THE UNIVERSITY of ADELAIDE

26 July 2021

ADELAIDE ACADEMIC ROLE STATEMENT FACULTY OF ARTS

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PREAMBLE

A collective sense of mutual responsibility and effective contributions to the academic endeavour are essential to the performance of the University.

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 and Review (PDR) meetings and will use PDR to plan objectives that support high performance. Staff also have access to Individual Academic Profiles, which are generated in February and July each year to support PDR conversations.

The Adelaide Academic Role Statements should be interpreted carefully by Heads of School, with judgment applied on a case-by-case basis and due consideration given to the appropriate context including FTE, workload allocation, relative opportunity (e.g. caring responsibilities, gender equity, illness, impact of COVID-19), the operation of unconscious bias and discipline norms (including in relation to professional and creative practice in disciplines not limited to music, creative writing, media and teacher education). Noting academic staff also contribute in ways that are not captured in these metrics (e.g. outreach to the broader community, research translation and commercialisation, student project supervision and course coordination), these quantitative performance standards should not be applied automatically but rather they should provide a general guide for performance at a particular career stage (classification level). Indeed, exemplary performance in one activity may offset lesser performance in another activity.

How a staff member goes about their work at the University is as important as the outcome of their work. While the Adelaide Academic Role Statements do not explicitly state the behaviour expectations that are articulated in the *Code of Conduct* and the *Staff Values and Behaviour Framework*, it is expected that the behaviour of academic staff accords with these Frameworks, including as "good citizens" of the University, by pro-actively participating in the life of the University community and by engaging with colleagues in a supportive, respectful and considerate manner.

Teaching and Research Academics – Faculty of Arts

1FTE Workload assumption: 40% Teaching and 40% Research		Level B		Level C		Level D		Level E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
Publications	**Quality Factor (Peer Evaluation)** Points awarded for quality 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 multiplied the following quality measures: Excellent = 5; Very Good = 4; Good = 3; Satisfactory = 0.	12	25	24	40	35	50	40	60
Publications	**Publications/Research Output** **Apportioned:** The 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. or **Unapportioned:** 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 5 calendar years.	1.0 Apportioned or 1.0 Unapportioned	1.5 Apportioned or 2.0 Unapportioned	1.5 Apportioned or 1.5 Unapportioned	2.5 Apportioned or 3.0 Unapportioned	2.0 Apportioned or 2.5 Unapportioned	3.0 Apportioned or 5.0 Unapportioned	2.5 Apportioned or 3.0 Unapportioned	4.0 Apportioned or 6.0 Unapportioned
Grants	**Research Income** 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. *(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.)*	N/A	Total $15K Cat 1 N/A	$10K	Total $30K Cat 1 $10K	$25K	Total $40K Cat 1 $20K	$30K	Total $60K Cat 1 $30K
Grants	**Count of grant submissions** The annual average count of grant submissions, made through the Research Branch and recorded in ResearchMaster over the last 3 calendar years.	N/A	0.3	0.3	1.0	1.0	1.5	1.0	2.0

Supervision	**HDR Supervision** The annual average number of HDR supervisions over the last 3 calendar years, whether as co-supervisor or principal supervisor. *(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.)*	0.3	1.0	0.6	1.3	1.0	1.6	1.0	2.0
	HDR Completions 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.	1	3	2	4	3	5	3	6
Teaching	**Student Evaluation** An average broad agreement (percentage) with the Teacher Q1 score for eSELTs for all courses taught over the last 3 years.	80%	90%	80%	90%	80%	90%	80%	90%
	Peer Review 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
Supporting Expectations	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.							

Education Specialists – Faculty of Arts

1FTE Workload assumption: 80% Teaching and Teaching Related		Level B		Level C		Level D		Level E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
Publications	**Quality Factor (Peer Evaluation)** Points awarded for quality 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 multiplied the following quality measures: Excellent = 5; Very Good = 4; Good = 3; Satisfactory = 0.	4	6	6	8	8	10	10	15
Teaching	**Student Evaluation** An average broad agreement (percentage) with the *Teacher Q1* score for eSELTs for all courses taught over the last 3 years.	80%	90%	80%	90%	80%	90%	80%	90%
	Peer Review 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
Education Leadership	**Peer Review Completions** The sum of Teaching Review Program (TRP) peer reviews undertaken (as the peer reviewer) over the last year.	N/A	2	N/A	3	N/A	4	N/A	5
Supporting Expectations	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 Specialists – Faculty of Arts

1FTE Workload assumption: 80% Research		Level B		Level C		Level D		Level E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
Publications	**Quality Factor (Peer Evaluation)** Points awarded for quality 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 multiplied the following quality measures: Excellent = 5; Very Good = 4; Good = 3; Satisfactory = 0.	24	50	48	80	70	100	80	120
	Publications/Research Output **Apportioned:** The 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. or **Unapportioned:** 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 5 calendar years.	1.5 Apportioned or 2.0 Unapportioned	3.0 Apportioned or 4.0 Unapportioned	2.0 Apportioned or 3.0 Unapportioned	5.0 Apportioned or 6.0 Unapportioned	3.0 Apportioned or 3.0 Unapportioned	6.0 Apportioned or 8.0 Unapportioned	3.0 Apportioned or 3.5 Unapportioned	6.0 Apportioned or 10 Unapportioned
Grants	**Research Income** 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. *(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.)*	N/A	Total $17K Cat 1 N/A	$17K	Total $35K Cat 1 $15K	$35K	Total $45K Cat 1 $25K	$45K	Total $70K Cat 1 $35K
	Count of grant submissions The annual average count of grant submissions, made through the Research Branch and recorded in ResearchMaster over the last 3 calendar years.	1	2	1	2	2	3	3	4

Supervision	**HDR Supervision** The annual average number of HDR supervisions over the last 3 calendar years, whether as co-supervisor or principal supervisor. *(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.)*	0.3	1.0	0.6	1.3	1.0	1.6	1.0	2.0
	HDR Completions 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.	1	3	2	4	3	5	3	6
Supporting Expectations	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.							

Supporting Expectations common to all faculties for T&R academics, Education Specialists and Research Specialists

Service to the community, social engagement and professional activity

Level B	Level C	Level D	Level E
• Evidences participation in University's engagement and outreach activities. • Shares discipline expertise by communicating scholarship through external events. • Is a member of relevant disciplinary or • professional /industry associations. • Assists with organisation of seminars, conferences and activities for the profession. • Veterinarian who is board eligible and has passed or is ready for specialist exam. • Demonstrates the impact of their innovation on clinical practice. • Maintains strong links with the profession.	• Evidences consistent and meaningful participation in University outreach and engagement activities. • Shares discipline expertise by communicating scholarship through external events and through appropriate media channels. • Is a member and office bearer of relevant disciplinary or professional/industry associations. • Organises seminars, conferences and activities for the profession. • Serves on relevant boards, government bodies and committees at a local and State level. • Member of national and international learned societies. • Assists in clinical trials. • Makes significant contribution to clinical practice within clinical units/divisions and or local health networks. • An established boarded specialist and clinical academic. • Develops and runs specialized referral services.	• Leads University outreach and engagement activities. • Shares discipline expertise by delivering invited lectures at national forums and by providing regular media commentary related to discipline expertise and research. • Contributes to disciplinary or professional/ industry associations in executive roles. • Organises national seminars, conferences and activities for the profession. • Serves on relevant boards, government bodies and committees at a national level. • Respected contributor to national and international learned societies. • Expert involvement in national and/or international clinical trials. • Recognised as a leader within clinical units/ division and or departments in local health networks. • Participates in leading clinical research activities. • Recognised as an experienced specialist within their field. • Develops and supervises residency programs.	• Leads and develops outreach activities in coordination with University initiatives. • Shares discipline expertise by delivering invited lectures at international forums and evidences extensive media impact and/or engagement in public debate. • Contributes to disciplinary or professional/industry associations executive roles at a national and international level. • 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. • Represents the University on national or international bodies, reference groups or commissions. • Demonstrates exemplary leadership through excellence in teaching, research and innovation in a clinical context. • Provides leadership of significant national and international learned societies. • Leadership of national and/or International clinical trials. • Leads clinical research contributing to significant changes in clinical and/or health policy. • Leads or directs high performing clinical units/division and/or department within a local health network. • Internationally recognised for outstanding impact and achievement and as an expert and leader in their discipline. • Makes a significant contribution to the development of their specialty area, through leadership and participation on expert panels, examining boards and task forces.

Citizenship behaviour and service to the University

• Models high standards of professional behavior, aligned to University values and contributes to the development of a positive and collegial work environment. • Participates in PDR and undertakes relevant development related to role and responsibilities.	• Models consistently high standards of professional behavior, aligned to University values and effectively contributes to the development of a positive and collegial work environment. • Participates in PDR and undertakes relevant development related to role and responsibilities.	• Models exemplary standards of professional behavior, aligned to University values and actively contributes to the development of a positive and collegial work environment. • Achieves effective, outcome-focusses chairing of department, school or faculty committees. • Demonstrates sustained contribution to strategic initiatives, governance and policy development in the University. • Evidences a track record of effective partner engagement in relation to research or philanthropic funding, or with regard to student placements and employment. • Participates in PDR and proactively undertakes relevant development related to role and responsibilities.	• Models exemplary standards of professional behavior, aligned to University values and makes an outstanding contribution to the development of a positive and collegial work environment. • Achieves effective, outcome-focused chairing of school/faculty and University committees. • Demonstrates sustained contribution to the development and implementation of school and faculty strategy and business plans, and to University governance and policy development. • Evidences a track record of sustained and valuable partner engagement in relation to research or philanthropic funding, or with regard to student placements and employment, and/or contributions to the University's commercial interests and enterprise. • Participates in PDR and proactively undertakes relevant development related to role and responsibilities.

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

FOR FURTHER ENQUIRIES

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