

Academic Staff Performance Expectations and Outcomes (ASPEO) Framework (2018)

Introduction to the ASPEO Framework

The ECU Academic Staff Performance Expectations and Outcomes (ASPEO) Framework provides Academic staff clarity on performance expectations in the core areas of academic work.

There are three core areas of academic work at ECU:

- ▶ Learning and Teaching
- ▶ Research and Research Training
- ▶ University Service

The ASPEO Framework offers a broad range of indicators and exemplars in each of the core areas of academic work across academic staff levels. These indicators and exemplars describe the **minimum expectations** for each level.

The Framework operates in accordance with the *Academic Staff Classification Standards* set out in the Enterprise Bargaining Agreement, and is informed by TEQSA standards, ECU policies, and the *Australian Teaching and Criteria and Standards*.

ECU's strategic priorities and ASPEO

To assist Academic staff align their work with the University's priorities, it is necessary for the ASPEO Framework to be utilised in conjunction with the *ECU Strategic Plan 2017 – 2021*. The plan outlines five strategic themes which guide ECU staff in aligning their work with, and contributing to, ECU's objectives.

The five strategic themes are:

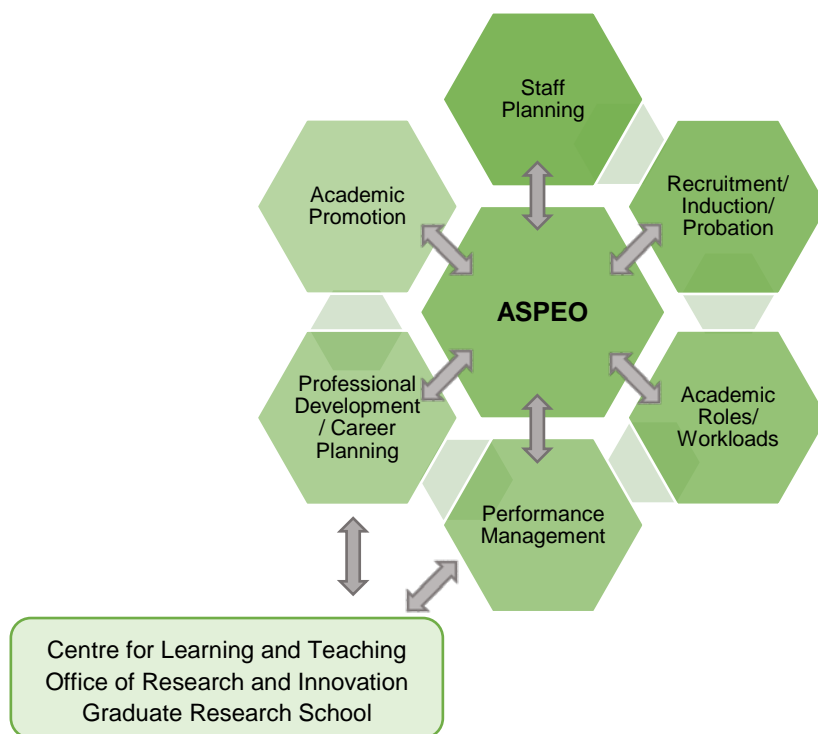
1. Dedication to our students.
2. Connecting with our community and the world.
3. Building strategic partnerships and collaborations.
4. Fostering strong alumni relations.
5. Promoting equality, diversity and social responsibility.

Academic staff are asked to consider how their individual contributions support these themes. The following questions may assist self-reflection and guide how individual contributions are communicated in performance discussions as well as provide a strategic focus for describing academic activities and roles described within the ASPEO framework:

1. How have I supported students with differing needs on their learning journey? How have I developed learning experiences and activities to keep students' engaged and motivated?
2. How have I engaged and collaborated with colleagues at other ECU campuses? How have I engaged with local community, nationally and internationally?
3. How have I collaborated with industry, professional bodies, governments, other universities and research groups? How have I translated my research into innovation and practice?
4. How have I developed strong relationships with alumni, such as invitations to networking events, public lectures?
5. How have I contributed to ECU's sustainability objectives? How have I encouraged equality and diversity in my academic work? How have I assisted students and staff from under-represented groups?

Use of the ASPEO Framework

The ASPEO Framework is to be used in conjunction with, and in support of, other University policies, processes and systems, as detailed below:



Staff Planning, Recruitment, Induction and Probation

Academic leaders are to use the ASPEO Framework to assess and determine the needs of the School before establishing an academic position. Recruitment and selection committees are to use the ASPEO Framework for the purposes of assessing, shortlisting and making hiring decisions.

Applicants are expected to demonstrate their capacity to achieve and/or sustain the outcomes expected in the ASPEO Framework. The ASPEO framework should be explained to successful applicants as part of induction. Staff and line managers are to use the ASPEO Framework to determine probation objectives and measure outcomes.

Academic Roles and Workloads

The ASPEO Framework is integral to determining the expectations and outcomes of individual academic roles, and workload allocation in each area of academic work.

Performance Management, Professional Development and Career Planning

Academic staff are expected to perform across each of the core areas of academic work relevant to their role. Staff are required to discuss with their line manager which performance outcomes and measures are applicable in developing, enhancing and sustaining their academic career.

Academic Promotion

The performance expectations and outcomes in the ASPEO Framework are used by various Promotion Committees to assess applications for academic promotion. Academic staff are required to achieve required outcomes and measures highlighted within the Framework, in conjunction with the relevant academic staff promotion policy and guidelines. Evidence of sustained progress towards and/or achievement at the next academic level is regarded as highly favourable and will support a successful promotion outcome.

The ASPEO Framework provides a clear expectation of what Committees look for in a successful application. Equally, it provides a guide to potential applicants of what they are expected to achieve at the next level and where necessary, identify training and career development opportunities.

Academic Roles at ECU

There are four (4) types of Academic Roles:

- ▶ **Teaching and Research Scholar**
Teaching and Research Scholar roles perform across Learning and Teaching, Research and Research Training, and University Service.
- ▶ **Research Focused Scholar**
Research Focused Scholar roles focus on Research and Research Training, and University Service.
- ▶ **Teaching Focused Scholar**
Teaching Focused Scholar roles contribute to the delivery of Learning and Teaching and University Service objectives for the organisation.
- ▶ **Practitioner Scholar**
Practitioner Scholar roles contribute to the Learning and Teaching and University Service objectives for the organisation, with a particular emphasis on industry and professional practice.

ECU values all Academic Roles and the unique contributions that they make to the University.

Recognising Diversity and Equity

The indicators and exemplars detailed in the ASPEO Framework are set as reasonable expectations of performance for an academic staff member.

However, the assessment of performance must be contextualised based on relative opportunity.

Circumstances which may impact on opportunity include carer responsibilities, part-time work, transitions between academic and industry roles, and cultural practices. Such circumstances may impact the quantity or rate of output, or participation in certain academic activities. Assessment is therefore made on an outcome-quality basis, with consideration to opportunities available to the individual academic staff member. Academic staff entering into a part-time or flexible arrangement are to discuss and negotiate work priorities and timeframes with their line manager.

Academic Workloads

The outcomes described in the Framework are designed in the context of an academic workload that is allocated in the following proportions:

- Learning and Teaching: 50%
- Research and Research Training: 30%
- University Service: 20%

The detailed allocation of workload is governed by the relevant Academic Workload Model in each School, and negotiated between the academic staff member and their line manager.

Workload profiles will vary by staff member, subject to discipline and School requirements. For example, some disciplines require higher levels of research activity, and this will be reflected in individual workload profiles and expectations of performance outcomes being scaled accordingly.

As part of the annual review of workload models, a School may propose contextualised descriptors or specific targets against the areas of academic work for particular discipline/s.

Academic Career Progression

Academic positions are classified from Level A to Level E, as outlined in the *Academic Staff Classification Standards* in the Enterprise Bargaining Agreement.

As Academic staff progress through their careers from Level A, their roles develop in complexity and accountability, and the context in which they collaborate, engage and have impact broadens. The table below shows the progression by level during the course of an academic career.

Academic Level	Academic Expectations	Context
Level A	Receives support and guidance from senior colleagues whilst performing in their areas of academic work.	Discipline
Level B	Builds independence and initiative in their areas of academic work.	Discipline <i>Working towards University</i>
Level C	Develops, leads and innovates in their areas of academic work.	Discipline University <i>Working towards National</i>
Level D	Leads, innovates and provides mentorship to early and mid-career academics.	Discipline University National <i>Working towards International</i>
Level E	Sustains and fosters leadership, innovation and mentorship.	Discipline University National International

Performance Indicators of Academic Work

Academic staff will discuss performance outcomes and measures with their line manager during probation, performance planning and review meetings in accordance with the Management for Performance Policy, in preparation for academic promotion. Below are the performance indicators of academic work. Detailed exemplars are set out in the section [ASPEO Framework Matrix](#).

Learning and Teaching	Research and Research Training	University Service
Teaching Excellence	Research and Research Training	University Service
Teaching Scholarship	Research Activity Metrics	
Teaching Impact and Engagement	Research Impact and Engagement	

Academic Staff Qualifications

Academic staff are expected to hold appropriate tertiary qualifications, relevant to the discipline. TEQSA standards state that staff who have academic oversight and teaching and supervisory roles have at least one qualification higher than is awarded for the course, or equivalent academic / professional / practice-based experience.

Level A Academic staff are expected to have completed four years of relevant tertiary study, preferably holds a master's degree and is working towards a doctorate, or professional, performance or creative works and/or experience.

Level B and above Academic staff will normally hold a doctorate and/or relevant qualifications and/or professional, performance or creative works and/or experience.

Definitions used in the ASPEO Framework

Academic Co-ordination

The leadership of an academic activity or program, e.g. first-year program, internship program, international, unit, course.

Academic Professional Standing

Evidence of leadership within the discipline and professional standing external to the University.

Discipline

Four- or two-digit Fields of Research (FoRs) as identified in the Australian and New Zealand Standard Research Classification (ANZSRC).

Innovation

Academic activities that contribute and lead to the creation of new concepts and/or the review, application and improvement of existing activities.

Non-traditional Research Outputs

This category includes research outputs which do not take the form of traditional research outputs such as published books, book chapters, journal articles or conference publications. For the purposes of ERA, these include original creative works, live performance of creative works, recorded/rendered creative works and curated or produced substantial public exhibitions and events. For details, see <http://intranet.ecu.edu.au/research/for-research-staff/research-performance>.

Publications

This category includes traditional research outputs (i.e. scholarly books or monographs, chapters in scholarly books, scholarly articles in refereed journals or refereed conference papers) which have been published.

Research Activity Metrics

Evidence of research outputs (through publications and/or non-traditional research outputs), research income and training/supervision.

Research Impact and Engagement

Community, industry, academic and/or professional collaborations or partnerships, converting research findings into innovations in practice with economic and social impact. Leads systematic measurement of research impact.

Research Impact is the demonstrable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, beyond contributions to academia.

Research Engagement is the interaction between researchers and research end-users outside of academia, for the mutually beneficial transfer of knowledge, technologies, methods or resources.

Research Income

Record of successful competitive research grants and/or funding.

Research Outputs Recognised by ECU

This category includes any research outputs submitted to and accepted by the Office of Research and Innovation for the purposes of reporting to the Government e.g. for ERA.

Research Quality (Impact factor)

The value placed on research activity and outputs as determined by the discipline. Measures may include grant category awarded, timely HDR completions, and Field-Weighted Citation Impact.

Research Scholarship

Achievement in, and recognition for, discipline based research activities, knowledge and development, including collaborative work and mentorship of junior academic staff.

Research Training

Evidence of professional development and outcomes, and effective research student and staff supervision and mentoring practices, subject to relevant ECU policies and standards.

Scholarly Teaching

Systematic evaluation of your teaching methods and practices, with evidence and outcomes analysed for the primary purpose of improving your teaching and learning practices. Innovation and building the evidence base for the innovation that forms the foundation of scholarship of teaching and learning.

Scholarship of Teaching and Learning (SoTL)

Shares the characteristics of excellent and scholarly teaching, AND involves communicating and disseminating the teaching and learning practices of one's subject and researching into how students learn within a discipline.

Significance

This refers to research or scholarly activity and outcomes in terms of peer assessed quality and impact of a work or publication in creating new knowledge, influencing peers research or practice both within and beyond academe.

Teaching Excellence

Achievement in, and recognition for learning centred teaching and learning practices.

Teaching Impact and Engagement

Collaborative relationships with industry and/or other partners beyond academe to benefit the economy and society through learning and teaching related methods content and outcomes.

Technology Enhanced Learning

The intentional integration of different modes of learning in both face-to-face and online learning environments. Technology enhanced learning approaches will vary according to the discipline, the year level, student characteristics and learning outcomes.

Timely Completion

This refers to the completion of a higher degree by research within a funded timeframe.

University Service

Contribution to School and/or University-wide policies, projects and/or activities that are innovative, collaborative and brings significant benefits and value to the organisation.

ACADEMIC STAFF PERFORMANCE EXPECTATIONS AND OUTCOMES FRAMEWORK MATRIX

QUALIFICATIONS: Academic staff are expected to hold appropriate tertiary qualifications relevant to the discipline. TEQSA standards state that staff who have academic oversight, teaching and/or supervisory roles are required to have at least one qualification higher than is awarded for the course, or relevant equivalent academic/ professional/ practice-based experience.

Level A: Completed four (4) years of tertiary study. Preferably has Masters' degree and working on Ph.D., or has equivalent professional, performance, creative works and/or experience.

Levels B - E: Will normally hold a doctorate and/or relevant equivalent qualifications and/or equivalent professional, performance or creative works and/or experience.

LEARNING AND TEACHING CRITERIA

	<i>Level A</i> Context: Discipline <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> Context: Discipline, working towards University <i>Builds independence and takes initiative:</i>	<i>Level C</i> Context: Discipline, University, working towards National <i>Through development of leadership and innovation:</i>	<i>Level D</i> Context: Discipline, University, National, working towards International <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> Context: Discipline, University, National, International. <i>Through sustained leadership, innovation and mentorship:</i>
TEACHING EXCELLENCE	Evidence of achievement in, and recognition for, learning centred teaching and learning practices. Measured over a three (3) year period.				
	<p>Indicators include (examples of, not exhaustive):</p> <ul style="list-style-type: none"> Well planned learning activities designed to develop the students' learning. Thorough knowledge of the unit content and its contribution to the course. Sets clear intended learning outcomes and clear assessment criteria. Providing timely feedback to students. 	<p>Indicators include (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <ul style="list-style-type: none"> Deep knowledge of the discipline area. Effective preparation and management of teaching teams. Monitors and improves the quality of student learning outcomes (including English language proficiency). Leads accreditation and curriculum improvement. 	<p>Indicators include (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <ul style="list-style-type: none"> Leads successful teaching and learning and discipline programs within the University. Reviews and improves curriculum and program delivery. Leads programs aimed at improving student learning and employability e.g. WIL/Internships. Establishes effective organisational policies/ strategies that promote and support others to deliver high quality teaching and support student learning. Contribution to national bodies focused on improving teaching and learning. Leadership in the moderation, planning and delivery of course and degree assessment. 		
	<p>Indicative Evidence (examples of, not exhaustive):</p> <ul style="list-style-type: none"> Evidence of sustained achievement and/or improvement of teaching practices e.g. UTEI scores, peer review. Performance reports. Lower rates of attrition and of failure to pass course. Adoption of innovation by others. Industry and student participation rates in Work Integrated Learning (WIL). Sustained record of professional development activities and demonstrated impact on teaching practices. Mentoring/coaching colleagues to support them in improving their teaching. Invitations to teach in other units, courses or universities. 				

LEARNING AND TEACHING CRITERIA (cont.)

	<i>Level A</i> <i>Context: Discipline</i> <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> <i>Context: Discipline, working towards University</i> <i>Builds independence and takes initiative:</i>	<i>Level C</i> <i>Context: Discipline, University, working towards National</i> <i>Through development of leadership and innovation:</i>	<i>Level D</i> <i>Context: Discipline, University, National, working towards International</i> <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> <i>Context: Discipline, University, National, International.</i> <i>Through sustained leadership, innovation and mentorship:</i>
TEACHING SCHOLARSHIP	Demonstrated evidence of pedagogical knowledge within the discipline.			Evidence of achievement in, and recognition for, pedagogical knowledge within the discipline, and the dissemination of new knowledge.	
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Demonstrated improvements in teaching practice based on self-reflection and/or feedback.</p> <p>Demonstrated sound knowledge of the unit content and material, and use of current disciplinary research in teaching activities.</p> <p>Delivery of research or inquiry-led curricula.</p> <p>Students' self-reported gains in knowledge and skills.</p> <p>Engagement with technology enhanced learning activities.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Application of contemporary research findings in the curriculum.</p> <p>Development and/or delivery of curricula that are research or inquiry-led.</p> <p>Sound application of Undergraduate Curriculum Framework in units.</p> <p>Review and improvement of technology enhanced learning activities.</p> <p>Analysis and appropriate uptake of learning technologies.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <p>Use ECU small grant(s) to research teaching and learning issues, needs or excellence.</p> <p>Development of students' research skills through curriculum activities.</p> <p>Sound integration of research outcomes into everyday teaching and learning practices.</p> <p>Strategies and positive outcomes related to innovation, technology enhanced learning and creativity in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <p>Leadership of projects or teams exploring improvement of teaching and learning outcomes.</p> <p>Teaching and learning project funding.</p> <p>Development of scholarly-based curricula and programs.</p> <p>Demonstrated systemic and integrated development of teaching practices informed by scholarship / research.</p> <p>Mentorship of colleagues in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level D, and)</p> <p>Contribution to the research and/or literature on scholarly practice and theory in teaching.</p> <p>Leadership of teaching and learning benchmarking activities.</p> <p>(Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution.</p> <p>Mentorship and support of colleagues on translation of contemporary learning theory into learning activities and curriculum.</p>

LEARNING AND TEACHING CRITERIA (cont.)

	<i>Level A</i> <i>Context: Discipline</i> <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> <i>Context: Discipline, working towards University</i> <i>Builds independence and takes initiative:</i>	<i>Level C</i> <i>Context: Discipline, University, working towards National</i> <i>Through development of leadership and innovation:</i>	<i>Level D</i> <i>Context: Discipline, University, National, working towards International</i> <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> <i>Context: Discipline, University, National, International.</i> <i>Through sustained leadership, innovation and mentorship:</i>
TEACHING IMPACT AND ENGAGEMENT	Evidence of collaborative relationships with industry and/or other partners beyond academe to benefit the economy and society through learning and teaching methods, content and outcomes.			As a discipline expert, lead colleagues and/or teams in collaborative relationships with industry and/or other partners beyond academe to benefit the economy and society through learning and teaching methods, content and outcomes.	As a discipline expert, initiate and lead colleagues and/or teams in collaborative relationships with industry and/or other partners beyond academe to benefit the economy and society through learning and teaching methods, content and outcomes.
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Development of existing community, industry and/or professional contacts contributing to teaching and learning practices, Individually or as a team member.</p> <p>Use of authentic case studies, integration of industry experience and/or partnerships in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Evidence of partnerships leading to discipline-based academic scholarship.</p> <p>Unit/ course development that responds to current workplace issues, needs or improvement.</p> <p>Internationalisation for the development of ECU students and offshore partners, through curriculum, student mobility and cross-cultural learning.</p> <p>Effective preparation and support of industry partners involved in work based practice and supervision of students.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <p>Co-ordination, development and measurement of discipline / program work-based learning activities.</p> <p>Use of various sources to monitor, evaluate and improve integration of industry experience and/or partnerships in teaching.</p> <p>Development and maintenance of robust relationships with industry partners based on mutual benefit.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <p>Develop opportunities for innovation within and/or across disciplines related to current issues or needs in communities and/or the workplaces of students.</p> <p>Leadership and mentorship in developing sustained partnerships beyond the institution for academic scholarship.</p> <p>Sustained innovation in practice and assessment related to WIL.</p> <p>Industry / peer recognition of professional standing.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level D, and)</p> <p>Sustained leadership in workplace or community based, professional practice at institutional and/or (inter)national level with demonstrable impacts.</p> <p>Sustained industry / peer recognition of professional standing.</p>

RESEARCH AND RESEARCH TRAINING CRITERIA

	<i>Level A</i> <i>Context: Discipline</i> <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> <i>Context: Discipline, working towards University</i> <i>Builds independence and takes initiative:</i>	<i>Level C</i> <i>Context: Discipline, University, working towards National</i> <i>Through development of leadership and innovation:</i>	<i>Level D</i> <i>Context: Discipline, University, National, working towards International</i> <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> <i>Context: Discipline, University, National, International.</i> <i>Through sustained leadership, innovation and mentorship:</i>
RESEARCH AND RESEARCH TRAINING	Discipline based research activities, knowledge and development, including collaborative work and mentorship of junior staff.				
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Developing track record of research output (publications, creative works and/or non-traditional research outputs).</p> <p>Contributes to research team activities.</p> <p>Seeks mentorship regarding developing own research agenda/ profile.</p> <p>Develops staff / student supervision skills in alignment with relevant ECU policies and standards.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <p>Track record of recognised research output.</p> <p>Nationally competitive/ other major external research grants.</p> <p>Demonstrated record of Honours and HDR completions.</p> <p>Management of research staff, including professional staff, as appropriate.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <p>Significant contributions to research institute / centre / laboratory.</p> <p>History of well-recognised research output.</p> <p>Successful recruitment and development of research team.</p> <p>History of attracting research income from external sources.</p> <p>Mentorship of junior academic staff in developing their research profile.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level D, and)</p> <p>Sustained history of well-recognised research output.</p> <p>Internationally competitive and/or other major external research grants.</p>	
RESEARCH ACTIVITY METRICS	Evidence of research outputs (through publications and/or non-traditional research outputs), research income and training / supervision. Measured over a five (5) year period. Metrics include ► Research outputs ► Quality measures ► Impact measures ► Research income ► HDR and Honours Completions.				
	<p>Broad range of output/ quality for Level A:</p> <p>5 or more outputs, of which at least 50% of all outputs claimed are in esteemed publications / non-traditional research outputs as rated by the discipline.</p>	<p>Broad range of output/ quality for Level B:</p> <p>5 – 10 outputs, of which at least 50% of all outputs claimed are in esteemed publications / non-traditional research outputs as rated by the discipline.</p>	<p>Broad range of output/ quality for Level C:</p> <p>8 – 15 outputs, of which at least 50% of all outputs claimed are in esteemed publications / non-traditional research outputs as rated by the discipline.</p>	<p>Broad range of output/ quality for Level D:</p> <p>12 – 20 outputs, of which at least 50% of all outputs claimed are in esteemed publications / non-traditional research outputs as rated by the discipline.</p>	<p>Broad range of output/ quality for Level E:</p> <p>15 – 25 outputs, of which at least 50% of all outputs claimed are in esteemed publications / non-traditional research outputs as rated by the discipline.</p>

RESEARCH AND RESEARCH TRAINING CRITERIA (cont.)

	<i>Level A</i> <i>Context: Discipline</i> <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> <i>Context: Discipline, working towards University</i> <i>Builds independence and takes initiative:</i>	<i>Level C</i> <i>Context: Discipline, University, working towards National</i> <i>Through development of leadership and innovation:</i>	<i>Level D</i> <i>Context: Discipline, University, National, working towards International</i> <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> <i>Context: Discipline, University, National, International.</i> <i>Through sustained leadership, innovation and mentorship:</i>
RESEARCH IMPACT AND ENGAGEMENT	Community, industry, academic and/or professional collaborations or partnerships, converting research findings into innovations in practice with economic and social impact.				
	<p>Indicators include (examples of, not exhaustive): Collaboration with an interdisciplinary research group. Builds industry connections that lead to research partnerships.</p>	<p>Indicators include (examples of, not exhaustive): (As per Level B, and) Consolidated links with industry / community. Successful applications for grants with external researchers. Industry consultation work. Exhibition of creative works.</p>	<p>Indicators include (examples of, not exhaustive): (As per Level C, and) Sustained engagement and collaboration with industry, government, academic and/or professional groups. Record of invitations to address international conferences. Leading public debate on discipline topics.</p>		
	<p>Indicative Evidence (examples of, not exhaustive): Demonstrated contribution to the translation of research to address community needs and priorities. Evidence of research impact through relevant metrics.</p>	<p>Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Leadership or contribution to local or national research linkages, resulting in knowledge transfer.</p>	<p>Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Leadership of collaborative national or international research group(s), resulting in knowledge transfer. Sought for public comment on discipline related issues.</p>		

UNIVERSITY SERVICE CRITERIA

	<i>Level A</i> <i>Context: Discipline</i> <i>Receives support and guidance from senior colleagues:</i>	<i>Level B</i> <i>Context: Discipline, working towards University</i> <i>Builds independence and takes initiative:</i>	<i>Level C</i> <i>Context: Discipline, University, working towards National</i> <i>Through development of leadership and innovation:</i>	<i>Level D</i> <i>Context: Discipline, University, National, working towards International</i> <i>Through leadership, innovation and mentorship:</i>	<i>Level E</i> <i>Context: Discipline, University, National, International.</i> <i>Through sustained leadership, innovation and mentorship:</i>
UNIVERSITY SERVICE	Contribution to School and/or University-wide policies, projects and/or activities that are innovative, collaborative and brings significant benefits and value to the organisation.				
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Demonstrated evidence of working well with others and in teams.</p> <p>Improving understanding of learning and teaching, research and University governance.</p> <p>Establishing collaborative academic networks.</p> <p>Proactively undertaking appropriate governance activities.</p> <p>Sound management of sessional staff.</p> <p>Academic co-ordination activities appropriate for level.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <p>Active contribution towards the development and implementation of School/ University policies.</p> <p>Active contribution to working parties, curriculum and/or research committees.</p> <p>Undertakes formal Academic Leadership roles.</p> <p>Identifiable contribution to specific projects with University-wide impact.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <p>Leadership and mentorship to early and mid-career academics.</p> <p>Demonstrated significant contribution towards the development and implementation of University-wide policies or projects.</p> <p>Leadership and contribution to working parties, curriculum and/or research parties.</p> <p>Evidence of attracting academic visitors to engage in learning and teaching / traditional and non-traditional research projects.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level D, and)</p> <p>Evidence of leading collaborative innovation, changes and improvements across the University.</p> <p>Demonstrated leadership in achieving ECU's strategic priorities.</p>	