authorship and collaboration. For example, if two staff co-author one publication, it is counted as one output for each staff member, for the purposes of performance expectations. Please note, authored (A1) books have a weighting of five. All other outputs have a weighting of one. Published, refereed conference papers (E1) are only considered as accepted research outputs for the following 2-digit FoRs: Information and Computing Sciences (08), Engineering (09), and Built Environment and Design (12). Subject to negotiation with the Head of School, E1 papers may also be deemed acceptable for staff undertaking interdisciplinary research within the above fields of research.

RHD supervision: The national RHD supervisory load benchmark from HERDC 2012 is 0.97 per FTE (full-time equivalent) staff. Small disciplinary differences exist, but due to some Schools performing well above and others well below the HERDC benchmark, clusters lacked clear boundaries and the overall differences were small and could be accommodated within a set range. A single institutional scale is used with wide boundaries to encapsulate disciplinary differences. The RHD supervisory load target is in EFTSL and apportioned according to the agreed supervisory split as recorded by the UON Office of Graduate Studies.