

Intent of these guidelines

This document is intended to guide Academic staff and their supervisors within the College of Science in annual **Performance Development Review (PDR)** discussions and in the process of applying for **promotion**. The guidelines provide an overview of different aspects of the expected performance of Academic staff at different levels in four domains: Research, Education, Service and Behaviour. The guidelines include the types of *Activities* and *Evidence* defined by ANU Promotion Procedures, together with *Indicative Expectations* for Academic staff in the College of Science.

The document also includes *PDR Discussion Points* for each of the four domains to guide forward-looking PDR discussions.

The table below summarises the different aspects of performance covered in this document.

Domain	Area of focus
1. Behaviour	Mandatory / Aspirational
2. Research	<ul style="list-style-type: none"> Research outputs Research funding Peer recognition Research training Research practice Professional service & leadership Outreach & public policy
3. Education	<ul style="list-style-type: none"> Teaching Practice Research-led education Student-focused teaching Research training Curriculum development and design Teaching and learning development and scholarship Teaching and learning leadership Teaching and learning outreach and engagement
4. Service	All non-Research / non-Education service activities

Distribution of effort

All academics are expected to have a defined distribution of effort between research, education and service. Behaviour underpins these three domains and is not given a separate weight. The University's [Academic promotion procedure](#) indicates:

Applicants will allocate weightings to each of the categories of research, education and service, reflecting the average contribution over the period since last promotion or appointment to ANU, to a total of 100%, and meet the maximum and minimum requirements for each category below.

Contract Type	Research	Education	Service
Research and education	15% minimum	15% minimum	5% minimum
Research intensive	95% maximum	Not required to assign a weighting but may do so if relevant, with a maximum of 15%	5% minimum

The level of engagement in each domain, and in the various activities that contribute to each domain, will vary between individuals; reflecting individual arrangements and opportunities within each School/Centre and/or discipline. The relative weightings assigned to each domain will have an impact on the activities expected for staff at each level. Research-intensive staff will be expected to perform in many of the areas within the 'Research domain', but potentially fewer of those listed under 'Education'. In the Education domain, the distribution of effort should be first estimated for *Teaching Practice*. Effort in *Research Training, Curriculum Development and Design, Teaching and Learning Leadership, and Outreach and Engagement* should then be added to determine the effort in education. The [teaching activity calculations document](#) can be used to estimate hours of activity for *Teaching Practice*.

Examples:

First Year Convener and Lecturer for two large (>300 student) first year courses. Distribution of effort 50% Education.

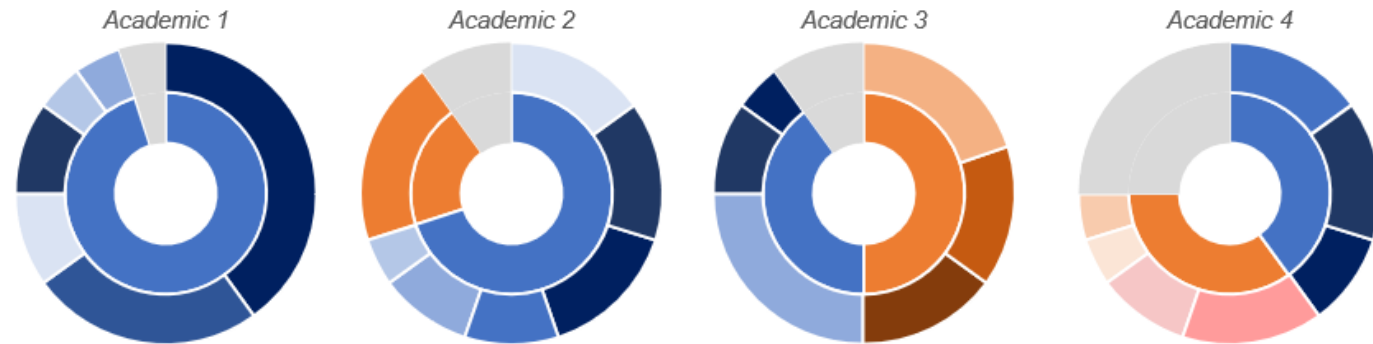
Convener and one of three lecturers for a third-year course (100 students). Distribution of effort 15% Education.

These guidelines provide a general scope of activities. The examples set out indicative expectations for Academic staff performing successfully 'at level' within the College; they are not prescriptive nor definitive. Within each of the domains it is expected that different staff will have different emphases (see Figure).

Example Academics at the same level – differences between and within domains

Figure:

Academic activities vary between academic staff members. In the examples to the right, four Academics at the same level have different distributions of effort both across and within domains. Some Academics will work in all areas of the 'Research' and / or 'Education' domain, whereas others will work in a subset.



RESEARCH	EDUCATION	SERVICE
Research Outputs	Teaching practice	Service
Research funding	Research-led education	
Research training (Res)	Student-focussed teaching	
Research practice	Research training (Edu)	
Peer recognition	Curriculum development & design	
Prof service & leadership	T & L development & scholarship	
Outreach & public policy	T & L Leadership	
	T & L outreach & engagement	

Important points

- For each staff member academic performance is evaluated holistically across all four domains. The overall portfolio of achievements and goals will be discussed in the staff members PDR and evaluated in promotion procedures.
- Each staff member will have a unique narrative describing their career and work.
- Indicative expectations are provided as examples only – there is no requirement to meet them all, except for the mandatory performance indicators in the Behaviour domain.

How these guidelines apply to PDR Discussions

PDR discussions at all stages of the Performance and Development [cycle](#) (goal setting, mid-term review, end-of-term review and feedback) should be conducted in a manner that encourages Academic staff to identify and work towards their unique career goals whilst ensuring they are calibrated to the expectations of the School, College and ANU. The PDR discussion points included for each area of focus are provided to assist in provoking thought around the individual's engagement with that area. As such, not all discussion points will be relevant to all Academics.

How these guidelines apply to the promotion process

These College of Science guidelines link to the University's promotion processes in that the College Local Promotions Committee will take these guidelines into consideration when assessing applications for promotion from 2019 onwards. Fulfilment of these guidelines at a particular Academic level of appointment is not, of itself, a guarantee of promotion. The standards for promotion and the requirements of a promotion application are set out separately in the University's promotion [policy](#) and [procedure](#). When applying for promotion, most Academics will already be undertaking some of the activities listed at the higher level. An application for promotion contains elements beyond this document such as letters of reference and an interview; School Directors can provide further advice on such applications.

Differences between the College of Science and ANU guidelines

- Research Practice is included as an area in the Research domain for the College of Science guidelines, but not included in the ANU guidelines.
- Research Training is included as an area in the Education domain for the College of Science guidelines, but not included in the ANU guidelines.
- The Behaviour domain is not (yet) included in the ANU guidelines.

Relative to opportunity

The University's [Assessing Achievement Relative to Opportunity Guideline](#) outlines how promotion, review and selection panels should approach and assess 'relative to opportunity' statements included in applications. Relative to opportunity considerations take account of time spent outside the active research and teaching environment, whether through career breaks, through flexible working arrangements, or through professional practice duties (e.g. clinical duties). Examples are provided in the guidelines of what might be considered as career breaks.

Those considering applying for promotion should review the [ANU Academic Promotion](#) information on the ANU website. This information includes the [ANU Promotions Indicators document](#) which outlines activities and evidence considered by the ANU for promotion at all academic levels. The indicators provided in the [ANU Promotions Indicators document](#) are necessarily more generic than those set out below.

Definition of research

Research is creative and systematic work undertaken in order to increase the stock of knowledge and to devise new applications of available knowledge¹. For an activity to be research it must satisfy the five core criteria of:

1. being aimed at new findings (novel);
2. being based on original, not obvious, concepts and hypotheses (creative);
3. being uncertain about the final outcomes (uncertain);
4. being planned and budgeted (systematic); and
5. leading to results that could be possibly reproduced (transferable and/or reproducible).

This definition encompasses pure and applied research and experimental development. Non-traditional research outputs are defined extensively by the ANU elsewhere ¹.

¹ Non-Traditional Research Outputs (NTRO) definition taken from [“Guidelines for Research in Creative Works and Other Non-Traditional Research Outputs”](#).



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Academic Performance Standards

Guidelines 2019

BEHAVIOUR

Academic staff at all levels are expected to behave in a collegial manner towards any and all people they communicate with in their working lives. ANU staff have obligations under the ANU's [Code of Conduct](#), and these obligations form the basis for the following objectives and indicators that are to be included in both PDRs and promotion assessments. The indicators below should inform behaviour across all areas of your working life in Research, Education and Service.

Indicative Expectations

Performance Objective	Level A	Level B	Level C	Level D	Level E
Embody professional, collaborative and respectful behaviours as outlined in the ANU Code of Conduct.	Performance Indicators – Mandatory for all members of the College: <ul style="list-style-type: none"> • Treat other staff and students with respect, courtesy and fairness • Be respectful of differences and do not discriminate on the basis of sex, race, sexuality, disability, cultural background, religion, marital status, age, union affiliation, political conviction or family responsibilities • Be conscious of and avoid behaviour that may reasonably be perceived as harassing, intimidating, overbearing, bullying or physically or emotionally threatening • Refrain from acting in a way that could unfairly harm the reputation and career prospects of other staff or students • Be responsive, courteous and prompt in dealing with other staff, students and members of the community • Refrain from insulting the personal beliefs of other staff and students and respect their legitimate right to practice their beliefs • Recognise that increased obligations apply when dealing with minors, including obligations to protect minors from harassment, discrimination and abuse • Uphold the good name and reputation of the University and exercise judgement in the best interests of the University • Be a good community member through involvement in School, College and/or University activities, as a participant or supporter • Don't be a bystander to poor behaviour – call out bad behaviour when you see it if it is blatant, and give constructive feedback if it appears inadvertent • Admit, apologise and commit to learning from the experience if you have behaved poorly and modify your future behaviour appropriately 				
Display leadership, initiative and flexibility to effect change.	Performance Indicators – Aspirational <ul style="list-style-type: none"> • Be proactive in engaging with colleagues outside your own local area, School, College (e.g. Research – being involved in a cross-College proposal; Education – participating in peer review of educational activities; Service – sitting on selection or promotion committees) 				

Performance Objective	Level A	Level B	Level C	Level D	Level E
					<ul style="list-style-type: none"> Participate in Cultural Capability training, Indigenous Cultural Awareness training, LGBTI Ally Training, Mental Health First Aid training and/or other University / College or School initiatives that promote equity, diversity and inclusion Organise or assist in the running of local area, School or cross-School activities that build a sense of community Identify barriers to positive change and help break them down – be flexible and open to understanding that your preferred method of working may be a barrier
					Undertake training in best-practice management and supervision
					Lead new initiatives in Research, Education or Service
					Foster the independence of more junior academic staff, encouraging and facilitating their being the lead-investigator on research grant applications and being the senior/corresponding author on research publications in which you are involved

Behaviour PDR discussion points

What are some of the ways you contribute to making your local area an inclusive and supportive environment in which to work?

How do you go about trying to understand and respect the viewpoints of staff and students at the University who have a different background to you?

When you are angry, frustrated or annoyed, what strategies do you have in place to make sure your behaviour towards others remains cordial?

Leadership is the ability to influence others to effect change or achieve goals – how do you demonstrate leadership on a day-to-day basis?

For those at Level E – As a senior academic how are you fostering the independence of more junior staff (including those at Level C and D)? Give examples of where you have encouraged a more junior staff member to be the lead-investigator on research grant applications and/or senior/corresponding author on research publications in which you are involved.

The expectations of your job are very high, how do you handle self-care?

RESEARCH

RESEARCH OUTPUT

Activities	Evidence
Journal articles Books and book chapters Refereed conference papers Exhibitions, performances, compositions Non-traditional outputs Research reports Generation of intellectual property (patents, software etc.) Published reports to industry and government (noting that commercial-in-confidence reports may exist but not be permitted to be disseminated) Commission of major policy report for major inquiry or review	Research outputs Quality of outlets – e.g., Journal Impact Factor, conference ranking Volume by type of output Personal intellectual contribution to key works Trajectory of research Impact of research (citations analysis or equivalent for disciplines) Data publication and citation indices (h-index, g-index, m-quotient) Discipline-specific journal/conference rankings Book sales, reviews and holdings in major international libraries Uptake of research findings by external body or government Reviews of creative works Impact of patents Impact of intellectual property (IP) licensing and sales

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> • Completion of projects in a timely manner • Evidence of quality and impact of research (e.g., presentations at national and international conferences/meetings) 				
Emerging independence in research project design and implementation (e.g., a project that is largely self-directed)	Established independence in research project design and implementation (e.g., completion of a self-directed project)	Significant contributions to, and emerging leadership in, innovative research project design and implementation (e.g., completion of a number of self-directed projects at an appropriate level in the discipline)	Leadership in design and conduct of innovative research projects	
Growing evidence of involvement in collaborative projects	Established involvement in	Significant role in collaborative projects and networks (e.g.,	Leadership in collaborative	Outstanding evidence of leadership in collaborative research projects, and

Level A	Level B	Level C	Level D	Level E
	collaborative projects and networks	instigation and/or management of projects)	projects and networks	national and international networks
Author of high-quality publications in peer-reviewed journals and/or published reports. The number of publications expected is discipline-specific. The usual expectation is for recent 'primary' research papers in high-quality journals with evidence of intellectual contribution (e.g., indicated by order in author list or by a statement of contributions)	Emerging evidence of a leading role in publications as a first/corresponding author	Established role in publications as a first/corresponding author. The expectation is that the majority of publications will be in 'Quartile-1' journals for the discipline, or in high-ranked general journals	Significant role in publications as a first/corresponding author with established impact and influence on the discipline	
		Emerging evidence of impact and influence on the discipline (e.g. uptake of research findings, translating findings through commercialisation or policies, citation trajectory, reviews, patents, book sales)	Significant impact and influence on the discipline evidenced by recognition as an eminent authority with a national and international profile in their chosen area of expertise	

Research Output PDR discussion points

What are the “big” research questions you are addressing. What is your approach, and what do you anticipate the impact of your research to be?

What are your strategies for establishing independence and/or leadership in your research area?

What is your strategy to ensure that your work is innovative and creative?

What is your approach to publishing your research to maximize its impact? (e.g. what will you publish and where will you publish it?)

Please share an example of how your research contributes to the strategic goals of your Department/School/ANU or goals agreed in the context of the *National Institutes Grant*?

RESEARCH FUNDING

Activities	Evidence
Securing external funding for research as lead investigator or collaborator (may include Category 1, 2, 3 funding where Category 1 includes ARC, NHMRC, OLT) Commercialisation activities Research consultancy Funded commissioning of professional creative activity	Total research funding awarded Number of external research projects (CI, PI) Externally funded Fellowships Competitive grant success rates Consultancy numbers and total income, including projects funded from foundations, business and industry, government International competitive grant funding Externally-funded Centre Director Leadership of research projects Venture Capital investments

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Participation in preparing applications for external funding of research				
Participation in competitive applications for significant research funding (typically >~\$100k)				
	Chief Investigator (CI) of competitive application for an externally funded early career research fellowship	<ul style="list-style-type: none"> Developing record of leadership in external funding applications such as Category 1 grant proposal or equivalent (e.g., 3-yr project with early career or HDR student involvement) 	<ul style="list-style-type: none"> Success in obtaining and managing significant externally funded research (e.g. ARC fellowship, Discovery or Linkage grant) Leadership of funding applications involving early to mid-career CIs 	<ul style="list-style-type: none"> Leadership of competitive grant applications that include other academic staff CI of competitive application for externally funded senior research fellowship
		<ul style="list-style-type: none"> Intellectual and financial responsibility for a research program including the funding and renewal of positions and managing the associated budgeting 		
		Emerging diversification of funding sources (e.g. consultancies, Category 2 or 3)	Established track-record of diversification of funding sources (e.g., Category 1-3, consultancies and philanthropic sources)	Significant track-record of diversification of funding sources (e.g., Category 1-3, consultancies and philanthropic sources)

Level A	Level B	Level C	Level D	Level E
		Emerging participation as CI in large multi-institutional research funding or research initiative (e.g., ARC Centre of Excellence – CoE, Industrial Transformation Research Program – ITTRP, Industrial Transformation Training Centre – ITTC, Linkage Program, and NHMRC Partnership)	<ul style="list-style-type: none"> • Participation as CI in large multi-institutional research funding or research initiative • Participation in large ANU research initiatives (e.g., Innovation Institute, Societal Transformation Hub, Grand Challenge) 	
				<ul style="list-style-type: none"> • Participation in or leadership of applications for strategic international research partnerships • Leadership of specialist workshops and seminars to colleagues on how to diversify funding sources • Leadership of large collaborative multi-institutional grants or ANU initiatives

Research Funding PDR discussion points

What grants do you currently hold, how are they progressing, and are you experiencing any barriers to achieving the aims of these grants?

What is your strategy for obtaining research funds. For example, are you planning to submit grant proposals in the coming year? How many grants do you currently hold?

Have you experienced any obstacles or difficulties in obtaining research funds and if so, do you have reflections on how to overcome these?

What is your strategy to diversify your funding beyond Category 1 (ARC/NHMRC) grants?

PEER RECOGNITION

Activities	Evidence
Editorial work (journals, books) including membership of ANU Press Boards Membership of Learned Societies and Academies Membership of professional bodies Invited research visits at leading institutions Invited speaker at conferences External prizes and awards External appointments at other universities	Award from Learned Society or Academy Leadership in professional body Editorial Board of journal Prestige and competitiveness of external prizes and awards Chairing and leading discussion at international conferences Editor of journal – quality of journal Office-bearer in Learned Society or Academy Elected membership or Fellowship of Learned Society or Academy

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Emerging development of research profile (presentations in national/international institutions/conferences)	Established development of research profile (e.g. track-record of presentations and/or role as session convener in national/international conferences)	Significant development of research profile	Significant national and international profile indicated by track-record of invitations to speak or chair discussions/sessions at national and international meetings or at leading institutions	Regular invitations to speak at national and international meetings (with a contribution to costs from the meeting organisers), some as a Plenary or Keynote speaker; regular invitations to give seminars at other universities/research institutes
			Editorship of high profile journals or special volumes, review volumes or books	Editorship of high profile journal special volumes, review volumes or books
Emerging recognition for research (e.g., prizes and awards, awarded travel funding)		Established national and/or international recognition for research (e.g., nomination for prizes/awards for research excellence with exemplar being receipt of significant national or international prizes and	Receipt of significant national and/or international prizes or awards for research excellence	Receipt of significant prizes for research excellence (e.g., elected membership or Fellowship of a

Level A	Level B	Level C	Level D	Level E
		awards for early or mid-career researchers)		professional society or prize)
Member of relevant professional societies (e.g., professional body, Learned Society and/or Academy)		Membership of committee or other activity in a professional society	Invitation to lead committees or other major activity in a professional society (e.g., awards committees, leading role in significant national or international conference)	Leadership role in a prestigious professional society (e.g., office bearer or committee leader)
				<ul style="list-style-type: none"> • Election to national Scientific Academy or fellowship of international professional society or union • External appointment at another university

Peer Recognition PDR discussion points

Describe your work in the profession outside of ANU; e.g. membership or leadership of professional organizations, visits, reviews, editing.

Do you think that you might be eligible for any awards? Do you need help finding nominators?

Are you happy with your level of reviewing (or journal editorship)?

RESEARCH TRAINING (RESEARCH)

Activities	Evidence
HDR student supervisory panel member HDR student supervisory panel Chair Contribution to improvement or enhancement of research training Unique or innovative aspects of successful HDR supervision Mentoring of Early Career Researchers and HDR students	High quality HDR supervision <ul style="list-style-type: none"> • Student achievements, research outputs and awards • Number of students, completion times and rates appropriate for discipline • Employment destinations of HDR students if appropriate Examples of best practice introduced at local or University level Unsolicited feedback from HDR students and postdoctoral fellows Developed or led research training master classes, workshops

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Engagement in the scholarship of teaching and learning (which may lead to publications in the case of teaching-intensive staff)				
Emerging mentoring and support of HDR students from diverse backgrounds, with guidance from a more senior academic	Supervision and mentorship of HDR students including those from diverse backgrounds, with minimal support and guidance from a more senior academic (e.g. as supervisory panel member)	Established supervision and mentoring of HDR students as primary supervisor or Chair of supervisory panel	Significant track record of HDR student supervision and mentoring, and evidence of successful completions	Participation in mentoring academic staff members in the supervision of HDR students
	Contribution to postgraduate coursework or curriculum development that incorporates work-integrated learning	Significant contribution to HDR coursework curricula that incorporates work-integrated learning	Development of distinctive research training pathways for HDR students to pursue career opportunities in industry or government (e.g. through work-integrated learning opportunities, industry HDR programs, or external placements)	Leadership of college-, university- or national programs and initiatives that develop diverse career opportunities for HDR students

Level A	Level B	Level C	Level D	Level E
		<ul style="list-style-type: none"> Support of students in opportunities for career development and completion of their degree within 4 years of enrolment Contribution to School, College or University level mentoring programs for HDR students 		
		Emerging supervision and mentoring of junior academic staff in grant writing and strategies for research success	Supervision and mentoring of junior academic staff for career success	Significant track-record of success of supervised and mentored early/mid-career researchers (e.g. evidenced by prizes and awards, career success of supervisees)
		Emerging strategy for recruitment of high-quality domestic and international HDR students (e.g. through College of Science Future Research Talent Scheme, development of researcher-to-researcher relationships with leading national and international institutions)	Established recruitment of high-quality domestic and international HDR students	Leadership in recruitment of high-quality domestic and international HDR students
			Emerging strategy for recruitment of postdoctoral fellows or other staff (e.g., technicians, research associates, student workers)	Leadership in recruitment of high quality postdoctoral fellows and other staff

Research Training (Research) PDR discussion points

What strategies do you use to attract and fund high quality domestic and high quality international HDR students, postdoctoral fellows and staff?

What is your approach to supervision (e.g., HDR, any leadership or management training, efforts to be inclusive of diverse groups)?

What strategies are you using to nurture, support and recognize high-quality performance, and to identify, document and manage underperformance in research?

PROFESSIONAL SERVICE AND LEADERSHIP

Activities	Evidence
Competitive grant application assessment Reviewer of journal or conference papers Reviewer of theses College or University Research Committee or sub-committee Ethics Committee membership or Research Integrity Advisory Conference organization School, College or University research leadership role External reviewer of other universities or bodies Membership of Boards Leadership role in university-sector research collaboration, strategic alliance or network	Years as an ARC, NHMRC, OLT, international agency or other granting body assessor Appointment as external member to research funding body (Horizon 2020, ARC, NHMRC, OLT etc.) Number of journal/conference papers reviewed Membership of and contribution to College Research Committee Quality of institutions for PhD thesis examination, external reviews etc. Role and contributions as member of University Research Committee or sub-committee Role and expertise on Ethics Committee membership Effectiveness as Research Integrity Advisor Conference organization – quality of conference Membership of independent inquires Invited discipline reviews

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Developing contribution to local area, School and/or College committees			Contribution to School, College, or University committees (e.g., peer review committees, research committees, award nomination committees, ethics committee, advisory committees etc.)	
	Emerging initiative in organization of conference sessions and/or workshops (e.g., as a member of program committee or local organizing committee)		Significant role in organization of national or international conferences, having regard to the quality of the meeting	Lead role in organising large national or international conferences or workshops
	Invitations to review papers for national and international journals	Established track record of invitations to review papers for high quality international journals; grant applications for national and international grant agencies; theses etc.	Membership of review panels, editorial boards, etc.	

Level A	Level B	Level C	Level D	Level E
	Review of peers' grant proposals within a local area/School	Regular participation in peer review of colleagues' grant proposals within a local area/School/College		
		Mentoring of junior researchers	Mentoring of early to mid-career researchers	
			Research leadership role in a local area or School (e.g., Associate Director, Head of Department)	Research leadership role in the School, College or University (e.g., review panels, mentoring, regular nominator of colleagues for awards)
				Significant contribution to international academic societies, Boards and independent inquiries

Professional Service and Leadership PDR discussion points

Discuss how you have shown research leadership in the School, College, university, nationally or internationally.

Have you participated in internal or College of Science peer-review processes?

What are your plans or aspirations in this area in the future.

OUTREACH AND PUBLIC POLICY

Activities	Evidence
National and international media appearances Public lectures Online research presence Performances or exhibitions Engagement with business and industry Programs for broader community/school students etc. Effective use of online and social media tools Public policy advice to government, NGOs including submissions, reports, appointments Engagement with philanthropy, alumni and foundations	Impact of media appearances Impact of policy advice Impact of consultancy/contract research/reports Quality and volume of public/online content (including public lectures) Significant online presence, including social media analytics and metrics measuring engagement of online community Impact of programs for broader community/school students etc. Appointments to and effective service for panels, advisory boards, authorities Appointment and contribution as ANU Public Policy Fellow or equivalent Fellowship

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> • Online research presence (e.g., social media tools to promote research, research outreach) • Emerging track record of performances or exhibitions (that do not qualify as Non-Traditional Research Outputs) 				
Emerging engagement / participation in School outreach activities (e.g., School / community presentations, ANU social media platforms, ANU Open Day)	Developing involvement in strategic outreach activities (e.g., those directed at recruitment, increasing participation of underrepresented groups in science, and raising awareness of research end users)	Sustained involvement in and emerging leadership of strategic outreach activities with impact (e.g., programs for broader community/school students, business and industry, media appearances)	Established engagement with, and leadership of, strategic outreach activities with impact (schools/community outreach programs, national and international media appearances, public lectures)	
		Participation in developing public policy	Substantial engagement with developing public policy, if appropriate in collaboration with other academics in other Colleges or specialist units as part of the Grand Challenges scheme, ARC Centre of	Leadership in developing public policy related to advisory boards and authorities on the national and international level (e.g., NGOs, submissions, reports, appointments)

Level A	Level B	Level C	Level D	Level E
			Excellence bids, Cooperative Research Centres, NHMRC Centres of Research Excellence programs etc.	
		Participation in developing Engagement and Impact submissions (e.g., collect and provide evidence of impact through disseminating knowledge and creating outcomes for society)	Contribution of case studies and/or contribution to FOR-level Engagement and Impact submissions	
		Developing engagement with philanthropy, alumni, foundations and industry	Established engagement with philanthropy, alumni, foundations and industry	
			Substantial involvement with other Colleges to deepen engagement with Asia and the Pacific (e.g., through DFAT, New Colombo Plan grants etc.) and indigenous Australians	Leadership of collaborative research or funding bids with other Colleges to deepen engagement with Asia and the Pacific and indigenous Australians
				Recognition as an ANU Public Policy Fellow or equivalent Fellowship

Outreach and Public Policy PDR discussion points

What steps have you taken to increase the visibility of your research in areas beyond the specialists in your specific area of research (e.g., outreach to the public, media training, public lectures, online research sites, contact with business, NGOs and government)?

Have you had the opportunity to engage with philanthropy, alumni and foundations? If so, tell me about those efforts.

Does your work lend itself to engagement with Asia and the Pacific or public policy? If so, tell me about your future plans in those areas.

RESEARCH PRACTICE

Activities ²	Evidence
WHS, laboratory protocols, fire warden etc. Laboratory supervision/oversight and management of test facilities Quality improvement projects Scientific instrumentation and infrastructure development ² Technology and software development ³ Database production ³ Curation of collections ³	Completion of WHS courses – self, students and staff Instigation and maintenance of laboratory protocols Laboratory supervision/oversight Provision of systems to support infrastructure development – e.g., pricing and management models Technology development Reports on project outcomes Curation of collections Research ethics

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Emerging evidence of commitment to excellent research practice (e.g., completion of appropriate WHS courses, maintenance of research infrastructure, adherence to the Australian Code for the Responsible Conduct of Research, and management/curation of data and information)	Established evidence of commitment to excellent research practice	Leadership in establishing excellent research practice and supporting more junior colleagues		

² There are some cases where research activities are “classified” or subject to IP constraints and may not be reported in writing. In such situations, we encourage researchers to offer other appropriate and permitted information to establish the nature and quality of the work completed (e.g., contact information for verbal reports from supervisors or government/industry funders).

³ These items may be eligible to be counted as a [Non-Traditional Research Output](#) (under Research Output) and in that case should not be included here.

Level A	Level B	Level C	Level D	Level E
	Emerging evidence of providing oversight to junior members of a group/laboratory	Established role as a laboratory supervisor		
	Emerging responsibility for a project's outcomes and reporting (e.g. for industry or government contracts)	Full responsibility for a project's outcomes and reporting (e.g. for industry or government contracts)		
		Significant role in design and construction of laboratory instrument(s) following Australian Standards		
			Significant track record in establishing and maintaining a safe and efficient working environment (e.g., in a group, Department, local area)	
			Established track record of applying for funds to host national research infrastructure that attracts world-leading researchers and serves as a significant resource for the Australian higher education sector as a whole, and a gateway to international research collaboration	Leader of a national research infrastructure that attracts world-leading researchers and serves as a significant resource for the Australian higher education sector as a whole, and a gateway to international research collaboration

Research Practice PDR discussion points

What additional research support do you need to achieve your medium and longer-term career goals? (e.g., equipment, research assistance, postgraduate students, study leave.)

EDUCATION

TEACHING PRACTICE

Activities	Evidence
Lecturing Tutoring Demonstrating Fieldtrips Laboratory classes Assessment	Quality of courses and teaching demonstrated through SELS and SET Quality of teaching demonstrated through course evaluation and peer review Improvement of student experience demonstrated through SELS and SET Activity measured through CHM/CoS Teaching Activity Model Incorporation of innovative teaching practice Demonstration of methods utilized to enhance student engagement Development of learning resources including technology-enhanced resources

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> Demonstration of quality in teaching activities Incorporation of innovative teaching practice and methods to enhance student engagement 				
<ul style="list-style-type: none"> Emerging participation in teaching usually evidenced by tutoring and demonstrating Contribution as guest lecturer 	Contribution as lecturer and involvement in laboratory practicals and field trips	Significant and sustained contribution as a lecturer		
	<ul style="list-style-type: none"> Evidence of development of quality teaching materials including assessment tools Development of learning resources including technology-enhanced resources 			
		Emerging impact of contributions and innovations on the practice of others	Impact of contributions and innovations on the practice of others	
		<ul style="list-style-type: none"> Contributions to the development of reliable and valid assessment tools, and use of authentic assessment Benchmarking of courses against similar courses to improve content and delivery 		

Level A	Level B	Level C	Level D	Level E
			<ul style="list-style-type: none"> • Improvement in student success and/or retention • Evidence of awards or grants 	

Teaching Practice PDR discussion points

What is your approach to teaching and how do you intend to develop your teaching activities?

What are your strategies to ensure that students engage with the material?

Where do you think there is room to innovate in your teaching?

What training or support do you need to further develop your teaching practice?

RESEARCH-LED EDUCATION

Activities	Evidence
Research-informed and research-focussed teaching across all teaching activities	Teach about research methodologies Students learn research skills Students undertake inquiry-based learning Students undertake research Lectures include content on current research

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Support inquiry-based learning, development of problem-solving, critical and analytical skills, and students learning research skills through demonstrating and tutoring	Support inquiry-based learning, development of problem-solving, critical and analytical skills, and students learning research skills through demonstrating, supervision and teaching activities			
	Lectures include aspects of current research and research methodology in teaching activities			
		Model research practices in supervision and encourage student development of independence in research.		

Research-lead Education PDR discussion points

What is your understanding of research-led education and how do you incorporate it into your teaching activities?

Do you see opportunities to include more research-led, inquiry-based learning or other interactive learning activities within your teaching?

What assessment methods do you use to ensure that students have gained the critical analysis and problem-solving skills fostered by active learning?

STUDENT-FOCUSSED TEACHING

Activities	Evidence
Student Feedback Student mentoring Support of social learning Response to evaluations	Effective and timely feedback to students Demonstration of provision of clarity in expectations Mentoring of students Involvement in student advising Development of learning communities (e.g PAL) Demonstration of effective response to student feedback and to course evaluations Demonstration of alignment of learning outcomes, learning objectives and assessment Continuous improvement of curricula, teaching resources and teaching approaches Testimonials from students

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Demonstration of appropriate feedback mechanisms during demonstrating and tutoring activities	Demonstration of appropriate feedback mechanisms during demonstrating, tutoring and lecturing activities	Demonstration of timely and effective feedback mechanisms for all teaching activities		
Demonstration of reflective response to evaluations of teaching activities		Demonstration of reflection and review of teaching activities in response to evaluations and continuous improvement of teaching		
	Mentoring of students for example those undertaking HPO's and undergraduate research projects	Mentoring of students, for example those undertaking HPO's, undergraduate research projects and PhB students		
		Contribute to training of tutors and demonstrators	Lead training of tutors and demonstrators	
			<ul style="list-style-type: none"> • Development of student focused initiatives such as PAL programs and other peer-mentoring opportunities • Demonstration of initiatives advancing equity and supporting student diversity 	

Student-focussed Teaching PDR discussion points

Learning outcomes are an important signal of the overarching expectations of a course. How do you ensure that your teaching activities align with the learning outcomes and that students understand the expectations of your teaching activities?

How do you ensure that all people involved in teaching a course have the same standards and expectations?

Providing individual and detailed feedback to students is time-consuming. What are your strategies for providing timely and constructive feedback?

Do you allow opportunities for students to provide feedback on your teaching/individual activities/the course? How do you respond?

RESEARCH TRAINING

Activities	Evidence
Supervision Teach research methodology Support development of research skills	Supervision of undergraduate research projects Supervision of honours and masters students Appointment as discipline research project convener Development of honours pathway courses or options Supervision of Honours Pathway Option students Materials developed to teach research methodology and research skills Outcomes for students supervised (career outcomes, prizes and awards, publications) Student progression into research degrees Timely completions of students Achievements of supervised students

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> Co-supervision of honours or masters students Primary supervision of undergraduate research projects 	<ul style="list-style-type: none"> Primary supervision of honours or masters students usually with an experienced co-supervisor. Independent supervision of undergraduate research projects 	<ul style="list-style-type: none"> Independent and high quality supervision of honours and masters students Independent and high quality supervision of undergraduate research projects 	<ul style="list-style-type: none"> Independent, high quality and sustained supervision of honours and masters students Sustained high quality supervision of undergraduate research projects 	
		Materials developed to teach research methodology and/or research skills	Sustained development of materials to teach research methodology and/or research skills	
		<ul style="list-style-type: none"> Appointed as research project coordinator or involved in management of honours program Involved in development of Honours Pathway Courses and Honours Pathway Options 		

Research Training PDR discussion points

Supervision of undergraduate students is often very resource intensive. Do you have the capacity to engage with this supervision?

What are your approaches to supervision of undergraduate, honour and masters students?

How do you manage students that appear not to be progressing?

How do you mentor others in a supervisory role?

CURRICULUM DEVELOPMENT AND DESIGN

Activities	Evidence
Course design Program design Curriculum review	Extent of development of curricula at course or program level Design and delivery of student mobility programs (e.g New Columbo Plan)

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
	Involvement in redesign of course or individual teaching activities with guidance	Involvement in redesign of course or program including use of new modes of teaching (e.g online, flipped, workshop-based)	Leading design of courses or programs including use of new modes of teaching (e.g online, flipped, workshop-based)	
		Involvement in review of courses, majors and programs	Lead review of courses, majors and programs which may include invitations to participate in reviews for other universities, development of joint programs or articulation agreements	

Curriculum Development and Design PDR discussion points

Does your teaching involve development, or re-development of teaching material?

If you reflect on your teaching, what would you like to change?

Have you, or do you intend to, explore alternative modes of delivery for any of the material?

Our curricula tend to be developed “bottom up”, with individuals designing their own material. How do you ensure that there is an integrated curriculum, where there is flow of material within a course and between courses?

TEACHING AND LEARNING DEVELOPMENT AND SCHOLARSHIP

Activities	Evidence
Dissemination and impact of teaching practice Practice informed by research	Teaching qualification Teaching recognition through HEA A clear and reflective philosophy of teaching and learning Demonstrate teaching is informed by current ideas for teaching in the discipline Quality of Publications Citation of work Participation in conferences Participation in workshops, forums, colloquia Other dissemination of teaching practice Membership of professional association Membership of teaching networks (internal/external) Invited reviews of papers on teaching and learning Completion of CHELT Principles of Tutoring and Demonstrating Completion of CHELT Foundations of Teaching and Learning Evidence of grants for teaching and learning activities

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Engagement with CHELT modules and evidence of professional development related to teaching and learning	Evidence of professional development related to teaching and learning	Evidence of sustained professional development related to teaching and learning		
	Evidence of reflection on teaching practice and adoption of best-practice			
	Fellowship of HEA (Associate or Fellow)	Senior Fellowship HEA		
		Applications for grants to improve education practice and innovation	Track record of grants to improve education practice and innovation	

Level A	Level B	Level C	Level D	Level E
			Dissemination of education practice through publications, Colloquia and Conferences	
				Invited presentations on education practice

Teaching and Learning Development and Scholarship PDR discussion points

What are your plans for professional development in teaching?

Have you considered applying to the Higher Education Fellowship Scheme? (if not already a fellow, or a more senior level for current Associate Fellows and Fellows).

Are there opportunities to collaborate with others either within, or outside the discipline to enhance an aspect of teaching and learning?

If you consider your current teaching practice and your plans for the future, are there opportunities to apply for a Teaching Enhancement Grant?

Do you need any development or training that is not available at ANU?

TEACHING AND LEARNING LEADERSHIP

Activities	Evidence
Convenorship Discipline lead Peer mentorship Committees Partnerships Curriculum review Provision of professional development	Coordination at course, major or program level Appointment to a leadership role (Year Coordinator, Associate Director, Associate Dean) Development of textbooks Lead change in practice or culture Development of Policy Mentor colleagues in their development of teaching practice Undertake peer review of course design, teaching materials, teaching methods and assessment approaches Active involvement in Committee at School, College, University or discipline level Recognition as an assessor or expert by an external agency (e.g TEQSA) Initiate or manage external partnerships Benchmarking of program against similar programs to improve content, structure and delivery Organise Colloquium or Conference Invited presentation Contribution to tutor training Completion of CHELT Academic Leadership in Teaching and Learning

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
		<ul style="list-style-type: none"> Coordination of courses Active involvement in Committee at School, College, University or discipline level 	<ul style="list-style-type: none"> Sustained coordination of courses and/or programs Active involvement in Committee at School, College, University or discipline level including roles as Chair 	
			<ul style="list-style-type: none"> Participation in selection committees for education-related roles Lead curriculum review and/or accreditation submissions 	

Teaching and Learning Leadership PDR discussion points

Discuss how you have shown leadership within teaching and learning in the School, College, university, nationally or internationally.

How would you like to develop your leadership in this area? What are your plans for the future?

TEACHING AND LEARNING OUTREACH AND ENGAGEMENT

Activities	Evidence
External Engagement Outreach activity Public policy	Appointment as discipline internship convener Appointment to external education board or panel Involvement in summer school Involvement in Scientist in Schools or similar outreach activity Media commentary Community education (e.g. public lectures, teaching within the community) Membership of Board of Professional Organisation Provision of expertise to external organisations, reference groups or reviews

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
Involvement in outreach activities under direction	Involvement in outreach activities	Sustained involvement in outreach activities	Sustained involvement in outreach activities including leading roles	

Teaching and Learning Outreach and Engagement PDR discussion points

What is your current focus for educational outreach activities?

How does your engagement align with School/College/University strategies?

Are there opportunities to broaden your engagement in this area?

SERVICE

The University's Promotion [Indicator's](#) for Service Engagement note that they should be used for “service to the University or Higher-Education Sector that *does not naturally have specific education-related or research-related elements.*” The indicators for Service in the College of Science guidelines follow this definition; examples of relevant areas include governance, policy advice, strategic planning, operational process improvement, and Inclusion, Diversity, Equity and Access (IDEA) initiatives. Service activities that are specifically related to Education or Research are evaluated using the indicators for “Teaching & Learning Leadership” and “Teaching & Learning Outreach and Engagement” (for Education), “Professional Service & Leadership” and “Outreach & Public Policy” (for Research).

The points below in [blue](#) are taken/adapted from the [University's indicators for Service Engagement](#), those in black are unique indicators for use in the College of Science Academic Performance Standards.

Indicative Expectations

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> Demonstrated understanding of the strategic priorities of the University, College and School, including how these relate to your area(s) of and interest 				
	<ul style="list-style-type: none"> Effective membership of a governance or management committee, steering committee, or working party within a Centre, Department, Research School or College, or the University more broadly Provision of policy or governance advice within Centre, Department, Research School, College or University Effective membership of university or higher education sector policy or governance committee Appointment or election to a university or higher education sector policy or governance body 			
		<ul style="list-style-type: none"> Active participation in university process-improvement initiatives (e.g. user groups for new administrative systems) Training in best-practice management and supervision 		
			<ul style="list-style-type: none"> Effective membership of a review committee for a University, College, School, Department or Centre (within or outside ANU) Membership of an academic promotion committee Membership of a selection committee for academic or professional staff appointments Contribution to a university-sector collaboration, strategic alliance and/or network that contributes to education and/or research outcomes for ANU Significant leadership or management roles such as Deputy-Head or Head of Academic area, Associate-Dean, Deputy-Dean, Dean, or higher where the role is neither wholly education-related 	

Level A	Level B	Level C	Level D	Level E
			<p>nor wholly research-related (such roles fall into the Education and Research Indicators, respectively)</p> <ul style="list-style-type: none"> • Contributions to strategic and operational planning, or the development and/or formulation of policy for the University/College/School • Active contribution to cultural change in the local area to further the University’s commitment to improving equity and collegiality 	
				<ul style="list-style-type: none"> • Chair of governance or management committee, steering committee, or working party within a Centre, Department, School or College, or the University more broadly • Chair of university or higher education sector policy or governance committee • Lead role in discussion on university governance or develop policy within the higher education sector • Lead role in a review committee for a University College, School, Department or Centre (within or outside ANU) • Initiate and manage a university-sector collaboration, strategic alliance and/or network that contributes to education and/or research outcomes for ANU

Service PDR discussion points

What area of non-Education or non-Research related service are you most interested and engaged in? How have you helped influence change for the better in that area?

What would you like to achieve over the next year in alignment with the University’s strategic priorities?

Approved by the College of Science Executive Committee on 20 March 2019