Preamble

The following information provides a guide as to typical activities and the expected quantities and/or quality of output for staff of the designated level. These activity guidelines do not constitute a guide to all activities that academic staff shall undertake as part of regular duties an employee of the ANU. Rather academic staff, through the work program negotiated with their supervisor as part of their Statement of Expectations, will be expected to perform a selection of activities, with the overall composition of workload varying from staff member to staff member. An academic staff member can be asked to undertake duties consistent with the activities listed in these guidelines at any time by their supervisor.

A staff member is not guaranteed promotion by simply fulfilling each of the tasks below. Staff members seeking promotion to Level B need to demonstrate that at a minimum they are performing at a level significantly higher than that described in these Activity Guidelines. It is the role of the Promotions Committee to assess, through peer review and in conjunction with the quantity of output, the quality of contribution of each staff member.

General

Research Intensive
A Level A academic will normally have experience in research or scholarly activities, which have resulted in publications in refereed journals or other demonstrated scholarly activities.

A Level A academic will carry out independent and/or team research. A Level A research academic may supervise postgraduate research students or projects and be involved in research training.

Research and Teaching
A Level A academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching a Level A academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

Generally
A Level A academic will normally contribute to teaching and supervision at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.
Research and/or Creative Activity
As a guide, activities making up the research and/or creative activity contribution may include (but are not limited to):

1. Publications:
   a. Research and Teaching Staff (50% education, 30% research, 20% service and community engagement) should be attaining 3 refereed publications over a 3-year period (early career researchers can include refereed conference papers) (this expectation can be moderated if work is undertaken towards a monograph).
   b. Research Intensive Staff (20% education, 60% research, 20% service and community engagement) should be attaining 6 refereed publications over a 3-year period (early career researchers can include refereed conference papers) (this expectation can be moderated if work is undertaken towards a monograph).

2. Grants/Scholarship/Fellowships won:
   a. Research and Teaching Staff (50% education, 30% research, 20% service and community engagement) should, at least, be part of one grant application at least every 2-3 years (depending on grants held).
   b. Research Intensive Staff (20% education, 60% research, 20% service and community engagement) should, at least, be part of one grant application every year (depending on grants held).

3. Practice Led Research in the Visual Arts:
   a. A Level A academic will typically exhibit new work in an average of the equivalent of 5 group exhibitions over a three year period (larger scale practices may be produced at a reduce rate). Work in a group exhibition will count as one (1) exhibition. Work selected for inclusion in a curated exhibition will count as twice the value of a non-curated exhibition (2). Having a solo exhibition at a recognized venue (public or private), or achieving a commission through a competitive process will count as five times the value of exhibiting in a non-curated group exhibition (5). At Level A, exhibitions will be expected to be mostly at local/regional venues (rather than national/international).
   b. An average of 3 original creative outputs over a three year period must be appropriately documented and count towards their School’s output as outlined in the ERA guidelines for the Performing Arts and Creative Writing.
   c. A Level A academic will apply for at least one discipline specific grant to support their creative practice research activity over a three year period. (Funding for practice led activity may come from non-traditional, competitive peer reviewed funding sources including national arts funding bodies such as the Australia Council, major State, Territory and Regional arts funding organizations, support groups and private and corporate donors).

4. Practice Led Research in Music:
   a. School of Music workload allocation of 60% education; 30% research and 10% service has been established (variable subject to Head of School agreement). It would be anticipated that a Level A academic would have a nationally growing profile as a performer with an emerging niche area of specialisation that contributes to ANU’s profile and to attracting students.
   b. A Level A academic would be involved in a minimum of three publicly accessible performances a year either as a soloist, as a member of an ensemble, through participation in an operatic production, as an orchestral musician or through their creative work as a composer. This may include participation in the School’s Premiere Concert Series, in major School productions and events, tours by flagship School of Music ensembles and work as a soloist.
   c. It is anticipated that at least three original creative outputs over a three year period would be appropriately documented and count towards their School’s output as outlined in the ERA guidelines for the Performing Arts and Creative Writing.
   d. A Level A academic will apply for at least one discipline specific grant to support their performance based research activity over a three year period. (Funding for performance based activity may come from non-traditional, competitive peer reviewed funding sources including national arts funding bodies such as the Australia Council, major State, Territory and Regional arts funding organizations, support groups and private and corporate donors).

5. Invited major presenter/performer;
6. Intellectual Property commercialisation/uptake;
7. Professional activity – creative arts, consultancy, policy work for governments; and
8. Collaborative and interdisciplinary research activity as a leader/member.
As a guide, quality and impact may be measured by consideration of the following:

- Citation rates (could include Public Lending, Educational Lending Right, viscopy, copyright agency etc);
- Status of publication within the field/discipline, where work is published/presented/exhibited;
- Awards and honours; and
- Broader value of the work for social, environmental, cultural and/or commercial benefit (for example).

NB. The percentages shown above relating to proportions of work activity are intended to be indicative only.

**Education**

As a guide, activities making up the education contribution may include (but are not limited to):

1. conducting large-group teaching, including lectures.
2. conducting small-group teaching (for example, tutorials, seminars, workshops, student field excursions and studio sessions);
3. the development of assessment aligned with learning outcomes of courses;
4. the development of course materials, including on the University learning management system;
5. the provision of support and feedback to ensure students develop as independent learners;
6. the supervision of Honours projects;
7. contributing to innovative curriculum development that gives effect to the University’s commitment to providing a research intensive education;
8. conducting administrative duties associated with teaching.

As a guide, quality of education contribution may be measured by considering the following:

- Effectiveness of supervision of research students as evidenced in timely completions;
- Innovation in educational design and curriculum or program development;
- Effectiveness and student experience of teaching as evidence by student evaluation; and
- Demonstrable quality of student outcomes through their discipline specific activities, notable achievements and professional engagements.
Service
As a guide, activities making up the service contribution include service to the University and the discipline as well as outreach and engagement.

Service to the University
Examples of service to the University include, but are not limited to:

1. Governance
   a) contributions to an ANU, College, School or Centre Board or Committee;
2. Strategic Planning
   a) contributions to strategic and operational planning, or policy formulation and development;
   b) engagement in reviews, evaluations, quality assurance and improvement of courses;
3. Capacity Building
   a) participation in staff development programs;
   b) contributions to the improvement of the student experience through involvement in recruitment, induction, mentoring, pastoral care and support networks;
   c) demonstrated involvement in the development of a research culture or capacity;
   d) involvement in student employment programs and industry or community links for the benefit of students and research;
4. Building an Inclusive Culture
   a) participation in cross-disciplinary or cross College links within the University;
   b) demonstrated development of collegiate activities and positive engagement in promoting a supportive working environment;
   c) participation in School/Centre activities, including seminar programs;

As a guide, quality may be measured by consideration of the following:

• References on the quality of contributions by senior management or committee chairs
• Statistics that indicate success in a given area;
• Examples of written work or reports on programs involved in;
• Awards and honours; and
• Broader value of the work for social environment, cultural and/or commercial benefit (for example).

As a general guide, the following are expected quantities of output for the academic level:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of significant activities/occurrences</th>
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<tbody>
<tr>
<td>Service contribution to the ANU including – School/Centre level committees as well as at the College and University level. Service contribution to the discipline</td>
<td>1-2</td>
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Outreach & Engagement
Outreach and engagement is an important part of the life of the College and its constituent Schools. However it is not expected that every ANU staff will participate in it. Whether an ANU staff member participates in outreach and engagement activities is to be determined as part of developing a Statement of Expectations between the supervisor and staff member. It should be noted that where staff do not engage in any or low levels of outreach and engagement activities the quality and/or quantity of their activities in other areas (i.e. research, education or service) would be expected to be of a higher standard.

As a guide, activities making up the outreach and engagement contribution may include (but are not limited to):

• Participation & Access
  o Where an ANU staff member is engaged in an activity that involves the participation of a target audience. It also includes facilitation of access to research and education. This includes talks and training, skills and professional development, supervision and mentoring, exchange relationships, membership of learned associations or sitting on boards, councils or advisory groups (external to the ANU). At Level A it is expected that this activity will at least occur by engaging with the local community and dealing with issues of local and/or regional significance.
• Dialogue
  o Dialogue involves a two-way communication via which research results or expertise are used for development in areas such as policy or technical advice, school curriculum development, submissions to government and parliamentary inquiries, or work with embassies and cultural groups. At Level A it is expected that this activity will at least occur by engaging with the local community and dealing with issues of local and/or regional significance.

• Dissemination
  o This includes non-standard avenues for disseminating research. This does not include academic writing in journals or books, or conference presentations. It does include public lectures or seminars (where there is a general audience), invited keynote presentations to non-academic audiences, participation in documentaries, and publishing of Op Ed pieces. At Level A it is expected that this activity will at least occur by engaging with the local community and dealing with issues of local and/or regional significance.

As a guide, impact may be assessed by consideration of the following:

• Frequency and/or variety of activities;
• Narrative accounts of impact, particularly from independent sources such as expedition or performance reviews, or letters or comments from policy makers (wherever possible the emphasis in narrative accounts should be upon how the staff member’s community engagement work led to circumstances and behaviour being different than would otherwise have been the case).
• Degree to which the activities align with the strategic objectives of the University and College, particularly with key target audiences and groups which the University wishes to encourage increased participation in University life, such as Indigenous Australians.