

# ACADEMIC PERFORMANCE STANDARDS

Monash Suzhou

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 Suzhou.

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# PRINCIPLES FOR ACADEMIC WORK (MONASH SUZHOU)

## DISTRIBUTION OF WORK

The objective of these principles is to provide the framework for managing the work distribution of academic staff employed by Monash Suzhou to ensure:

- the workload of academic staff members is managed to ensure teaching and administrative responsibilities are contained and adequate time is allowed for research and scholarship;
- a fair level and equitable workload distribution for academic staff;
- a transparent process of workload allocation which has the broad support of academic staff members;
- the workload of academic staff members is reasonably manageable and consistent with the continued health and safety of staff members; and
- the operational and teaching requirements and [research performance standards](#) established for Monash Suzhou are considered.

Heads of the Academic Unit should ensure the equitable and appropriate distribution of work with respect to teaching and administration, under delegation from the Pro-Vice Chancellor and President (Suzhou). These principles support Heads of Academic Units to facilitate planning, programming and discussion regarding workloads for their unit.

Academic staff members should have adequate and appropriate opportunities to perform in the areas of research, teaching, engagement (leadership and professional and community service) having regard to whether they are employed on a teaching and research (including education-focused) basis or a research-only basis.

Workloads should be equitably and transparently allocated among staff members. In allocating workloads, the Head of Academic Unit will have regard to the staff members' form of engagement, level and experience, and should consider the operational and teaching requirements and [research performance standards](#) for Monash Suzhou and the academic unit.

Academic work is a combination of self-directed and assigned tasks. The self-directed work, such as research or other scholarly activity as appropriate to the nature of the appointment, is to be consistent with the University's strategic plans and announced priorities and the staff member's performance plan.

A fractional academic staff member will normally undertake as full a range of duties as apply to full-time academic staff, on a pro-rata basis, unless there is an agreement to the contrary reflected in the staff member's performance plan from year to year.

## WORK EXPECTATIONS

### Responsibilities of the Head of Unit

The Head of Unit is responsible for:

- a fair level and equitable workload distribution for academic staff within the unit;
- setting work priorities and discussing with staff the most efficient ways of achieving strategic goals;
- monitoring changes in workload and ongoing evaluation of the impact of workload; and
- providing adequate support to staff.

### Responsibilities of academic staff:

Academic staff are responsible for:

- participating in discussions regarding their distribution of work and setting individual goals;
- ensuring work goals are recorded in a performance plan;
- working efficiently towards individual and unit/faculty/University goals; and
- reporting any workload variations and difficulties to their Performance Supervisors.

## TEACHING

Teaching should be consistent with the University's strategic plans and announced priorities for Monash Suzhou, and the applicable [education performance standards](#).

Teaching distribution may include:

- preparation of teaching materials for face-to-face, online and other modes of delivery;
- unit and course development or review, including online, off-campus and off-shore learning materials;
- delivery of lectures, tutorials, laboratory classes and clinical education;
- delivery of online learning;
- delivery of off-campus, off-shore and distance education;
- co-ordination of units and courses;
- supervision of teaching staff, including casual professional and Teaching Associate staff;
- supervision of higher degree by research (HDR) students;
- supervision of coursework students who may additionally undertake research projects or fieldwork;
- preparing and marking of student assessment;
- student consultation; and
- field excursions.

The following overarching principles should be used as guidelines for allocating teaching:

1. The indicative teaching load of the relevant academic unit should be considered together with the judgement of the Performance Supervisor when estimating the time that a competent academic of the staff member's level and experience would be expected to take to perform the teaching and teaching-related duties.
2. The allocation of hours of teaching and teaching-related duties will be subject to discussion between the academic staff member and their Performance Supervisor prior to finalisation.
3. Where practicable, academic staff should teach within areas in which they have ongoing research activity and/or recognised expertise.
4. Academic staff would normally complete a variety of teaching in each semester and/or year.
5. Academic staff who are **education-focused** would normally be allocated up to 80% of total working hours to education activities. Variations to this are to be agreed with the Performance Supervisor and recorded in a performance plan.
6. Academic staff who are **research-only** would normally be allocated up to 80% of total working hours to research activities. Variations to this are to be agreed with the Performance Supervisor and recorded in a performance development plan.
7. Academic staff who do not have **research-only** appointments should contribute to teaching in each semester or equivalent, and research-only staff may undertake limited teaching.
8. Substantial variations to workloads must be approved by both the Head of Unit and Performance Supervisor. Minor variations must be approved by the Performance Supervisor.

## RESEARCH AND SCHOLARSHIP

Research should be consistent with the University's strategic plans and announced priorities for Monash Suzhou, and the applicable [research performance standards](#).

Time devoted to research is to be productive and result in appropriate research output which may include publications, producing patents, codes of practice and standards, generation of external research income, engaging with industry or external organisations, supervision of HDR students, reviewing manuscripts and journal articles, and involvement with discipline-specific organisations and conference participation, in accordance with the relevant Faculty or discipline-specific research performance standards.

- Research activities will vary depending on the discipline and the faculty.
- There is an underlying assumption that there will be adequate time for research, provided that teaching and service is contained.
- Over a period of time (usually 3 years), the University would expect academic staff to be allocated sufficient time to undertake sufficient research to be considered research active. However, it is important to distinguish between research workload and research performance, and the principles in this document apply to research workload. Research performance is dealt with via other processes.

Education-focused academic staff are required to focus their research on pedagogy and teaching and learning scholarship. Practice staff are required to focus their research time on connecting regular teaching and research staff with industry and in improving industry best practice.

## HDR SUPERVISION

- The HDR supervision undertaken by supervisors of students would normally be allocated as research hours as part of the supervisor's workload.

## ENGAGEMENT AND SERVICE

Other activities should be consistent with the University's Suzhou strategic plans and announced priorities.

Engagement and service includes approved standard professional and administrative tasks carried out by academic staff, and also includes community and professional service. This may include:

- undertaking Monash Education Academy modules or other equivalent mandatory training;
- committee participation;
- grant reviewing and/or participation on grant panels;
- organising and/or attending meetings, conferences, forums, seminars etc.;
- consultancy;
- leadership;
- industry engagement;
- management and administration; and
- internal and external professional work.

These activities will be included in the performance plans of staff and discussed with their Performance Supervisors during regular annual meetings.

Staff at various levels would normally undertake leadership roles within their faculty, unit or discipline and within the University. To recognise the workloads associated with these roles, an allocation of time should be made based on the extent of the role.

Some service activities such as unit of study co-ordination will be counted as teaching and some service work is given teaching relief. It is important to ensure that regardless of where the activity is counted, it is only counted once.

## Staff Development

It is important that staff are able to attend workshops, courses and conferences that promote the development of skills for both teaching and research.

# ACADEMIC PERFORMANCE STANDARDS

## MONASH SUZHOU

As an academic staff member at Monash Suzhou, 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 Suzhou and are reviewed annually and revised where appropriate.

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

## RESEARCH PERFORMANCE STANDARDS

Monash Suzhou has adopted the [discipline-specific research performance standards](#) that are in use at Monash Australia. Staff will have to be aligned with a discipline, as approved by the Pro Vice-Chancellor and President (Suzhou). Thus, the [minimum research performance standards](#) in Monash Suzhou are the same as those in Monash Australia to reflect the “one Monash one standard” policy, where different disciplines use different standards.

To better reflect the research and development nature and opportunity in Monash Suzhou, the **aspirational (upper) standard** in HDR supervision for an academic is higher: 2-3 PhD students per annum, and 3-5 master-by-research students per annum. Correspondingly, the research outputs and income should reflect this standard, where different disciplines differ. The standard applies to academics at levels Lecturer to Professor (Level B-E, or equivalent), though the expected actual achievement would be: Professor > Associate Professor > Senior Lecturer/Senior Research Fellow > Lecturer/Research Fellow (Level E > D > C > B or equivalent).

### Notes:

1. Research Outputs targets are based on a count of publications, Field-Weighted Citation Impact, Impact Factor, or quality with no pro-rata across authors. “Quality outputs” are those in high impact journals or 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) students includes post graduate students that are enrolled in research degrees (PhD and M.Sc), but not masters by coursework students. 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. All performance criteria should be evaluated relative to opportunity.



**MONASH**  
University

# **EDUCATION PERFORMANCE STANDARDS FRAMEWORK**

**1 MARCH 2026**


**SUZHOU**


**TEACHING AND RESEARCH EXPECTATIONS  
FOR EDUCATIONAL EXCELLENCE**


PAGES 9 –13





**EDUCATION-FOCUSED EXPECTATIONS  
FOR EDUCATIONAL EXCELLENCE**

PAGES 14–18

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	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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 Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Effective unit (or equivalent) coordination	Demonstrated innovative teaching approaches that support students' learning and engagement	Effective co-ordination and management of courses/internal or external programs	
	Demonstrated responsiveness to individual student learning needs	Use of evidence-informed approaches to enhance student learning	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 use of appropriate learning technologies				
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment				
	Meets minimum requirements on student and teaching survey results	Meets expectation on unit and teaching survey results	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 design and development of unit materials, in teams or with supervision	As per level A requirements and	As per level B requirements and	As per level C requirements and	As per level D requirements
	Proactive monitoring of the student learning experience across the unit	Demonstrated enhancements in delivery models (online or blended)	Evidence-based and/or innovative approaches in unit design or delivery		
	Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation	Self-initiated development of teaching material (may include work done in teams)	Demonstrated contribution to the development of curriculum for courses/units/internal or external programs		

# IMPACT ON STUDENT LEARNING



1	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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 Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D 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	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 and courses	Work effectively with others to improve the student experience within units, courses and faculties	
<b>D. PROFESSIONAL LEARNING ENGAGEMENT</b>	Participation in learning and development around Monash priorities, policies and procedures	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements
	Achievement of positive formative peer review outcomes	Consistent engagement in learning to maintain current discipline knowledge	Provision of mentoring and peer review of teaching	Demonstrated contribution to educational professional learning activities in a Faculty, campus, the University or discipline	
		Consistent engagement in professional learning to maintain currency in teaching and learning	Achievement of recognition in education (e.g. HEA Fellowship)		
Consistent engagement in professional learning to maintain currency in teaching and learning		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 presentations Institutional and national teaching awards/fellowships/prizes</li> </ul>				

# IMPACT ON EDUCATIONAL KNOWLEDGE



2	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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	Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements	Level C requirements	Level D requirements and
					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	Evidence of contribution made to pedagogical knowledge through theoretical/empirical/ translational research within a field of expertise	As per level C requirements	As per Level D requirements and
			Evidence of high-quality publications in education research as per Faculty, campus targets		
			Receipt of internal funding in teaching and learning research		
<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	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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 Level C requirements and	As per Level D 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
<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 positivestudent 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
Level A - Assistant Lecturer / Teaching Fellow	≥ 3.8	≥ 3.8
Level B – Lecturer / Senior Teaching Fellow	≥ 3.8	≥ 3.8
Level C - Senior Lecturer	≥ 3.8	≥ 3.8
Level D - Associate Professor	≥ 3.8	≥ 3.8
Level E - 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



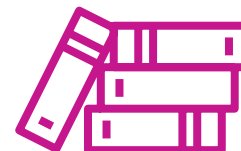
1	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<b>WORKLOAD EXPECTATIONS</b>	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	Workload allocation across all education-related expectations areas in line with Faculty/ campus norms	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 Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Effective unit (or equivalent) coordination	Demonstrated innovative teaching approaches that support students' learning and engagement	Effective co-ordination and management of courses/internal or external programs	
	Demonstrated responsiveness to individual student learning needs	Use of evidence – informed approaches to enhance student learning	Demonstrated skills, experience and creativity with a range of pedagogies and technologies		
	Evidence of contribution to coordination of units	Demonstrated use of active and experiential learning approaches			
	Demonstrated use of appropriate learning technologies				
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment				
	Meets minimum requirements on student and teaching surveys	Meets 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 or with supervision	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements and
	Proactive monitoring of the student learning experience across the unit	Demonstrated enhancements in delivery models (online and blended)	Evidence-based and/ or innovative approaches in unit design or delivery	Demonstrated responsibility for curriculum development for existing/new programs	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	Self-initiated development of unit or teaching material (may include development work done in teams)	Demonstrated contribution to the development of curriculum for courses/units/internal or external programs		
<b>C. STUDENT-CENTRED ORIENTATION</b>	Demonstration of a student-centred and inclusive approach and environment	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	
	Evidence of timely and professional responses to students	A well defined theory of teaching to support student-centered learning	Work effectively with others to develop a consistent student experience within units and courses	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	Evidence of engagement in collegial/ collaborative activities to support education	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			

# IMPACT ON STUDENT LEARNING



D. PROFESSIONAL LEARNING ENGAGEMENT	Participation in learning and development around Monash priorities, policies and procedures	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements and
	Achievement of positive formative peer review outcomes	Consistent learning to maintain discipline/teaching and learning knowledge	Provision of mentoring and peer review of teaching	Demonstrated contribution to education professional learning activities in a Faculty, campus, the University or discipline	Demonstrated contribution to education professional learning activities in local, national and international contexts
		Seeks education recognition (e.g. HEA Fellowship)	Achievement of recognition in education (e.g. HEA Fellowship)		
		Achievement of positive summative peer review outcomes			
<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	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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	Level B requirements and	Level C requirements and	Level D requirements and
		Effective unit (or equivalent) coordination	Demonstrated knowledge of a range of pedagogies and use of evidence of to inform improvement	Demonstrated deep knowledge of a range of pedagogies and use of evidence of to inform improvement	Evidence of recognition for expert teaching within local, international, professional and community contexts
		Use of evidence-informed approaches to enhance student learning	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	
<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 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	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
<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	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>		Contribution to educational innovation within and beyond units/courses	Demonstrated initiation of innovation, within and beyond units/ courses, in response to Faculty/campus/ University strategies	Demonstrated contribution to teaching and learning innovation in faculty, institutional or external contexts	Level D requirements
<b>B. EDUCATION LEADERSHIP</b>		Demonstrated leadership to advance an inclusive and supportive culture of excellence in teaching and learning within a Faculty	Level B requirements and	Level C requirements and	Level D requirements and
		Participation in school/Faculty level Education committees and working groups	Leadership of school/ Faculty/ campus level Education committees and working groups	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
			Contribution to internal reviews of teaching and learning programs in the Faculty/campus University.	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 ACTIVITIES

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

*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>	Contribution to Monash through formal roles	<ul style="list-style-type: none"> <li>• Improvements in the effectiveness of learning and teaching as Head of Unit, 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>N2</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>
<b>N3</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>N4</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>

## Capturing Impact or Outcomes

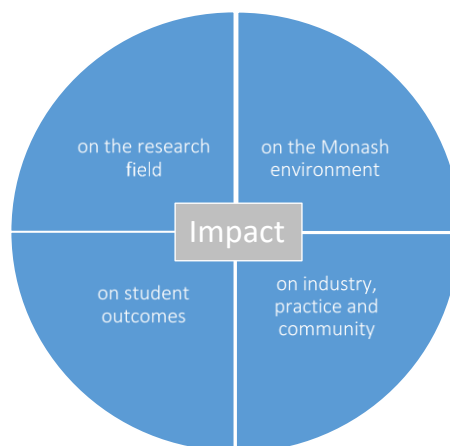
Evidence that supports the achievement of criteria should ideally demonstrate impact or outcome. The Academic Performance Framework, views impact or outcomes as four types:

- 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>
Document owner	Pro-Vice-Chancellor and President (Suzhou)
Approval	Vice-Chancellor's Executive Committee 05 May 2022
Endorsement	Provost & Senior Vice President 15 February 2022
Noted	Academic Board 30 March 2022
Date effective	06 May 2022
Review date	06 May 2025
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