How the Adelaide Academic Role Statement and Individual Academic Profile fit with PDR

The Adelaide Academic

	Performance Measures (per 1FTE)	Definition	Faculty of the XXX — Teaching and Research Academic Role Statement — Workload Assumption: 40% Teaching and 40% Research				
			Level A	Level B	Level C	Level D	Level E
How the performance measures work together			1 research **quality** measure and 1 teaching **quality** measure and all supporting expectations plus 2 of any other measures must be met.				
Research — Output	Weighted or un-weighted Publications / Research Output	**Weighted:** An annual average count of weighted publications and/or other research outputs as recorded in AURORA and shared fractionally and equally between authors, over the last 5 calendar years. **Un-weighted:** An 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 5 calendar years.	x Weighted / x Un-weighted	x Weighted / x Un-weighted	x Weighted / x Un-weighted	x Weighted / x Un-weighted	x Weighted / x Un-weighted
	Active HDR Supervisions	An annual average number of EFSTL fractionally allocated as per supervisory responsibilities in PeopleSoft; over 5 years, where the difference between co-supervision, and principal supervision is given effect by the fractional allocation within PeopleSoft.	An average of x EFTSL	An average of x EFTSL	An average of x EFTSL	An average of x EFTSL	An average of x EFTSL
Research — Quality	Normalised Citation Indicator or Quality Factor (Peer Evaluation)	**Normalised Citation Indicator** 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 TR InCites. **Quality Factor (Peer Evaluation)** Points awarded for quality as judged by the Faculty Research Committee or ERA FoR leader(s) using ERA standards, based on HERDC-eligible un-weighted outputs (or NTRO-equivalent publications/output points in creative field) over the last 5 calendar years multiplied the following quality measures: Excellent = 5; Very Good = 4; Good = 3; Satisfactory or Poor = 0	NCI x / Peer Evaluation x	NCI x / Peer Evaluation x	NCI x / Peer Evaluation x	NCI x / Peer Evaluation x	NCI x / Peer Evaluation x
	Count of Cat 1 Grants	For **Levels A – B**: Count of grant submissions over the last 5 calendar years. For **Levels C – E**: Average number of grants held per year over the last 5 calendar years.	x submissions	x submissions	x grants held	x grants held	x grants held
	Cat 2-4 Income Generated	Average $k per annum over the last 5 calendar years.	$xk	$xk	$xk	$xk	$xk
Teaching — Output	Teaching activities	Teaching activities commensurate with the type of appointment and workload model.					
Teaching — Quality	HDR Completions	A count of HDR completions over the last 5 calendar years, where PhDs must be completed within 4 EFTSL of commencement and Masters must be completed in 2 EFTSL, and where all supervisors at the time of the completion will be credited with a completion count.	x	x	x	x	x
	eSELT or Peer Evaluation	Average of 80% BA Q6 score for all courses taught over the last 3 years or equivalent peer evaluation as follows: 7. Excellent 6. Very Good 5. Good 4. Satisfactory 3. Poor 2. Very Poor 1. Wholly Inadequate	eSELT 80% — Peer Evaluation: Good, Very Good or Excellent				
Supporting expectations	Admin and service to the University / Professional activity including service to the community		Demonstrated performance in **one** of these two categories as per the University of Adelaide Enterprise Agreement 2014 – 2017 at 2.5.2.2d	Demonstrated performance in **both** of the supporting expectation categories as per the University of Adelaide Enterprise Agreement 2014 – 2017 at 2.5.2.2d			

INDIVIDUAL PLAN – ACADEMIC STAFF
PLANNING, DEVELOPMENT & REVIEW DISCUSSION RECORD - TEMPLATE

WORK OBJECTIVES

Objective Setting:
When setting your work objectives, consider your work priorities over the next 12 months, your accountabilities as outlined in your position description as well as your alignment with the strategic objectives of the University and your Portfolio / Unit.
This section should be completed in consultation with your line manager at your initial discussion for the year.

Key Result Area (KRA)	Work Objectives	Measure
Key areas of responsibility in your role under which you will have specific objectives	Describe clearly what needs to be achieved by using the SMART principle to define objectives that are: Specific, Measurable, Achievable, Relevant & Time-framed	Specify how the objective will be measured; this is the M in SMART
Adelaide Academic Role Statement	*(Insert here)*	*Refer: Individual Academic Profile*
Research	E.g. – Submit draft journal article	E.g. June 2015
Teaching		
Supporting expectations		

***Note**: More detailed objectives which explain next steps towards achieving outcomes consistent with the Role Statement*

INDIVIDUAL ACADEMIC PROFILE FOR …… AS AT …….

Area of Contribution	Outcomes
Research	----- / -----
Teaching	------- / ------