

# ATTACHMENT 1

## ACADEMIC PERFORMANCE STANDARDS

### FACULTY OF EDUCATION

As an academic staff member at Monash University, 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.

#### Qualitative academic performance standards for research, education and engagement

The qualitative performance standards for research, education and engagement are accessible at <https://www.monash.edu/academic-promotion/tools-and-resources/standards>.

#### 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 the aspirational 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 faculty or discipline-specific measures of research performance at each academic level. The quantitative research performance standards are developed within your faculty and are revised annually.

The current research performance standards relevant to your faculty are as follows.

# 2026 RESEARCH PERFORMANCE STANDARDS

## Background

Monash is committed to achieving excellence in research.

The [Academic Performance Framework](#) is a high-level structure which can be used to guide career development, performance development, promotion and probation expectations, and recruitment decisions.

The research performance standards:

- apply to academic staff at levels B to E;
- set minimum performance expectations;
- support a common and consistent approach to reporting on individual HDR supervision and completion numbers;
- publication output and income generation; and
- are expressed as an individual annual expectation over a rolling 3-year cycle for income and outputs and total figures over a five (5) year cycle for graduate research (completions).

The 2026 research performance standards have been developed taking into account historical performance and national policy agenda changes. They are an integral part of the Faculty Research Strategy, and are designed to ensure successful outcomes in national research assessment exercises and with the intention of enhancing our national and international reputation.

## Use of Minimum and Aspirational Research Performance Standards

Research standards provide an important signal of the performance expectations at different levels of appointment. Consideration should be given to relevant circumstances that may impact an individual's ability to meet the standards: achievement relative to opportunity.

### Minimum standards are relevant for:

New staff appointments: For new staff appointments, the letter of offer has probation conditions, which includes the requirement to meet the minimum academic performance at or above minimum standards (this may not be sufficient for promotion).

Performance standards in myPlan should be guided by the minimum and aspirational standards.

The Outside Studies Program (OSP) Committee also considers academic research performance in assessing applications for leave.

## Summary

These research performance standards are only some of the measures that are used during academic performance review and by probation, OSP and promotion committees. Academic research performance standards do not necessarily capture all aspects of performance and form one part of the case for consideration for probation, promotion and OSP. For example, teaching evaluations, educational impact, citizenship and service, multi-disciplinary engagements, and local/international peer recognition are equally important and the holistic consideration of all these indicators will guide academic performance review and promotion outcomes. Performance should be looked at relative to opportunity and take into consideration an individual's specific circumstances and strengths.

## Methodology

- a) Research output and income figures are averaged over a 3-year period.
- b) HDR completions are total figures over a 5-year period.
- c) Total quality publications are ERA eligible publications (note: books and major NTRs are weighted as 5 points; chapters, journal articles and minor NTRs as 1). To support collaboration and mentoring, points will not be allocated pro-rata across authors. Assessment of 'quality' is based on the Faculty quality criteria for journals, recommended commercial book publisher list and NTR guidelines. Quality journals are defined as those listed in the top three quartiles in Clarivate's Web of Science Social Sciences and Humanities Citation Index and/or those with a Scopus SNIP (Source Normalized Impact per Paper) of 1.0 or more) OR have been accepted for inclusion following an assessment to determine that they meet a Faculty-defined set of quality criteria. *Note: conference papers will not be counted as quality publications. You are, however, strongly encouraged to attend conferences to 1) develop future publications by turning conference papers into journal articles, and/or book chapters published in books from recommended publishers, 2) establish national and international networks, and 3) build your reputation.*

Taken together these measures provide indicators of the highest quality books, chapters and journals in the fields of Education, Educational Psychology and Developmental Psychology. Education is an area of research and scholarship that draws on a range of disciplines (e.g. sociology, economics, history, philosophy, psychology, pedagogy); as such, there is a need to reflect the complexity and interdisciplinary nature of the field in the range of high-quality journals listed in ISI and Scopus. We have focused on international measures of journal quality as a way of raising awareness of these journals and their importance. Where a staff member has published in a TOP Journal used in the ARWU - Shanghai Ranking Global Ranking of Academic Subjects, they will receive an additional 1 performance point. For the discipline of 'Education' these journals are currently designated as the American Educational Research Journal, Review of Educational Research, Educational Researcher, Teaching and Teacher Education. TOP Journals for other GRAS subjects will also be allocated an additional performance point.

- d) The research income target is the actual external research income received by Monash (not the total amount awarded) across categories 1-4. To support collaboration and mentoring income will not be allocated on a pro-rata basis across research investigators.
- e) A minimum requirement that Level E academics apply as Primary Chief Investigator (or equivalent lead academic role) for an externally funded research grant, at least every academic year. NB. This application can be to any research funder that is deemed at the time of award to be a Category 1, Category 2 or Category 3 funder. The minimum dollar value for this application is \$50,000. Taking into account the end dates of any current active projects, and any application limits in funding rules, if 50% (or more) of the research component of your workload has been fully allocated at the point of award of any application, you are exempt from this requirement. ARC DP EOs will be considered as an application with minimum dollar value exceeding \$50,000.
- f) The Graduate Research completions target will not apply to any staff member who has been employed with Monash for less than five years. A completion is a count of the number of PhD students completing, regardless of whether the staff member was an associate or main supervisor, and is not determined based on the supervision percentage. The Academic Performance dashboard makes visible the full-time/part-time breakdown of a staff member's supervision load. If a staff member is supervising part-time students, they would not be expected to complete until 6-7 years

## EDUCATION ACADEMIC STAFF QUANTITATIVE RESEARCH PERFORMANCE INDICATORS

### Teaching and Research Staff - Annualized Research Performance Targets 2026

		B – Lecturer	C - Senior Lecturer	D - Associate Professor	E- Professor
		Minimum	Minimum	Minimum	Minimum
1	RESEARCH OUTPUTS Total quality publications (c)	1.00	1.50	2.00	2.5
2	RESEARCH INCOME TO MONASH (d & e)	\$5,000	\$20,000	\$50,000	\$75,000

		B – Lecturer	C - Senior Lecturer	D - Associate Professor	E- Professor
		Minimum total (over 5-year period)	Minimum total (over 5-year period)	Minimum total (over 5-year period)	Minimum total (over 5-year period)
3	SUPERVISION Graduate Research Completions (f)	1	1	2	2

## EDUCATION ACADEMIC STAFF QUANTITATIVE RESEARCH PERFORMANCE INDICATORS

The qualitative research standards outline the research performance expectations of staff at each academic level and are relevant for new staff appointments, probation, promotion, and annual myPlan reviews. They enable individuals to highlight, in their own words, their research impact in their particular research field, the impact of their research on their profession or practice, and the impact of their research upon the Monash research environment. Again, achievements should be considered in the last three years, or other relevant time period.

The expectations of each level are listed below:

### A Professor (Level E) should:

- Have produced a substantial body of work and be able to convincingly demonstrate sustained international recognition, and international leadership in one or more areas of research. There should be an overwhelming emphasis on quality of outputs over quantity of outputs, providing the staff member is achieving the minimum research outputs expected for their level.
- be able to clearly articulate their long-term research vision, relevance, strategy and have a clearly identified approach to enhancing their research reputation.
- be able to attract high quality HDR students, provide outstanding HDR training, consistently graduate these students, and should support the development of these capabilities in others by co-supervising students.
- demonstrate sustained leadership in the School, Faculty, and in the University in terms of building and promoting a culture of research excellence, research support, collegiate generosity, mentoring of staff, building research capacity amongst diverse groups and individuals across multiple facets, etc.
- be able to demonstrate a sustained track record in supporting their own research excellence through the award of external funding, and a demonstrated commitment to helping other staff develop this capability.

### An Associate Professor (Level D) should:

- have produced a significant body of work and be able to convincingly demonstrate international recognition, and emerging international leadership in one or more areas of research. There should be an overwhelming emphasis on quality of outputs over quantity of outputs, providing the staff member is achieving the minimum research outputs expected for their level.
- be able to clearly articulate their long-term research vision, relevance, strategy and have a clearly identified approach to building their research reputation.
- be able to attract high quality HDR students, provide outstanding HDR training, consistently graduate these students, and should support the development of this capability in others by co-supervising students.
- demonstrate leadership in the School and Faculty in terms of building and promoting a culture of research excellence, research support, collegiate generosity, mentoring of staff, building research capacity amongst diverse groups and individuals across multiple facets, etc.
- support their research program primarily through external funding and demonstrate a commitment to helping other staff develop this capability.

### A Senior Lecturer (T&R) / Senior Research Fellow (RO) (Level C) should:

- have produced a significant body of work and be able to convincingly demonstrate national recognition, and emerging leadership in one or more areas of research. There should be an overwhelming emphasis on quality of outputs over quantity of outputs, providing the staff member is achieving the minimum research outputs expected for their level.
- be able to clearly articulate their long-term research vision, relevance, strategy and have a clearly identified approach to building their research reputation.
- be able to attract high quality HDR students, provide outstanding HDR training, and consistently graduate these students. They should be actively co-supervising students with more senior and/or more junior staff, to develop capabilities in this area.
- demonstrate commitment and contribution to the School and Faculty culture of research excellence, research support, collegiate generosity, and seek support of senior colleagues for mentorship. They should be developing leadership capabilities either in their School or in their discipline.
- support their research program primarily through external funding, and articulate a clear plan on how to grow this to be fully sustainable

## A Lecturer (T&R) / Research Fellow (RO) (Level B) should:

- be developing a significant body of work leading to national recognition and leadership in one or more areas of research. There should be an overwhelming emphasis on quality of outputs over quantity of outputs, providing the staff member is achieving the minimum research outputs expected for their level.
- be able to clearly articulate their long-term research vision, relevance, strategy and have a clearly identified approach to building their research reputation.
- be able to provide outstanding HDR training, focusing initially on co-supervision. They should actively develop supervision skills by seeking support of senior colleagues for mentorship.
- demonstrate commitment and contribution to the School and Faculty's culture of research excellence, research support, collegiate generosity, and seek support of senior colleagues for mentorship. They should be developing leadership capabilities either in their School or in their discipline.
- partially support their research program through external funding, and articulate a clear plan on how to grow this to be fully sustainable.

In formulating a narrative to explain how a staff member is fulfilling all the research expectations listed above for their academic level, or the level they aspire to be promoted to, the following information may be helpful in supporting a case. Note that it is expected that the diversity of examples applicable to a staff member will increase at higher academic roles.

## Impact to Research Field

The impact is measured mainly by peers and includes a wider community recognition for advancing the academic field, and could include the following:

- Examples of contribution to the extension of the discipline by developing and initiating new ideas and influencing the field and beyond the field;
- Receipt of internationally or nationally-competitive fellowships, awards or prizes for research excellence and research leadership (nominations for prestigious awards should also be included);
- Peer recognition of pre-eminence in research or creative activity, by election to a learned academy or equivalent,
- Outstanding publications (in addition to quantitative standards): e.g. examples of highly cited papers, awarded papers, etc.;
- Invitations to present - particularly keynote addresses - at international academic conferences and seminars, invited colloquia at high quality universities;
- Serving in an editorial role for high quality peer reviewed journals;
- Serving as an expert panel member for major national and international organisations;
- Demand as a referee or reviewer of national and international competitive grant applications, and/or to high quality journals;
- Invitations to be a visiting scholar at high quality international universities and institutions;
- Requests to examine theses and participate on recruitment/promotion panels or participate in academic reviews for other universities;
- Involvement in collaborative research projects with other eminent universities and research organisations;
- Demonstrated ability to attract nationally competitive research funding from state, national and international competitive grant schemes; and/or
- Organising major international research conferences.

## Impact of Research on Practice

This impact is measured mainly by industry, government and wider community recognition for advancing the practice, and could include the following:

- Demonstrated influence on public policy decisions and/or the development of public policy (e.g. via commissioned reports, presentations or membership of governmental consultative bodies);
- Holding official positions in professional or industry organisations, and/or governmental consultative bodies;
- Invitations to provide expert advice or commentary, or to act on industry, government or community advisory boards,
- Citations of research in industry magazines, government publications and/or the popular press;

- Invitations to present - particularly plenary and keynote addresses - at professional, business or industry conferences and seminars;
- Involvement in staff exchange or faculty appointments in industry;
- Demonstrated influence on community development through involvement in public awareness, education and advocacy programs;
- Articles about research activities or outcomes published in the popular or trade press;
- Demonstrated ability to attract research funding from a diverse range of sources, for example industry, government departments, philanthropic or other funding bodies;
- Involvement in collaborative research grants with practitioners (industry, government departments etc.);
- Involvement in contract research, consultancy or advisory engagements of high quality; and/or
- Organising large industry conferences.

### Impact to Monash Research Environment

The impact is measured mainly by recognition of Monash University research community for advancing the research culture at Monash, and could include the following:

- Evidence of the delivery and provision of high quality of research supervision: e.g. supervision awards, the supervised HDRs achievement awards, etc.;
- Demonstrated contribution to publications of work by HDR students, post-doctoral researchers and undergraduate students;
- Establishment and leadership of successful research units or research teams;
- Leadership and engagement as the School director of research or coordinator of research training, Associate/Deputy Dean (research, research training, etc.) or other research leadership roles;
- Providing academic advice to staff and students: e.g. peer-review of grant applications, manuscripts, award applications, etc.;
- Direct involvement in mentoring, coaching and training activities to support the development of other academics, research staff, research assistants, HDRs and Honours students;
- Taking part in organised mentoring/training schemes (e.g. commercialisation courses, advancing women in academia, etc.); and/or
- Contribution to academic, HDR research seminars, symposia and workshops.

These research performance assessments are only a part of the evidence that is considered during the annual academic review and, in particular, by probation, promotion or OSP committee. Academic performance standards do not necessarily capture all aspects of performance, and form only part of the case for promotion. For example, teaching evaluations, educational impact, citizenship, multi-disciplinary engagements, and local/international peer recognition are equally important and the holistic consideration of all of these indicators will guide the academic review and promotion outcome

### Governance

<b>Noted</b>	Monash Research Committee	Date:	Meeting 2/2024
<b>Noted</b>	Academic Board	Date:	Meeting 2/2024
<b>Effective Date</b>	14 February 2024 ( <i>updated 13.11.2024</i> )		