The Adelaide Academic Role Statements outline the *threshold performance standards* and the *performance standards* for academic staff with respect to research, teaching and supporting expectations. The *threshold performance standards* refer to the minimum acceptable standard of performance below which a staff member may expect to be actively performance managed, in accordance with the principles and process in *The University of Adelaide Enterprise Agreement 2017-2021* (as amended or replaced). The *performance standards* describe excellent individual performance, the collective achievement of which will ensure that each Faculty is contributing strongly to the University's strategic objectives 2017-2021

1FTE Workload assumption: 40% Teaching and 40% Research		Level B		Level C		Level D		Level E	
		Threshold	High	Threshold	High	Threshold	High	Threshold	High
Publications	**Q a Fa (P E a a)** At least one of the outputs over the three years has to achieve the relevant journal ranking quality level noted (rankings to be approved by the Faculty for each FOR code).	B	A*	A	A*	A	A*	A*	

Teaching									
	S E a a An average broad agreement (percentage) with the *Teac e Q1* score for eSELTs for all courses taught over the last 3 years.	80%	90%	80%	90%	80%	90%	80%	90%
	P R Participation in the University's TRP peer review scheme, with outcomes								

1FTE Workload assumption: 80% Teaching and Teaching Related	Level B		Level C		Level D		Level E	
	Threshold	High	Threshold	High	Threshold	High	Threshold	High
Publications — Q a Fa (P E a a)								

Supervision	**HDR S…** The annual average number of HDR supervisions over the last 3 calendar years, whether as co-supervisor or principal supervisor. *(I add… … e … be… ·HDR … e … … … e ·· a ce … de ced b…· a… ac… e HDR … de … ·· a c … … ed … e… e ·HDR e·… e.)*	0.5	1.0	1.0	3.0	2.0	5.0	2.5	6.0
	HDR C… A count of HDR completions over the last 5 calendar years, noting all supervisors at the time of the completion will be credited with a completion count.	N/A	1	1	3	2	4	3	5

Supporting Expectations	Comprising:
	   Service to the community, social engagement and professional activity;
	   Citizenship behaviour and service to the University; and,
	   Leadership of self, others and the University.
		Examples of supporting expectations for each classification level are articulated on pages 6 and 7 of this Role Statement.							

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