



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

Each Faculty has established a Role Statement which outlines the *threshold performance standards* and the *high performance standards* for academic staff with respect to research, teaching and supporting expectations in relation to:

- Research quality, outputs and funding;
- Teaching quality and output; and
- Supporting expectations in administration and professional activity.

Applied on a case-by-case basis, the Adelaide Academic Role Statements are applied taking into account context including FTE, workload allocation, relative opportunity, the operation of unconscious bias and discipline norms.

Research, scholarship and/or creative activity

Commensurate with their workload allocation and appropriate to their classification level, an Adelaide Academic is expected to evidence research performance in respect of:

- Publications
- Grants
- Supervision

Teaching (and related duties)

An Adelaide Academic will carry a teaching load commensurate with their workload allocation, support the development of course curriculum and, most importantly, will demonstrate high quality student teaching, evidenced through Student Experience of Learning and Teaching scores and/or peer evaluation of teaching.

Supporting expectations

An Adelaide Academic is also expected to contribute to the University and the wider community. Academics are expected to demonstrate performance in supporting expectations common to all faculties, 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.

Planning, Development and Review (PDR)

Staff will have regular opportunities to discuss their performance alongside 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.

Behaviour expectations of an Adelaide Academic

How a staff member goes about their work at the University is as important as the outcome of their work. The behaviour expectations of staff are articulated in the [Code of Conduct](#) and the [Staff Values and Behaviour Framework](#) and it is expected that the behaviour of academic staff accords with these Frameworks, including being “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.