

# ACADEMIC PERFORMANCE STANDARDS

Monash Indonesia

06 May 2022

The components of the Framework – the three specified areas of Research, Education and Engagement and their associated criteria/practice elements – apply to all academic staff across Monash University Indonesia.



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# ACADEMIC PERFORMANCE STANDARDS

## MONASH INDONESIA

As an academic staff member at Monash University Indonesia, you are required to perform in accordance with the University's academic performance standards for your relevant classification level. These academic performance standards include qualitative performance standards for the three areas of academic activity – research, education and engagement – and quantitative performance standards for education and research. Minimum standards refer to the minimum acceptable standard of performance, below which a staff member can expect to be actively performance managed.

The standards are reviewed on an annual basis and it is your responsibility to ensure that you are aware of, and adhere to, the academic performance standards, if adjusted.

### Achievement relative to opportunity

Monash will apply an achievement relative to opportunity approach when assessing results under the Research Performance Standards for staff who disclose 'achievement relative to opportunity' circumstances.

To enable a more nuanced and contextual assessment of achievements, we will consider both the personal and professional circumstances of staff relative to what is expected at their level in the context of:

- the quality of academic work in the time available rather than the quantity of work produced;
- the opportunity to participate in certain types of activities; and
- the consistency of the activities or output over the period under consideration.

### Quantitative academic performance standards for education

The University's Student Evaluation of Teaching and Units (SETU) provides the quantitative indicators of performance in the area of education. An overall satisfaction median score of 3.8 or greater for the overall satisfaction question in the unit component of SETU is the endorsed minimum quantitative standard for education for all Monash teaching staff and exceeding the quantitative performance standard is the overall satisfaction median score of 4.7 or greater.

### Quantitative academic performance standards for research

The quantitative research performance standards are measures of research performance at each academic level. The quantitative research performance standards are developed at Monash Indonesia and are reviewed annually and revised where appropriate.

The current research performance standards relevant to Monash Indonesia are as follows.

## RESEARCH STANDARDS

		Assistant Professor	Associate Professor	Professor
		Minimum	Minimum	Minimum
1	RESEARCH OUTPUTS Quality Publication Score	0.75	1.0	1.3
2	RESEARCH INCOME (\$AUD)	0	5,000	20,000
3	SUPERVISION HDR load	0.33	1.3	1.8

### Notes:

1. Research Outputs targets are based on a count of publications, with no pro-rata across authors. "Quality outputs" are those viewed as quality outputs in the discipline as identified in host faculties (refer to [faculty performance standards](#)).
2. Research Income (AUD\$ or equivalent to AUD\$) relates to the annual average amount earned over the current three-year cycle. It includes all Category 1, 2, 3 and 4 income (Australian Competitive Grant Register as defined in the [Higher Education Research Data Collection \[HERDC\]](#)) and is not prorated across investigators.
3. Higher Degree Research (HDR) Student Load is calculated on an equivalent fulltime load (EFTL) basis. The principal supervision of a full-time student is the equivalent to a 0.75 equivalent fulltime student load (EFTSL) load. Associate supervision of a full-time student is the equivalent of a 0.25 EFTSL load.
4. The numbers in each row refer to annual averages (over a rolling 3-year period).
5. All performance criteria should be evaluated relative to opportunity.



**MONASH**  
University

# **EDUCATION PERFORMANCE STANDARDS FRAMEWORK**

**1 MARCH 2026**


**INDONESIA**


**TEACHING AND RESEARCH EXPECTATIONS  
FOR EDUCATIONAL EXCELLENCE**


PAGES **2 - 6**





**EDUCATION-FOCUSED EXPECTATIONS  
FOR EDUCATIONAL EXCELLENCE**

PAGES **7-11**

AREAS OF IMPACT	PRACTICE ELEMENTS	BY THIS WE MEAN	ELEMENTS TO ADDRESS (T&R AND EF)
<b>IMPACT ON STUDENT LEARNING</b> 	Effective teaching and learning	Demonstrated ability to use engaging, authentic and active approaches to teaching and learning	Yes
	Responsive program design	Demonstrated contributions to development of activities, units and courses in line with current best practices	Yes
	Student-centred orientation	Demonstrated contributions to support positive student learning experiences in practice	Yes
	Professional learning engagement	Demonstrated participation in and impact of professional learning as a participant and/or facilitator	Yes

<b>IMPACT ON EDUCATIONAL KNOWLEDGE</b> 	Pedagogical content expertise	Demonstrated expertise in effective teaching and learning of discipline content	One of two
	Education research performance	Demonstrated conduct, presentation and/or publication of high-quality research into educational approaches and innovations	

<b>IMPACT ON EDUCATIONAL ENVIRONMENT</b> 	Education innovation	Demonstrated ability to create or adapt teaching and learning approaches in line with new thinking and understanding	One of two
	Education leadership	Demonstrated initiation of Faculty, institutional, local and/or international programs to strengthen learning and teaching	

For T&R and EF roles			
Band	SETU Before October 13th 2025	SETU – Unit Evaluation From October 13th 2025	SETU – Teaching Evaluation From October 13th 2025
 Low	≤ 3.0	≤ 57	≤ 34
 Medium	3.01 - 3.79	58 - 70	35 - 64
 High	3.80 - 4.69	71 - 88	65 - 84
 Very High	≥ 4.70	≥ 89	≥ 85

# IMPACT ON STUDENT LEARNING



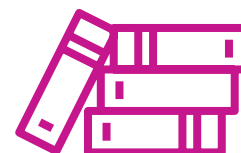
1	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. EFFECTIVE TEACHING AND LEARNING</b>	Demonstrated ability to effectively teach program content	As per Assistant Professor requirements and	As per Associate Professor requirements
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Demonstrated innovative teaching approaches that support students' learning and engagement	
	Demonstrated responsiveness to individual student learning needs. Use of evidence-informed approaches to enhance student learning	Effective co-ordination and management of courses/internal or external programs Demonstrated skills, experience and creativity with a range of pedagogies and technologies	
	Evidence of contribution to unit coordination		
	Demonstrated use of active and experiential learning approaches and appropriate learning technologies		
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment		
	Meets or exceeds expectation on unit and teaching survey results Effective unit (or equivalent) co-ordination Use of evidence-informed approaches to enhance student learning Demonstrated use of active and experiential learning approaches and appropriate learning technologies	Meets or exceeds expectations on unit and teaching survey results	
<b>B. RESPONSIVE PROGRAM/ UNIT DESIGN</b>	Effective design and development of unit materials, in teams or with supervision	As per Assistant Professor requirements and	As per Associate Professor requirements
	Demonstrated enhancements in delivery models (online or blended)	Evidence-based and/or innovative approaches in unit design or delivery Demonstrated contribution to the development of curriculum for courses/units/internal or external programs	
	Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation Demonstrated enhancements in delivery models (online or blended) Self-initiated development of teaching materials (may include work done in teams)		

# IMPACT ON STUDENT LEARNING



1	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>C. STUDENT-CENTRED ORIENTATION</b>	Demonstration of a student-centered approach and environment	As per Assistant Professor requirements and	As per Associate Professor requirements
	Evidence of timely and professional responses to students Demonstrated intentional and systematic approaches to enhance student learning	A well-defined theory of teaching to support student-centered learning Evidence of participation in exchanges of ideas and practices with colleagues and the wider community	
	Work effectively with others to develop a consistent student experience within units Demonstrated intentional and systematic approaches to enhance student learning Evidence of commitment to creating learning spaces which support students' wellbeing and cultural safety	Work effectively with others to improve the student experience within units, courses and faculties Evidence of participation in sharing ideas and practices with colleagues and the wider community Work effectively with others to improve the student experience within units, courses and the campus	
<b>D. PROFESSIONAL LEARNING ENGAGEMENT</b>	Participation in learning and development around Monash priorities, policies and procedures	As per Assistant Professor requirements and	As per Associate Professor requirements
	Achievement of positive formative and summative peer review outcomes Consistent engagement in learning to maintain current discipline knowledge Consistent engagement in professional learning to maintain currency in teaching and learning	Demonstrated contribution to educational professional learning activities in a Faculty, campus, the University or discipline Provision of mentoring and peer reviewing of teaching Achievement of recognition in education (e.g., HEA Fellowship)	
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Details of units taught (student numbers, nature of teaching, etc.)</li> <li>• Details, samples of teaching materials designed and developed</li> <li>• Details of contribution to unit/course review or renewal</li> <li>• Student support and guidance activities outside the curriculum</li> <li>• Participation in certification and training in teaching and learning</li> <li>• Details of professional development activities</li> <li>• Mentoring of teaching staff</li> <li>• Participation in programs of educational reform or innovation</li> <li>• Institutional committee membership</li> <li>• External examiner/trainer</li> <li>• Membership of teaching and learning organisation</li> <li>• SETU data</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• Informal and unsolicited student feedback</li> <li>• Pass rates, attrition rates and student progression that can be attributed to specific units</li> <li>• Retrospective feedback by alumni</li> <li>• Assessments made by graduate recruiters and employers with respect to specific units/experiences</li> <li>• Student prizes/achievements that can be linked to specific unit/course</li> <li>• Examination/assessment results, benchmarked against other cohorts</li> <li>• Evaluation of student outputs, such as final year projects</li> <li>• Student learning journals</li> <li>• Examples of feedback practice</li> <li>• Screenshots demonstrating timely responses to support student learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>• Peer review of teaching</li> <li>• Peer review of unit content, materials and/or teaching portfolio</li> <li>• Letters of reference from: students, alumni, director of studies, head of school or unit/course leaders</li> <li>• Letters of reference from: staff mentees, external examiners and collaborators</li> <li>• Authorship of widely-used text books</li> <li>• Pedagogical conference prese Institutional and national teaching awards/fellowships/prizes</li> </ul>		

# IMPACT ON EDUCATIONAL KNOWLEDGE



2	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. PEDAGOGICAL CONTENT KNOWLEDGE</b>	Demonstrated application of a range of pedagogies and evaluation of impact using evidence	As per Assistant Professor requirements and Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements	As per Associate Professor requirements
			Demonstrated recognition for expertise in teaching and learning within Faculty/campus, and possibly across the University and/or within a local, international, professional or community context
<b>B. EDUCATIONAL RESEARCH PERFORMANCE</b>	Evidence of dissemination of educational applications and impact Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements Evidence of contribution to pedagogical content knowledge through theoretical/ empirical/ translational research in a field of expertise	Evidence of high-quality publications in education research as per Faculty, campus targets	As per Associate Professor requirements
		Receipt of internal funding in teaching and learning research	Receipt of external funding in teaching and learning
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Invited speaker at key events in teaching and learning</li> <li>Visiting/honorary position at other institutions</li> <li>Pedagogical knowledge and content expertise</li> <li>Active member of teaching and learning research group</li> <li>Participation in government consultation committees</li> <li>Invited speaker at national/global events in teaching and learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>Pedagogical knowledge and content expertise</li> <li>Student engagement surveys (unit level)</li> <li>Student learning journals</li> <li>Pre and post tests (unit level)</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>Refereed conference and journal publications</li> <li>Publications, citations, research grants and income</li> <li>National and global press coverage</li> <li>National/global awards and prizes</li> <li>External accreditation panels/course reviews/consultations</li> </ul>		

# IMPACT ON EDUCATIONAL ENVIRONMENT



3	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. EDUCATION INNOVATION</b>	Demonstrated participation in initiatives that drive innovation in units/ courses, internal or external programs Demonstrated contribution to educational innovation within and beyond units/courses	As per Assistant Professor requirements and	As per Associate Professor requirements
<b>B. EDUCATION LEADERSHIP</b>	Evidence of engagement in collegial/collaborative activities to support education	Demonstrated proactive support of colleagues to develop and improve their teaching	Evidence of influence on academic staff to cultivate a positive attitude towards teaching
		Demonstrated leadership in faculty/ campus, university committees and working groups related to teaching and learning Demonstrated engagement in internal and external program reviews	Evidence of contributions to institutional and/or national dialogue around teaching and learning
		Evidence of participation in institutional and/or national dialogue around teaching and learning	
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Leadership role in strategic institutional curriculum and/or policy development</li> <li>• Design and delivery of high-impact course innovation</li> <li>• Leadership of QA or accreditation processes</li> <li>• External reviewer/trainer/advisor</li> <li>• Participation in government consultation committees</li> <li>• Invited speaker at national/global events in teaching and learning</li> <li>• Participation in judging panels for teaching awards and prizes</li> <li>• Participation in faculty/ campus and university committees related to teaching and learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• Commendations received by employers</li> <li>• Students' self-reported learning gains, student engagement surveys (course or institutional level)</li> <li>• Course/institutional pass rates/progression rates in line with university procedures</li> <li>• Institutional surveys of student perceptions or experience</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>• Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches</li> <li>• Reports from collaborators, external impact reports/case studies</li> </ul>		

## EDUCATION PERFORMANCE STANDARDS – EDUCATION FOCUSED

<b>IMPACT ON STUDENT LEARNING</b>	Effective teaching and learning	Demonstrated ability to use engaging, authentic and active approaches to teaching and learning	Yes
	Responsive program design	Demonstrated contributions to development of activities, units and courses in line with current bestpractices	Yes
	Student-centred orientation	Demonstrated contributions to support positvestudent learning experiences in practice	Yes
	Professional learning engagement	Demonstrated participation in and impact of professional learning as a participant and/or facilitator	Yes
<b>IMPACT ON EDUCATIONAL KNOWLEDGE</b>	Pedagogical content expertise	Demonstrated expertise in effective teaching and learning of discipline content	One of two
	Education research performance	Demonstrated conduct, presentation and/or publication of high-quality research into educationalapproaches and innovations	
<b>IMPACT ON EDUCATIONAL ENVIRONMENT</b>	Education innovation	Demonstrated ability to create or adapt teaching and learning approaches in line with new thinking and understanding	One of two
	Education leadership	Demonstrated initiation of Faculty, institutional, local and/or international programs to strengthen learning and teaching	

SETU/Teaching Evaluation scores	T/R	EF
Assistant Professor	≥ 3.8	≥ 3.8
Associate Professor	≥ 3.8	≥ 3.8
Professor	≥ 3.8	≥ 3.8

Needing critical attention	RED	≤ 3.0
Needing improvement	ORANGE	3.01 – 3.79
Meeting requirements	GREEN	3.80 – 4.69
Exceeding	PURPLE	≥ 4.70

# IMPACT ON STUDENT LEARNING



1	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. EFFECTIVE TEACHING AND LEARNING</b>	Demonstrated ability to effectively teach unit/course/program content	As per Assistant Professor requirements and	As per Associate Professor requirements
	Demonstrated ability to provide formative and summative assessment to develop students' learning Effective unit (or equivalent) coordination	Effective co-ordination and management of courses/internal or external programs Demonstrated innovative teaching approaches that support students' learning and engagement	
	Demonstrated responsiveness to individual student learning needs	Demonstrated skills, experience and creativity with a range of pedagogies and technologies	
	Evidence of contribution to coordination of units		
	Demonstrated use of appropriate learning technologies		
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment Use of evidence-informed approaches to enhance student learning Demonstrated use of active and experiential learning approaches		
	Meets or exceeds expectations on unit and teaching survey results	Meets or exceeds expectations on unit and teaching survey results	
<b>B. RESPONSIVE PROGRAM/ UNIT DESIGN</b>	Effective contribution to design and development of unit materials, in teams	As per Assistant Professor requirements and	As per Associate Professor requirements and
	Proactive monitoring of the student learning experience across the unit Self-initiated development of unit or teaching Material (may include development work done in teams) Demonstrated enhancements in delivery models (online and blended)	Demonstrated responsibility for curriculum development for courses/units/internal or external programs (new or existing)	Demonstrated leadership around course design at the faculty/inter faculty, campus level and in national or international settings
	Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation Evidence-based and/ or innovative approaches in unit design or delivery		
<b>C. STUDENT-CENTRED ORIENTATION</b>	Demonstration of a student-centred and inclusive approach and environment	As per Assistant Professor requirements and	As per Associate Professor requirements
	Evidence of timely and professional responses to students A well-defined theory of teaching to support student-centered learning	Lead effectively with others to develop a consistent student experience within units, courses, and faculties/the institution	
	Evidence of a systematic approach to enhancing student learning	Participation in teaching exchanges with colleagues and the wider community	
	Work effectively with others to develop a consistent, or improved, student experience within units Evidence of commitment to creating learning spaces which support student wellbeing and cultural safety Evidence of engagement in collegial/ collaborative activities to support education		

# IMPACT ON STUDENT LEARNING



1	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>D. PROFESSIONAL LEARNING ENGAGEMENT</b>	Participation in learning and development around Monash priorities, policies and procedures	As per Assistant Professor requirements and	As per Associate Professor requirements and
	Achievement of positive formative and summative peer review outcomes	Provision of mentoring and peer reviewing of teaching	Demonstrated contribution to education professional learning activities in local, national and international contexts
	Consistent learning to maintain discipline/teaching and learning knowledge	Demonstrated contribution to education professional learning activities in a Faculty, campus, the University or discipline	
	Achievement of recognition in education (e.g., HEA Fellowship)		
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Details of units taught (student numbers, nature of teaching, etc.)</li> <li>• Details, samples of teaching materials designed and developed</li> <li>• Details of contribution to unit/course review or renewal</li> <li>• Student support and guidance activities outside the curriculum</li> <li>• Participation in certification and professional learning in teaching and learning</li> <li>• Details of professional development activities</li> <li>• Mentoring of teaching staff</li> <li>• Participation in programs of educational reform or innovation</li> <li>• Institutional committee membership</li> <li>• External examiner/trainer/facilitator</li> <li>• Membership of teaching and learning organisation</li> <li>• SETU data</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• Informal and unsolicited student feedback</li> <li>• Pass rates, attrition rates and student progression that can be attributed to specific units</li> <li>• Retrospective assessment by alumni</li> <li>• Assessments made by graduate recruiters and employers with respect to specific units/experiences</li> <li>• Student prizes/achievements that can be linked to specific unit/course</li> <li>• Examination/assessment results, benchmarked against other cohorts that aligns to university policy</li> <li>• Evaluation of student products, such as final year projects</li> <li>• Student learning journals</li> <li>• Examples of feedback practice (with consent from students)</li> <li>• Screenshots demonstrating timely responses to support student learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>• Peer review of teaching/Peer review of others' teaching</li> <li>• Peer review of unit content, objectives and materials and/or teaching portfolio</li> <li>• Authorship of widely-used texts showing impact</li> <li>• Pedagogical conference presentations</li> <li>• Institutional and national teaching awards/fellowships/prizes</li> </ul>		

# IMPACT ON EDUCATIONAL KNOWLEDGE



2	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. PEDAGOGICAL CONTENT KNOWLEDGE</b>	Demonstrated application of a range of pedagogies and evaluation of impact using evidence	As per Assistant Professor requirements and	As per Associate Professor requirements and
	Demonstrated knowledge of a range of pedagogies and use of evidence of to inform improvement	Evidence of contribution made to pedagogical knowledge through theoretical/empirical and/or translational research within a field of expertise Evidence of recognition for expert teaching in Faculty, campus, University	Evidence of recognition for expert teaching within local, international, professional and community contexts
<b>B. EDUCATIONAL RESEARCH PERFORMANCE</b>	Evidence of high-quality publications (as per Faculty/ campus targets)	Evidence of high-quality publications (as per Faculty/ campus targets)	Evidence of high-quality publications as per Faculty/ campus targets)
	Evidence of dissemination of educational applications and impact at public events or conferences	Receipt of internal funding in research of teaching and learning Demonstrates significant advances in pedagogical knowledge through theoretical/empirical and/or translational research, with national/international impact	Demonstrated sustained high- impact contribution to pedagogical research and knowledge, with impact in a field of expertise in local or international contexts
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Invited speaker at key events in teaching and learning</li> <li>Visiting/honorary position at other institutions</li> <li>Peer reviewer of teaching</li> <li>Active member of teaching and learning research group</li> <li>Participation in government consultation committees</li> <li>Invited speaker at national/global events in teaching and learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>Students' self-reported learning gains (unit level)</li> <li>Student engagement surveys (unit level)</li> <li>Student learning journals</li> <li>Pre and post-tests (unit level)</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>Refereed conference and journal publications showing how they advance the discipline and build reputation and recognition of research</li> <li>Publications, citations, research grants and income</li> <li>National and global press coverage</li> <li>National/global awards and prizes</li> </ul>		

# IMPACT ON EDUCATIONAL ENVIRONMENT



3	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms
<b>A. EDUCATION INNOVATION</b>	Demonstrated initiation of innovation to learning and teaching within units and courses/ programs in response to campus/ University strategy	Demonstrated contribution to teaching and learning innovation across campus units / courses, programs in response to campus / University strategy	As per Associate Professor requirements
<b>B. EDUCATION LEADERSHIP</b>	Demonstrated leadership to advance an inclusive and supportive culture of excellence in teaching and learning within Faculty and campus	As per Assistant Professor requirements and	As per Associate Professor requirements and
	Participation in school / Faculty / campus level Education committees and working groups Contribution to internal reviews of teaching and learning programs in the Faculty / campus University.	Evidence of contributions to institutional and national dialogue around teaching and learning	Evidence of external evaluation of teaching and learning processes, strategies, policies and programs in other institutions
		Advancement of partnerships to inform educational practice or policy within and beyond the institution	Demonstrated leadership in initiating educational partnerships
		Demonstrated leadership of internal and external program reviews	Evidence of contribution to or leadership of high impact local and global education programs
Representation of Faculty on institutional committees and working groups			
<b>EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Leadership role in strategic institutional curriculum and/or policy development</li> <li>• Design and delivery of high-impact course innovation</li> <li>• Leadership of QA or accreditation processes</li> <li>• External reviewer/trainer/advisor</li> <li>• Participation in government consultation committees</li> <li>• Invited speaker at national/global events in teaching and learning</li> <li>• Participation in and leadership of high-impact national and global educational programmes</li> <li>• Participation in judging panels for teaching awards and prizes</li> <li>• Participation in Faculty/ campus and University committees or working groups related to teaching and learning</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>• Commendations received by employers</li> <li>• Students' self-reported learning gains, student engagement surveys (course or institutional level)</li> <li>• Course/institutional pass rates/progression rates in line with university procedures</li> <li>• Institutional surveys of student perception or experience</li> </ul>		
<b>EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION</b>	<ul style="list-style-type: none"> <li>• Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches</li> <li>• Reports from collaborators, external impact reports/case studies</li> </ul>		

## ENGAGEMENT STANDARDS

Engagement is actively contributing to the governance, capacity building and development of positive and inclusive cultures within Monash, through citizenship behaviours and formal leadership roles. It also includes contributions to business, government and community organisations to the mutual benefit of all parties.

### The Engagement Criteria

- **N1:** Engagement with industry, government, community and not-for-profits that contributes to positive economic, social or cultural outcomes
- **N2:** Contributions to the advancement of the profession or practice
- **N3:** Contribution to Monash through formal roles
- **N4:** Enhancement of the Monash workplace and culture through active engagement and involvement in the work of the university, faculty and school

***These examples of evidence are not exhaustive, and can be used to support more than one criterion. Academic staff should use the evidence that best suits a criterion.***

Engagement Criteria		Examples of Evidence
<b>N1</b>	Engagement with industry, government, community and not-for-profits that contributes to positive economic, social or cultural outcomes	<ul style="list-style-type: none"> <li>• Drawing on disciplinary expertise to enhance economic and social outcomes</li> <li>• Effective participation in industry or government advisory committees</li> <li>• Influence on public policy through authoring policy papers or providing evidence to a Royal Commission</li> </ul>
<b>N2</b>	Contributions to the advancement of the profession or practice	<ul style="list-style-type: none"> <li>• Advancing the quality of a profession through work as an officer of professional body, working on professional standards committees or curriculum committees</li> </ul>
<b>N3</b>	Contribution to Monash through formal roles	<ul style="list-style-type: none"> <li>• Improvements in the effectiveness of learning and teaching as Head of School, member of Course Coordinator, design of MEA modules</li> <li>• Constructive outcomes of membership of Faculty Research Committee, and convening of School research seminars</li> </ul>
<b>N4</b>	Enhancement of the Monash workplace and culture through active engagement and involvement in the work of the university, faculty and school	<ul style="list-style-type: none"> <li>• Improvements in research performance of a discipline area through mentoring junior researchers, initiation or leadership of IDR projects, school seminar convenor, participation in PhD milestone committee</li> <li>• Improvements in learning and teaching outcomes through mentoring of junior teaching colleagues and students, leading to the development of improved approaches to education</li> <li>• Active participation in Open Day or school/faculty events</li> </ul>

## Capturing Impact or Outcomes

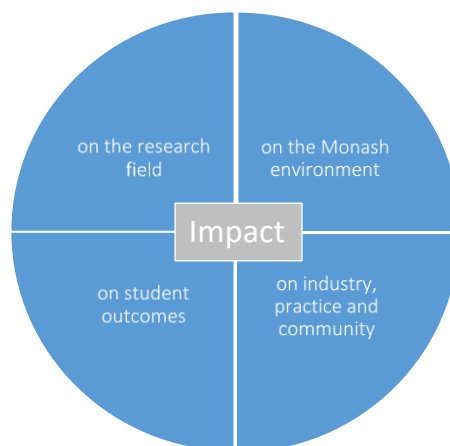
Evidence that supports the achievement of criteria should ideally demonstrate impact or outcome. The Academic Performance Framework, views impact or outcomes as four types:

- on the research field;
- on the Monash environment;
- on student outcomes; and
- on industry, practice and community.

Focus of evidence is to demonstrate  
Impact/Outcomes pertaining to research, teaching,  
Monash and the wider community

Advances in knowledge and understanding, method, theory and application due to innovation, high quality and excellence, within or across disciplines

Contributions that improve student outcomes, including those relating to learning and teaching, graduate outcomes, completion rates, effective course and curriculum design, and the student experience



Actions that contribute to the academic goals of Monash that go beyond an individual's personal research and education achievements, which include mentoring, committee work, leading research teams and contributions to the Monash Education Academy

Contributions to industry, government, practice, the profession, community and society, locally and globally, through research commercialisation, influencing policy or practice, shaping legislation or government practice, changing behaviours, leading the profession, enhancing individuals' outcomes including quality of life

## GOVERNANCE

Supporting documents	<a href="#">Academic Performance Framework</a>
Policy owner	Pro-Vice-Chancellor and President (Indonesia)
Approval	Vice-Chancellor's Executive Committee 05 May 2022
Endorsement	Monash University Indonesia Executive Group 28 June 2021 / AGENDA Item 4
Noted	Academic Board 30 March 2022
Date effective	06 May 2022
Review date	06 May 2025
Version	3.1 (minor amendment effective 01.03.26 - EPS updates)
Content enquiries	<a href="#">ask.monash</a> or phone Monash HR on (03) 990 20400