5.70.17 Criteria for Academic Performance

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1. Overview

The University of Queensland is committed to recruiting, developing and retaining skilled, experienced and high-performing staff. The policy on Performance Appraisal Processes for Academic Staff (HUPP 5.70.15) provides the means for senior academic managers and supervisors to set goals and expectations with academic staff and to provide assessments of performance. The purpose of this policy is to set out the criteria to be used by supervisors in the appraisal process, and in considerations for confirmation of appointment and promotion.

2. The Policy

2.1 Principles of criteria for academic performance

Academic activities are categorised under the headings of teaching, scholarship of teaching, research/creative work (subsequently referred to as “Research”), and service/engagement (subsequently referred to as “Service”). However, within these categories there is a wide range of activities which academic staff may be expected to undertake. The patterns of academic activity vary widely across types of academic roles (teaching and research, teaching-focussed and research-only) and disciplines. While there are common elements, the balance between them may be quite different from one discipline to another. Furthermore, the amount of time required for each activity may be dependent on the discipline, and in many disciplines some of these activities could also lead to opportunities for industry linkage and commercialisation.

The Criteria for Academic Performance policy specifies University expectations for different types of staff and different activities. This will assist individual academic staff in planning for their career development, and will help supervisors to appraise individual staff and encourage performance of the group as a whole. It is important to note that:

- the criteria are intended to achieve clarity about University expectations of academic staff performance, without inappropriate rigidity;
• the criteria are the formal University expectations and should be used for assessment of teaching (including postgraduate supervision), scholarship of teaching, research and service. Any expectations of academic performance set at the school or faculty level are subordinate to these criteria and must be consistent with them;

• the assessment of performance between these areas should reflect the mix of duties in the staff member’s academic role;

• consistent with The University of Queensland Discrimination and Harassment policy, and state and federal Acts, a staff member should not be treated less favourably due to their sex, gender identity, parental status, family responsibilities, pregnancy, breastfeeding, age, race, and impairment, for example. These attributes may impact on a staff member’s capacity to work uninterrupted and/or full time;

• the University is committed to providing an equal opportunity environment for its staff in its performance appraisal, continuing appointment and promotion processes through the principle of ‘performance relative to opportunity’. The quality of the staff member’s performance will be assessed against the standard for that level. In terms of expectations for activity and output, consideration will be given to the fraction at which they are employed, periods of absence and/or personal circumstances. Where information about a staff member’s personal circumstances is provided, that information will remain confidential to the assessing committees;

• in the years preceding an application for continuing appointment or promotion staff members should prepare by referring to: the guidelines for those processes; to their own conditions of appointment; to any other advice through the mid-term review and annual appraisals; and to requirements for mandatory staff development programs. Staff should consult their supervisors about any implications for assigned duties and performance expectations;

• different disciplines may impose certain traditions or practices in relation to research and publication. These standards should be taken into account where relevant, while maintaining standards of quality.

2.2 Level of performance in relation to seniority and experience

Senior staff are expected to make a significant contribution to the leadership of the organisational
unit and the University. This responsibility for greater leadership applies across teaching, scholarship of teaching (for teaching-focussed staff), research and service. Individuals often make a particular contribution in an area of strength which may change during a career and in response to needs and opportunities within the institution.

In general, the expected quality of work will increase with experience. The amount of shared output may also increase where larger teams are associated with more senior staff. However these relationships vary substantially according to individual circumstances and they are not necessarily linear or uniform across all areas of academic activity.

2.3 Relationship to confirmation and promotion processes

For the purposes of a staff member undergoing annual review, mid-term review or confirmation at a particular level of appointment, the criteria applicable to that level will be applied. Confirmation in continuing appointment is based upon the assessment of the staff member’s performance and trajectory over the relevant probationary period against the criteria for the level of appointment set out in this policy, and in the light of the policy Probation and Confirmation of Continuing Appointment (Academic Staff) (HUPP 5.41.5). For example, a staff member seeking confirmation at Level B will have the Level B criteria applied.

A staff member on probationary appointment, therefore, should aim to establish a trajectory which demonstrates they can achieve and maintain standards expected for that level as appropriate for the discipline.

In assessing the performance of staff members seeking promotion, the criteria for the level being sought will be applied, in conjunction with the policy Academic Promotion (Level A-D) (HUPP 5.80.12) and the guidelines on the candidate’s weighting of teaching, scholarship of teaching, research and service to reflect their different strengths. For example, a staff member seeking promotion to Level C will need to satisfy the criteria (as weighted in their application) for Level C.

3. THE CRITERIA

3.1 Teaching and Research academic staff

The Role of the Teaching and Research Academic (“T&R”)
The T & R academic will contribute principally to teaching and research. A contribution to the scholarship of teaching is encouraged and contribution to service/engagement is expected.

Level A

A Level A T&R academic will work with the support and guidance of more senior academic staff and is expected to develop his or her expertise in teaching (including clinical teaching, where appropriate) and research with an increasing degree of autonomy. A Level A academic is expected to have an emerging profile in teaching and in original research.

A Level A academic will achieve teaching quality as indicated by outcomes for students and approved surveys, and will improve or innovate where appropriate in response to feedback. Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.
In research, a Level A academic is expected to develop a coherent research program, to work within a research group (where relevant), participate in applications for external funding and publish or exhibit in high-quality outlets, often in collaboration with colleagues, in a manner consistent with disciplinary practice.

In service, a Level A academic will demonstrate efficient performance in allocated roles, share in academic service responsibilities, contribute to outcomes of school committees, and begin to develop external contributions to the discipline and community.

**Level B**

In addition to the requirements at Level A, a Level B T&R academic will have a growing profile in teaching, research and service. They may coordinate or lead the activities of other staff.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate levels, take responsibility for the preparation and delivery of substantial course modules and coordinate one or more courses, including collaboration in curriculum design and delivery where appropriate. This includes clinical teaching, where appropriate.

He or she will provide effective guidance for Honours and Research Higher Degree students.

In research, a Level B academic will have an established record of publication or exhibition in high-quality outlets. A Level B academic will be expected to achieve national recognition in this area, and take a chief investigator role (often in conjunction with more experienced researchers) in applications for external research funds, especially competitive grants, where appropriate to the discipline.

In service, a Level B academic will demonstrate efficient management of allocated administrative roles at School/Faculty level and actively contribute to the profession and the community.

**Level C**

In addition to the requirements at Level B, a Level C T&R academic will have an established record of achievement in teaching, research and service.

In teaching, a Level C academic will have demonstrated the ability to teach across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to demonstrate successful coordination of a significant aspect of a program (e.g. a major, a clinical teaching unit or a field of study), or a significant contribution to the development or coordination of teaching in their school or faculty.

He or she will have an ongoing record of supervising Research Higher Degree students successfully to completion.

In research, a Level C academic will demonstrate a capacity for independent research, contribute as a chief investigator including collaborations which yield new insights and opportunities and obtain and successfully manage external competitive research funds. He or she will have achieved national recognition and a developing international profile for research in the field through publication or exhibition in high quality outlets. A Level C academic will provide leadership in research including research training and supervision.
He or she will also be expected to perform effectively a range of higher-level service duties at school, Faculty and/or university level. He or she will normally provide a strong contribution to activities relevant to the profession/discipline and engagement with the wider community.

**Level D**

In addition to the requirements at Level C, a Level D T&R academic is expected to undertake leadership roles and demonstrate excellence in teaching, research and service. Additionally, he/she must be able to demonstrate a sustained record of outstanding impact and achievement that is internationally recognized in either teaching or research.

A Level D academic will, at least, demonstrate leadership and excellence in teaching at all levels and may lead a large interdisciplinary area or academic program. This includes clinical teaching, where appropriate.

He or she will have a sustained record of supervising Research Higher Degree students successfully to completion.

In research, a Level D academic will demonstrate a sustained record of quality and impact of their work through publication or exhibition in internationally-recognised outlets, and initiating and leading successful applications for external competitive research funding.

In service, a Level D academic will make a strong contribution to the governance and collegial life of the institution, including successful mentoring of less experienced staff, and will show leadership in the discipline/profession, and in engagement with the community.

**Level E**

In addition to the requirements at Level D, a Level E T&R academic is expected to display a high level of leadership in their teaching, research and service, and be recognised internationally for their scholarly contribution.

In teaching, he or she will have a distinguished record of scholarly teaching and leadership across all levels and appropriate contexts (including clinical teaching, where appropriate).

In research, he or she will demonstrate outstanding outcomes and leadership. This will include guiding the development of others, particularly more junior researchers, leadership of major funding initiatives, major contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond his or her specific areas of research or creative activity.

In service, a Level E T&R academic will make a leadership contribution to the governance and collegial life of the institution, to continuing education and research policy and be recognised for international leadership in the discipline.

**3.2 Teaching-focussed academic staff**

The Role of the Teaching-focussed Academic (“TF”)

The TF academic will contribute principally to teaching and to the scholarship of teaching which, in the case of some clinical and professional appointments, may be through a significant contribution to
professional practice. Maintenance of currency with the discipline or professional practice and a contribution to service is expected.

**Level A**

A Level A teaching-focused academic will work with the support and guidance of more senior academic staff to develop his or her expertise in teaching and the scholarship of teaching with an increasing degree of autonomy.

A Level A academic is expected to know their discipline very well and to be able to use multiple forms of representing that knowledge to different audiences. The Level A academic will develop their teaching through effective collaboration with other staff in course coordination, development of course materials and curriculum. He or she will maintain teaching quality as indicated by outcomes for students, approved surveys, and by responses to feedback to improve or innovate where appropriate.

A Level A academic will undertake a range of activities which contribute to maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

In professional and clinical areas, a Level A academic will be an effective clinical teacher especially at undergraduate level, and will collaborate in the development of clinical practice.

In the scholarship of teaching, a Level A academic is expected to develop a knowledge of effective discipline-specific pedagogical practices and to collaborate in the development of quality projects which explore, test, practice and communicate improved pedagogies. They may participate in applications for external funding for such projects.

In service, a Level A academic will demonstrate efficient performance in allocated roles, take some responsibilities and contribute outcomes within school committees and begin to develop external contributions to the community and/or profession.

In professional and clinical areas, they will assist in managing patient case loads and be involved in professional association activities.

**Level B**

In addition to the requirements at Level A, a Level B academic will have a developing and demonstrable record in teaching, the scholarship of teaching and/or professional achievement as appropriate to their disciplinary area. They may coordinate and/or lead the activities of other staff, as appropriate to the discipline. They will show the potential for leadership in teaching and learning.

In professional and clinical areas they will make an independent contribution through professional practice and expertise.

A Level B academic will contribute to teaching at undergraduate level and take responsibility for the preparation and delivery of substantial course modules, coordination of one or more courses, including collaboration in and curriculum design and delivery where appropriate.

A Level B academic will undertake a range of activities which contribute to maintaining currency
with the discipline. Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

A Level B academic will have a developing profile in the scholarship of teaching. Activity in this area will bring together high levels of discipline-related expertise and pedagogical content knowledge. It will be innovative, able to be replicated and elaborated, documented and subject to peer review. The Level B academic will take an active role in obtaining funding to support such activity in the form of individual or collaborative projects.

In service, a Level B academic will demonstrate efficient performance in allocated roles at School/Faculty level and undertake active external contributions to the profession and the community, especially those related to teaching and learning. In professional and clinical areas, a Level B academic will have a substantial role in professional activities, including clinical consultations and referrals.

Level C

A Level C academic will be recognised nationally as making a significant contribution to teaching and the scholarship of teaching in the discipline. He or she will make original contributions, which expand knowledge or practice in the discipline.

In teaching, a Level C academic will exhibit strong teaching practice and a scholarly approach to teaching across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to coordinate a major or field of study or award program of the institution and will be involved in major innovations in teaching and learning in the School and/or Faculty.

In the scholarship of teaching, a Level C academic will have a developing leadership role as it relates to their discipline, with national recognition of their achievements. There will be evidence of intellectual independence, and contributions to collaborations leading to new insights and opportunities. He/she will have a record of publication on the scholarship of teaching in high quality peer-reviewed outlets and of attracting funding to undertake projects that enhance and develop teaching in the discipline. He or she will undertake a range of activities which contribute to maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

In service, he or she will normally provide a significant degree of leadership in activities relevant to the profession, discipline and/or community and will also be expected to perform effectively a range of higher-level service duties at school, Faculty and/or university level. In professional and clinical areas, a Level C TF academic will demonstrate a major contribution to professional practice, through higher-level responsibilities within their profession.

Level D

In addition to the requirements at Level C, a Level D teaching-focussed academic will have a sustained record of excellence in teaching and the scholarship of teaching, demonstrated institutional leadership in these areas and impact at national and international levels. In one of the areas of teaching, scholarship of teaching and service, a level of exceptional distinction is expected.

In teaching, a Level D academic will show a sustained record of excellence in teaching quality at all
levels. Leadership of a large interdisciplinary area, field of study or academic program is expected.

In the scholarship of teaching, a Level D academic will have a national reputation and will present and collaborate at the international level, and will consistently win external competitive teaching grants.

He or she will have a well-established record of maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

In service, a Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution, and will show leadership in the context of teaching and learning inside and outside the University, and in engagement with the community especially in areas related to teaching and learning. In professional and clinical areas, a Level D academic will be involved in leadership in clinical or professional practice, and a high level of involvement at the national and international levels in their profession.

**Level E**

In addition to the requirements at Level D, a Level E teaching-focussed academic will have an international reputation for outstanding leadership in teaching and in the scholarship of teaching, and will be a recognised authority in the discipline.

He or she will have a distinguished record of scholarly teaching at all levels, and a national and international leadership profile in teaching and learning. He or she will demonstrate a substantial impact on learning in the discipline over a sustained period, effective mentoring of junior staff, recognition as an international authority in the scholarship of teaching, a major impact on educational policy and curriculum, and a significant contribution to international debate and practice in these areas. Involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

He or she will be engaged at the highest level nationally in debates on teaching and learning and in advisory and professional capacities in the development of policy and practice.

In professional and clinical areas, a Level E TF academic will have made a sustained and distinguished contribution to, and be recognised for outstanding leadership in, professional practice.

**3.3 Research-only academic staff**

**The Role of the Research-only Academic (“RO”)**

The RO academic will focus effort on research, including supervision of RHD students consistent with the University’s rules about supervision. Some participation in undergraduate and postgraduate teaching is encouraged and contribution to service is expected.

**Level A**

A Level A RO academic will work with the support and guidance of more senior academic staff. He or she is expected to develop expertise and an emerging profile in research or with an increasing degree of autonomy.
In research, a Level A academic is expected to develop quality research projects, participate in applications for external funding and publish or exhibit in high-quality outlets, often in collaboration with colleagues, in a manner consistent with disciplinary practice.

Some involvement in Honours and (where appropriate) Research Higher Degree supervision would normally be expected.

In service and engagement, a Level A research academic will demonstrate efficient performance in any allocated internal service roles and begin to develop external contributions to the discipline and community.

**Level B**

In addition to the requirements at Level A, a Level B RO academic will have a growing profile in research. They may coordinate or lead the activities of other staff.

A Level B academic will engage in independent and/or team research and have an established record of publication or exhibition in high-quality outlets. He or she will be expected to achieve national recognition in this area, and take a chief investigator role in applications for external research funds, especially competitive grants, where appropriate to the discipline.

A Level B research academic will normally supervise Honours and Research Higher Degree students.

Where teaching is undertaken, a Level B academic will achieve teaching quality as indicated by outcomes for students, approved surveys, and will improve or innovate where appropriate in response to feedback.

In service, a Level B academic will demonstrate efficient management in any allocated internal service roles and undertake active external contributions to the profession/discipline and the community.

**Level C**

In addition to the requirements at Level B, a Level C RO academic will have an established record of achievement in independent research.

In research, a Level C academic will demonstrate intellectual independence, contribute as a chief investigator to collaborations which yield new insights and opportunities, obtain and successfully manage external competitive research funds. He or she will have achieved national recognition and have a developing international profile for research in the field through publication in or exhibition in high-quality outlets. A Level C academic will provide leadership in research, including research training and supervision.

He or she will ordinarily have an ongoing record of supervising Research Higher Degree students successfully to completion.

Where teaching is undertaken, a Level C academic will achieve teaching quality as indicated by outcomes for students, approved surveys, and will improve or innovate where appropriate in response to feedback.
A Level C research academic will be expected to perform effectively a range of higher-level service duties within the University. He or she will normally provide a significant degree of leadership in activities relevant to the profession/discipline and community.

**Level D**

In addition to Level C expectations, a Level D research academic will make outstanding contributions to his or her field of research.

In research, a Level D academic will have an international reputation for quality and impact of work through publication or exhibition in internationally-recognised outlets, and will consistently initiate and lead successful applications for external competitive research funding. A Level D research academic will usually lead a research team.

A Level D research academic will accordingly play an outstanding role within his or her institution and discipline in fostering the research activities of others. He or she will have a sustained record of supervising Research Higher Degree students successfully to completion.

Where teaching is undertaken, a Level D academic will achieve teaching quality as indicated by outcomes for students, approved surveys, and will improve or innovate where appropriate in response to feedback.

A Level D research academic will make a strong contribution to the governance and collegial life of the institution, including successful mentoring of less experienced staff, and will show leadership in the discipline/profession, and engagement with the community.

**Level E**

In addition to Level D expectations, a Level E research academic will have received international recognition for sustained outstanding research and international leadership in the discipline.

He or she will demonstrate outstanding leadership in guiding the development of others, particularly more junior researchers, in major funding initiatives, contribution to knowledge and the beneficial application of knowledge, research program and team management, and intellectual leadership beyond his or her specific areas of research or creative activity.

A Level E academic will have made outstanding contributions to the governance and collegial life of the institution, and to research training and research policy nationally/internationally, achieving international recognition for leadership in the discipline.