

# ACADEMIC PROFILES PROCEDURE



## CONTENTS

1	PURPOSE .....	1
2	SCOPE .....	2
3	PROCEDURE .....	2
	Academic profiles .....	2
	Changing an employee's teaching and research category .....	3
	Scholarship and teaching in higher education .....	3
	Scholarly knowledge of field or discipline .....	4
	Skills in contemporary teaching .....	4
	Supporting performance review, planning and development .....	4
	Teaching-focused academics .....	5
	Teaching-intensive academics .....	5
	Teaching scholar academics .....	5
	Annual scholarship plans.....	5
	Research-active academics .....	5
	Research outcomes targets.....	7
	Definition of research publication outputs .....	7
	Definition of research higher degree supervision outputs .....	7
	Definition of research income .....	7
4	RESPONSIBILITIES .....	8
	Compliance, monitoring and review .....	8
	Reporting .....	8
	Records management.....	8
5	DEFINITIONS .....	8
6	RELATED LEGISLATION AND DOCUMENTS .....	8
7	FEEDBACK .....	9
8	APPROVAL AND REVIEW DETAILS.....	9
9	APPENDICES .....	10
	Appendix A: Examples of academic performance by level .....	10
	Appendix B: Example scholarship performance standards and evidence.....	15
	Appendix C: Annual scholarship plan format .....	19
	Appendix D: Research outputs/income by field of research (FoR).....	21

## 1 PURPOSE

- 1.1 This procedure describes the academic profiles expected of and associated with the five categories of academic employees identified in the [Central Queensland University Enterprise Agreement 2017](#)<sup>1</sup>. The procedure is used to appropriately allocate work to academic employees according to their assigned category and academic level as part of performance review, planning and development.
- 1.2 This procedure must be read in conjunction with academic employee workload allocation and allocation requirements in clause 14 of the Enterprise Agreement, the [Higher Education Standards Framework \(Threshold Standards\) 2015](#)<sup>2</sup>, and CQUniversity's performance review processes.

<sup>1</sup> 'Enterprise Agreement' and 'EA' in this document refer to the Central Queensland University Enterprise Agreement 2017.

<sup>2</sup> 'Higher education standards' in this document refer to the Higher Education Standards Framework (Threshold Standards) 2015.

## 2 SCOPE

- 2.1 This procedure applies to academic employees to whom academic profiles apply in accordance with the Enterprise Agreement. This procedure does not apply to Principal Research Employees.

## 3 PROCEDURE

- 3.1 Clause 14 of the Enterprise Agreement sets out principles for allocating academic duties, the outcomes of which are to be agreed and documented as part of CQUniversity's formal annual performance review process.
- 3.2 Work will be allocated to academic employees based on the teaching and research category they have been assigned when employed and during performance review (based on outcomes measured by this procedure) (see Table 1 below):

**Table 1: Teaching and research category allocations of EFTSL and workloads**

Category	Teaching	Scholarship/ Research	Service/ Engagement	EFTSL Limit
Teaching Intensive	75	15	10	33
Teaching Scholar	65	25	10	29
Teaching and Research	55	35	10	25
Research Focused	30	60	10	15
Research Intensive	20	70	10	10

(Source: Part C, clause 14.5.16 of the Enterprise Agreement.)

- 3.3 This procedure is intended to reflect the workload, scholarship and research expectations in the Enterprise Agreement, and describe the academic profile associated with each category to which academic employees are assigned.
- 3.4 Schedule 4 of the Enterprise Agreement includes the classification descriptors for each level to which academic employees are appointed, i.e. Academic Levels A to E. These descriptors set out the general standard, a non-exhaustive list of specific duties, and the skill base expected at each academic level.
- 3.5 The Higher Education Standards also set out requirements relating to academic work. As a higher education provider, CQUniversity must demonstrate that its academic employees are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision. Additionally, CQUniversity must demonstrate sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.
- 3.6 Section 3.2 of the Higher Education Standards also requires employees with responsibility for academic oversight and those with teaching and supervisory roles in courses or units of study to be equipped for their roles (see [scholarship and teaching in higher education](#)).
- 3.7 To maintain registration as a higher education provider, CQUniversity and academic employees must be able to provide evidence to demonstrate these standards are met, e.g. evidence of scholarship or research appropriate to the academic's role. As such, these standards are essential to consider when planning, documenting and reviewing academic duties and outcomes.
- 3.8 Together, the Enterprise Agreement and the Higher Education Standards provide a context for planning and allocating academic employee duties, performance review, and development to achieve mutually agreed academic workloads and meet CQUniversity's institutional obligations.

### Academic profiles

- 3.9 An academic profile describes the proportions of an academic employee's workload in relation to teaching, scholarship/research and service/engagement, according to the employee's assigned teaching and research category. These categories and related academic profiles are set out in 3.2 above.
- 3.10 Academic profiles form the basis for describing and planning an academic employee's activities and reviewing performance, and applying for promotion.

- 3.11 The performance review process will be used to plan and agree on the specific work activities and expected performance standards and outcomes appropriate to the employee's academic level, and to assign employees to an appropriate category and related academic profile.
- 3.12 Academic employees will be assigned to one of the five teaching and research categories shown in 3.2 above.
- 3.13 Academic employees assigned as [teaching-intensive](#) and [teaching scholar](#) have an academic profile that comprises teaching, scholarship and service/engagement. Undertaking original research in a relevant discipline/s or in teaching and learning practice are recognised forms of [scholarship](#) as defined in this procedure. Such research and/or RHD supervision (as described in clause 14 of the Enterprise Agreement) may be planned and agreed to through the performance review process.
- 3.14 Academic employees assigned as [teaching and research](#), [research-focused](#), and [research-intensive](#) have an academic profile that comprises teaching, research and service/engagement. Scholarship in a relevant discipline/s or in teaching and learning practice that are manifestly research-related activities (as described in clause 14 of the Enterprise Agreement) may be planned and agreed to through the performance review process.
- 3.15 Reasonable allowance will be made for early-career academic employees in relation to expected teaching load and scholarship/research performance targets as planned and agreed through the performance review process.
- 3.16 Level A academics are typically appointed at Level A for teaching purposes and/or because they are completing a postgraduate degree, but may undertake scholarly or research activities, either individually or within a larger project, appropriate to their abilities. Level A academics will be assigned a teaching and research category appropriate to their workload profile as planned and agreed through the performance review process.
- 3.17 Level A academics holding a relevant doctoral qualification and who have demonstrated satisfactory performance will automatically progress to Level B1 after 12 months at Level A8 in accordance with clause 14.11.2 of the Enterprise Agreement. Following progression to Level B, the academic employee will have a scholarship or research allocation as planned and agreed through the performance review process.
- 3.18 Regardless of academic classification, all academic employees are afforded the entitlements as prescribed in the Enterprise Agreement.

### **Changing an employee's teaching and research category**

- 3.19 Any change to an academic employee's assigned category (and related academic profile) requires evidence to support the change and must be decided by the relevant Dean.
- 3.20 If an academic employee does not meet or exceeds the criteria for research/scholarship output for their assigned category, the employee may be moved to the appropriate category in accordance with the process described in clause 14.5.19 of the Enterprise Agreement.
- 3.21 The Dean (or nominee) will advise the People and Culture Directorate of any changes to ensure records are current.

### **Scholarship and teaching in higher education**

- 3.22 CQUniversity compliance with the section 3.2.3 of the Higher Education Standards means that employees with responsibility for academic oversight and those with teaching and supervisory roles in courses or units must be equipped for their roles and be able to demonstrate evidence of having:
- a) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice (see 3.26)
  - b) skills in contemporary teaching, learning and assessment principles and practices relevant to the discipline or field in which they teach (see 3.27), and
  - c) a qualification in a relevant discipline at least one level higher than is awarded for the course into which the academic is teaching, or equivalent relevant academic or professional or practice-based experience

and expertise, except for employees supervising doctoral degrees who must have a doctoral degree or equivalent research experience.

- 3.23 CQUniversity recognises that [scholarship](#) may take many forms, including [scholarship of learning and teaching](#) and original research.
- 3.24 Academic employees in a category with a research load will be able to demonstrate continuing scholarship through their research. To support teaching-intensive and teaching scholar academics to demonstrate continuing scholarship and plan their scholarly activities through the performance review process, examples of scholarship and a scholarship plan format are in the appendices (see [supporting performance review, planning and development](#)).
- 3.25 Sections 3.26 and 3.27 below indicate the type of activity academics may engage in as part of their professional teaching practice, which can demonstrate compliance with the Higher Education Standards.

### **Scholarly knowledge of field or discipline**

- 3.26 In practical terms, academics who teach in courses or units must be able to demonstrate at least one of the following within the discipline or field that they teach:
- a) knowledge of contemporary developments as demonstrated by scholarly outputs, e.g. conference presentations, involvement in editorial or peer review activities
  - b) production of original research, e.g. undertaking a higher degree by research or an approved research project in a relevant discipline or field, or
  - c) quantifiable advances in practice, e.g. contributions to professional journals, leadership of advanced professional practice.

### **Skills in contemporary teaching**

- 3.27 In practical terms, academics who teach courses or units must be able to demonstrate that they are skilled in contemporary teaching, learning and assessment principles and practices relevant to:
- a) the discipline or field in which they teach
  - b) their role
  - c) modes of delivery in which they teach, and
  - d) the needs of particular student cohorts that they teach.

### **Supporting performance review, planning and development**

- 3.28 This procedure includes additional information in Appendices A to D to support academic employees and their supervisor to plan, document, agree on, and review academic work, according to the academic's assigned category and level, through the performance review process.
- 3.29 [Appendix A](#) includes examples of academic activities that could contribute to expected performance (criteria) for academic employees at each academic level across all categories.
- 3.30 [Appendix B](#) includes example standards of [scholarship](#) at each academic level and related evidence that may be used to demonstrate scholarship/scholarly activity, particularly employees assigned to the teaching intensive and teaching scholar categories.
- 3.31 [Appendix C](#) includes a scholarship plan format (template) to be used to plan and document scholarship activity in conjunction with the performance review process. For more information, see [annual scholarship plans](#) below.
- 3.32 [Appendix D](#) includes tables showing research output and income targets by field of research (FoR) to assist academic employees, who are or aim to be research-active, to develop research plans.

## Teaching-focused academics

### Teaching-intensive academics

- 3.33 A teaching-intensive academic predominantly focuses on teaching, and undertakes scholarship in their discipline and beyond, which informs the academic's learning and teaching practice. A teaching-intensive academic may undertake research as part of their scholarship allocation (see 3.13), but is not expected to be [research-active](#) as described in 3.42.
- 3.34 A **teaching-intensive** academic workload comprises:
- 75% teaching
  - 15% scholarship, and
  - 10% service/engagement.
- 3.35 Teaching-intensive academics may apply to be assigned to another category (and related academic profile) through the performance review process if the evidence to support the change demonstrates they have met the requirements for that category.

### Teaching scholar academics

- 3.36 A teaching scholar academic focuses on teaching and scholarship in the academic's discipline and beyond, and on scholarship that informs their learning and teaching practice and enables them to lead in this area of scholarship. Teaching scholar academics may undertake research as part of their scholarship allocation (see 3.13), but are not expected to be [research-active](#) as described in 3.42.
- 3.37 A **teaching scholar** academic workload comprises:
- 65% teaching
  - 25% scholarship, and
  - 10% service/engagement.
- 3.38 Teaching scholar academics may apply to be assigned to another category (and related academic profile) through the performance review process if the evidence to support the change demonstrates they have met the requirements for that category.

### Annual scholarship plans

- 3.39 Employees in the teaching-intensive and teaching scholar categories will create and discuss an annual scholarship plan with their supervisor, describing the activities and outcomes related to their scholarship workload.
- 3.40 Scholarship plans outline projected activities, outcomes, and deliverables. [Appendix C](#) includes the annual scholarship plan format (template) that is available to be used in conjunction with the documented performance review process. A Word version of the template is accessible via the [Learning and Teaching Services StaffNet website](#). Examples of scholarship are in Appendices A and B to assist academics and their supervisors to identify, plan and agree on scholarship activity during performance review.
- 3.41 For employees applying for promotion in the following year, scholarship plans should demonstrate the expected performance at the targeted academic level, described as examples in [Appendix A](#).

## Research-active academics

- 3.42 To be considered research-active, for the purpose of Excellence in Research Australia (ERA) reporting, an academic must meet a predefined minimum standard of research output over a three-year period. The term 'research' in this context refers to Higher Education Research Data Collection (HERDC) definitions and other activities accepted as contributing to research (see definitions under [research outcomes targets](#)). While these minimum standards do not specifically refer to different academic levels, they may be used as a guide when assigning employees to teaching and research categories as set out below.

- 3.43 Academic employees and their supervisor will aim to create attainable research plans that achieve the University's research outputs and research income targets (in [Appendix D](#)), through the performance review process. Any resources or other support employees may reasonably need to achieve these targets can be identified, planned and agreed as part of the performance review process.
- 3.44 Academic employees are assigned to the teaching and research, research-focused or research-intensive categories to undertake research as a recognised proportion of their workload. Academic employees in these categories are expected to be research-active and aim to meet or exceed the criteria as indicated below:
- 3.44.1 Level A and Level B Teaching and Research category academics will usually have research plans aimed at meeting or exceeding any two of the following:
- research income
  - research publication outputs (includes ERA-eligible non-traditional outputs)
  - research higher degree supervision.
- 3.44.2 All other research active academics will usually have research plans aimed at meeting or exceeding the University's targets for research income, plus at least one of the following:
- research publication outputs (includes ERA-eligible non-traditional outputs)
  - research higher degree supervision.

Except that, where an academic is currently undertaking year 2 or 3 of an agreed 3 year research plan at the time that this Academic Profiles document comes into effect, that academic will be measured against the agreed outcomes of that existing research plan until its conclusion. The subsequent research plan will be in accordance with the expectations of 3.44.2. This does not apply to Level A and Level B Teaching and Research category academics.

- 3.45 In regard to category assignment, the Deputy Vice-Chancellor (Research) may waive the expectation for an academic employee to meet the criteria for research income in exceptional circumstances, e.g. if the academic is demonstrating outstanding performance in other areas of research activity.
- 3.46 If academic employees do not meet the abovementioned predefined standard of research output to be considered research-active (as described in 3.42) and as planned and agreed through the performance review process, the academic may be moved to an appropriate category (see [changing an employee's teaching and research category](#)). Alternatively, academics may remain in their assigned category if their performance demonstrates a continuing commitment towards achieving the standard of research output. Grant income targets should take into account genuine efforts spent in creating competitive and suitable, yet not successful grant applications, as agreed in performance review, and engagement with the office of research on opportunities. Any concerns academic employees or supervisors have about changes to the assigned category, or research targets, will be addressed through the performance review process and in accordance with the Enterprise Agreement.
- 3.47 The academic profile for each of the following three categories is as follows:

**Teaching and research**

- 55% teaching
- 35% research, and
- 10% service/engagement.

**Research-focused**

- 30% teaching
- 60% research, and
- 10% service/engagement.

**Research-intensive**

- 20% teaching
- 70% research, and

- 10% service/engagement.

3.48 After finalising the category to which the academic is assigned, a three-year transition period begins. During this time, the academic will aim to achieve the research outputs and research income targets, relevant to their category as indicated in 3.44, and as listed in [Appendix D](#). This date and category must be noted in the academic's performance review documentation.

### **Research outcomes targets**

3.49 [Appendix D](#) sets out the research outputs and research income (research outcomes targets) that employees assigned as teaching and research, research-focused and research-intensive academics are expected to meet or aim to meet or exceed as research-active academics. The tables in Appendix D show metrics by field of research (FoR) in relation to:

1. teaching and research category, i.e. teaching and research, research-focused and research-intensive
2. academic level, i.e. Levels A to E
3. research outputs (publications) per full-time equivalent (FTE) per annum, and
4. external research income (grants) per FTE per annum.

3.50 ERA data, based on national averages, have been used to calculate the target research metrics in Appendix D. While research data is listed using annual metrics, it is understood that averages over a minimum period of three years are acceptable.

3.51 The following definitions are used to align with HERDC and ERA reporting guidelines (see 3.42 above).

#### **Definition of research publication outputs**

3.52 During the preceding three years, an academic will have authored or co-authored peer reviewed publication outputs that satisfy the requirements for the following ERA-eligible research output types:

1. books—authored research, or
2. chapters in research books—authored research, or
3. journal articles—scholarly, peer reviewed journal, or
4. conference publications—full paper refereed, or
5. submission of at least one patent application (but not divisional filings for the same invention), or
6. non-traditional research outputs (as described for ERA criteria for humanities and creative arts), or
7. a combination of the above.

#### **Definition of research higher degree supervision outputs**

3.53 During the preceding three years, an academic will have demonstrated research activity as follows:

1. a supervisor role for a successful completion of a research higher degree (RHD) student in the preceding three years or, where the opportunity has not arisen, current supervision role for a CQUniversity RHD student, or
2. current satisfactory progression towards completing an RHD.

#### **Definition of research income**

3.54 During the preceding three years, an academic will have been a named investigator for receiving external research income into CQUniversity.

## 4 RESPONSIBILITIES

### Compliance, monitoring and review

- 4.1 The Director, People and Culture is responsible for for monitoring, reviewing and ensuring compliance with this procedure.

### Reporting

- 4.2 No additional reporting is required.

### Records management

- 4.3 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). Records associated with this procedure will be managed in accordance with University procedures relevant to performance review, planning and development.
- 4.4 Records must be retained for the minimum period specified in the University Sector Retention and Disposal Schedule, accessible on the [Queensland State Archives website](#).

## 5 DEFINITIONS

- 5.1 Terms not defined in this document may be in the [Enterprise Agreement](#).

**Academic duties:** are defined in clauses 14.6 to 14.9 of the Enterprise Agreement.

**Research related work:** is defined by example in clause 14.7 of the Enterprise Agreement.

**Scholarship:** broadly refers to activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. In the context of the Higher Education Standards, 'scholarship' includes advances in ways of teaching and learning in the field, advances in professional practice and/or applied practice, and/or advances in disciplinary knowledge through original research or advanced inquiry. (Source: Adapted from the TEQSA Guidance Note: Scholarship, Version 2.3: 4/09/2017, accessible via the [TEQSA website](#).)

**Scholarship of learning and teaching related work:** is defined in clause 14.8 of the Enterprise Agreement as including but not limited to:

- i) any research or other work that directly informs the academic's teaching and curriculum development, including intramural service.
- ii) keeping abreast of current developments in the discipline field both nationally and internationally, sharing reflective teaching practice through presentations, publication and research on learning and teaching practice and theory and leading the introduction of new teaching approaches.
- iii) experimenting with and developing efficient and effective uses of technology for knowledge delivery.

**Service and engagement related work:** is defined by example in clause 14.9 of the Enterprise Agreement.

**Teaching and related duties:** are defined by example in clause 14.6 of the Enterprise Agreement.

## 6 RELATED LEGISLATION AND DOCUMENTS

Annual scholarship plan format (template) (via the [Learning and Teaching Services StaffNet webpage](#))  
[Central Queensland University Enterprise Agreement 2017](#)  
[Higher Education Standards Framework \(Threshold Standards\) 2015](#) (Cwlth)  
[Performance Enhancement Program information](#) (via the People and Culture StaffNet webpage)  
[TEQSA Guidance Note: Scholarship, September 2017](#) (accessible via the TEQSA website)



## 7 FEEDBACK

7.1 University staff and students may provide feedback about this document by emailing [policy@cqu.edu.au](mailto:policy@cqu.edu.au).

## 8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Vice-Chancellor and President
Advisory Committee to Approval Authority	Vice-Chancellor's Advisory Committee
Administrator	Director, People and Culture
Next Review Date	5/12/2021

Approval and Amendment History	Details
Original Approval Authority and Date	Vice-Chancellor and President 05/06/2013
Amendment Authority and Date	Vice-Chancellor and President Office 31/10/2013; Vice-Chancellor and President 5/12/2018; Minor Amendments Administrator Approved – Director, People and Culture 25/03/2019.
Notes	This document was formerly known as the Academic Profiles Document (31/10/2013).

## 9 APPENDICES

### Appendix A: Examples of academic performance by level

Notes:

1. 'EA clauses' refer to clauses in the Central Queensland University Enterprise Agreement 2017.
2. 'STEM' refers to science, technology, engineering and maths fields of research/disciplines.
3. 'HASS' refers to humanities, arts and social sciences fields of research/disciplines.

**Table A1: Academic Level A (Associate Lecturer)**

LEVEL A – Activities that could contribute to performance at this level			
Teaching-related work	Scholarship	Research-related work	Service-related work
<p>Teaching activities are defined in the EA Clause 14.6.</p> <p>For promotion to Level B, Level A academic employees are expected to demonstrate competence in their teaching activities. To this end, they are encouraged to develop a teaching portfolio, which identifies their strengths and weaknesses and provides evidence for their claims. Level A academic employees holding a relevant doctoral qualification and demonstrating satisfactory performance will automatically progress to Level B1 after 12 months at Level A8.</p> <p>Level A academics should also be gathering evidence of their activities through their teaching portfolio, seminar presentations, student evaluations and other activities.</p>	<p>All academic employees are expected to be engaged in some scholarship as defined in the EA Clause 14.8 and this procedure. However, the depth of activity in scholarship will depend on the category to which the academic has been assigned (Clause 14.5.16).</p> <p>Relevant scholarship activities for this level include:</p> <ul style="list-style-type: none"> <li>• scholarship activity into evidence-based teaching practice and disciplinary curriculum development, through use of learning analytics and current learning and teaching research</li> <li>• participation in professional learning</li> <li>• development of efficient and effective uses of technology for knowledge delivery</li> <li>• engagement with related scholarly communities, internally and externally, sharing reflective teaching practice through presentations and research on learning and teaching practice and theory</li> <li>• participation in research activities, whether disciplinary or learning and teaching.</li> </ul>	<p>Research activities are defined in the EA Clause 14.7.</p> <p>Level A academics are typically appointed to teaching roles and/or are completing a higher degree. Completion of this higher degree should be a 'research' priority. Level A academics may undertake research activities, either individually or within a larger project, appropriate to their abilities.</p> <p>Level A academics completing a higher research degree (RHD) would normally be assigned to the teaching and research category for the purposes of Clause 14.5.</p>	<p>Service activities are defined in the EA Clause 14.9.</p> <p>Service activities that are particularly suitable for Level A academics include:</p> <ul style="list-style-type: none"> <li>• participation in University volunteer program</li> <li>• serving on school or course committees; contributing, where appropriate, to other university committees</li> <li>• participation in open days, unit and course promotion events. There are some effective words in the EA that encompass activities such as these plus graduations, campus/ course meetings etc.</li> </ul>

**Table A2: Academic Level B (Lecturer)**

<b>LEVEL B – Activities that could contribute to performance at this level</b>			
<b>Teaching-related work</b>	<b>Scholarship</b>	<b>Research-related work</b>	<b>Service-related work</b>
<p>Teaching activities are defined in the EA Clause 14.6.</p> <p>Level B academics are encouraged to develop a three-year plan, which identifies the teaching-related work they will be doing, as well as forming part of their teaching portfolio. This includes gathering appropriate evidence.</p> <p>Level B academics typically have a 20% to 75% teaching allocation, outputs of which they might demonstrate with a selection of the following:</p> <ul style="list-style-type: none"> <li>• delivery of units at undergraduate level and teaching and supervision at honours and/or postgraduate levels</li> <li>• unit coordination and effective participation in teaching and course teams</li> <li>• development of new units or improvements to existing units</li> <li>• supervision of project work of honours research for coursework students</li> <li>• contributions to improving learning and teaching, particularly personal teaching skills development</li> <li>• effective participation in implementing the learning and teaching strategy within the school,</li> <li>• seeking and responding to formal student evaluations of teaching and units.</li> </ul>	<p>All academic employees are expected to be engaged in some scholarship as defined in the EA Clause 14.8 and this procedure. However, the depth of activity in scholarship will depend on the category to which the academic has been assigned (Clause 14.5.16).</p> <p>Relevant scholarship activities for this level include:</p> <ul style="list-style-type: none"> <li>• incorporation of scholarship into evidence-based teaching practice and disciplinary curriculum development, through use of learning analytics and current research</li> <li>• contribution to and participation in professional learning</li> <li>• experimentation with and development of efficient and effective uses of technology for use with peers and students</li> <li>• engagement with scholarly communities, internally and externally, sharing disciplinary teaching practice through presentations, publication and research on learning and teaching practice, including those within their particular discipline</li> <li>• peer review of learning and teaching</li> <li>• participation in learning and teaching as well as research projects</li> </ul>	<p>Research activities are defined in the EA Clause 14.7.</p> <p>Level B academics are encouraged to develop a three-year plan, which identifies the research-related work they will be doing.</p> <p>Level B researchers typically have a 35% to 70% research allocation (refer to <a href="#">Appendix D</a>).</p>	<p>Service activities are defined in the EA Clause 14.9.</p> <p>Level B academics are expected to demonstrate engagement with a range of service activities.</p>

**Table A3: Academic Level C (Senior Lecturer)**

<b>LEVEL C – Activities that could contribute to performance at this level</b>			
<b>Teaching-related work</b>	<b>Scholarship</b>	<b>Research-related work</b>	<b>Service-related work</b>
<p>Teaching activities are defined in the EA Clause 14.6.</p> <p>Level C academics are encouraged to develop a three-year plan, which identifies the teaching-related work they will be doing.</p> <p>Level C academics typically have between a 20% to 75% teaching allocation, outputs of which they might demonstrate with a selection of the following (same as for Level B plus):</p> <ul style="list-style-type: none"> <li>• Head of Course role and course leadership, including chairing course committee meetings</li> <li>• leadership in curriculum, development and course review</li> <li>• promoting student development and welfare, such as contributing to support management of students experiencing difficulties</li> <li>• mentoring for the purpose of developing teaching competence in others.</li> </ul>	<p>All academic employees are expected to be engaged in some scholarship as defined in the EA Clause 14.8 and this procedure. However, the depth of activity in scholarship will depend on the category to which the academic has been assigned (Clause 14.5.16).</p> <p>Relevant scholarship activities for this level include (same as for Level B plus):</p> <ul style="list-style-type: none"> <li>• leadership of development and implementation of learning and technology projects</li> <li>• participation or leadership of internal or external research projects</li> <li>• contribution to scholarly publication on learning and teaching within and beyond their disciplines, sharing reflective teaching practice (including technology use) and learning and teaching research</li> <li>• leadership of innovation in teaching practice and course delivery, including discipline-focused RHD projects</li> <li>• peer review of teaching materials and curricula that demonstrate engagements with the teaching–research nexus</li> <li>• peer recognition at national level detailing contribution to scholarly teaching practice and/or disciplinary knowledge</li> <li>• effective mentorship of other academics.</li> </ul>	<p>Research activities are defined in the EA Clause 14.7.</p> <p>Level C academics are encouraged to develop a three-year plan, which identifies the research-related work they will be doing.</p> <p>Level C researchers typically have a 35% to 70% research allocation (refer to <a href="#">Appendix D</a>). They might demonstrate outputs as follows (same as for Level B plus):</p> <ul style="list-style-type: none"> <li>• leadership role within research teams (including within research institutes)</li> <li>• leading research funding processes through external grant schemes and external funding opportunities</li> <li>• establishing research relationships with external stakeholders</li> <li>• mentorship of employees across the school/centre.</li> </ul>	<p>Service activities are defined in the EA Clause 14.9.</p> <p>Level C academics are expected to demonstrate engagement with a range of service activities. They might demonstrate outputs as follows:</p> <ul style="list-style-type: none"> <li>• leadership in contributions to school/faculty committees or working parties</li> <li>• involvement in or responsibility for management or administrative activities within a school or area</li> <li>• developing and maintaining relevant links with the community, industry and government</li> <li>• contributing through development or delivery of sessions for continuing education and professional learning</li> <li>• contribution to external boards, committees, commissions or similar bodies of relevance to the University.</li> </ul>

**Table A4: Academic Level D (Associate Professor)**

<b>LEVEL D – Activities that could contribute to performance at this level</b>			
<b>Teaching-related work</b>	<b>Scholarship</b>	<b>Research-related work</b>	<b>Service-related work</b>
<p>Teaching activities are defined in the EA Clause 14.6.</p> <p>Level D academics typically have a 20% to 75% teaching allocation, outputs of which they might demonstrate with a selection of the following (same as for Level C plus):</p> <ul style="list-style-type: none"> <li>• leading the design and delivery of new education courses and approaches, including those that enhance articulation and access</li> <li>• leading course accreditation and review, including preparing accreditation documentation for university and professional body accreditation processes</li> <li>• high-level contribution to the quality assurance, benchmarking, development of standards and continuous improvement of units and courses, including at a national level</li> <li>• leadership in developing and implementing the learning and teaching strategy at school and university levels</li> <li>• facilitating the transfer of knowledge, concepts, understanding and skills to colleagues and others to achieve learning and teaching goals.</li> </ul>	<p>All academic employees are expected to be engaged in some scholarship as defined in the EA Clause 14.8 and this procedure. However, the depth of activity in scholarship will depend on the category to which the academic has been assigned (Clause 14.5.16).</p> <p>Relevant scholarship activities for this level include (as for Level C plus):</p> <ul style="list-style-type: none"> <li>• leadership in scholarship, whether learning and teaching or disciplinary knowledge, at the national level</li> <li>• national leadership in development and implementation of training in research higher degree (RHD) courses</li> <li>• attraction of national level funding for the support of research or engagement/development projects</li> <li>• documented track record of successful mentorship of junior academic employees within and beyond the relevant discipline.</li> </ul>	<p>Research activities are defined in the EA Clause 14.7.</p> <p>Level D researchers typically have a 35% to 70% research allocation (refer to <a href="#">Appendix D</a>). They might demonstrate outputs as follows (same as for Level C plus):</p> <ul style="list-style-type: none"> <li>• leading the research funding process through external grant schemes and develop external funding opportunities, including ability to attract Australian competitive grants.</li> </ul>	<p>Service activities are defined in the EA Clause 14.9.</p> <p>Level D academics are expected to demonstrate engagement with a range of service activities. They might demonstrate outputs as follows (same as for Level C plus):</p> <ul style="list-style-type: none"> <li>• leadership in formulating and implementing plans that contribute to developments within a school, research entity or discipline group</li> <li>• leadership in developing and delivering continuing education courses for the profession</li> <li>• design and delivery of staff development courses that support University and/or school goals</li> <li>• leading significant consulting projects by commission or invitation, including expert advisory roles, conducted through the University.</li> </ul>

**Table A5: Academic Level E (Professor)**

<b>LEVEL E – Activities that could contribute to performance at this level</b>			
<b>Teaching-related work</b>	<b>Scholarship</b>	<b>Research-related work</b>	<b>Service-related work</b>
<p>Teaching activities are defined in the EA Clause 14.6.</p> <p>Level E academics typically have a 20% to 75% teaching allocation, outputs of which they might demonstrate with a selection of the following (same as for Level D plus):</p> <ul style="list-style-type: none"> <li>• leading effective teaching teams</li> <li>• leadership in developing and implementing the school/centre learning and teaching strategy</li> <li>• contributions within the discipline at a national level, such as active participation in educational activities of discipline/professional bodies, invitations to present at conferences and professional learning workshops or similar.</li> </ul>	<p>All academic employees are expected to be engaged in some scholarship as defined in the EA Clause 14.8 and this procedure. However, the depth of activity in scholarship will depend on the category to which the academic has been assigned (Clause 14.5.16).</p> <p>Relevant scholarship activities for this level include (same as for Level D plus):</p> <ul style="list-style-type: none"> <li>• national and international recognition of learning and teaching practice and/or disciplinary knowledge</li> <li>• leadership in national or international scholarship projects in learning and teaching practice and/or disciplinary knowledge</li> <li>• national and international leadership in RHD supervision pedagogy</li> <li>• national and international leadership in academic staff development within and beyond the relevant discipline.</li> </ul>	<p>Research activities are defined in the EA Clause 14.7.</p> <p>Level E researchers typically have a 35% to 70% research allocation (refer to <a href="#">Appendix D</a>). They might demonstrate outputs as follows (same as for Level D plus):</p> <ul style="list-style-type: none"> <li>• leadership of multidisciplinary research teams bringing together researchers from other national and international universities</li> <li>• leading the research funding process through external grant schemes and developing external funding opportunities (e.g. CRCs and CREs)</li> <li>• established significant research relationships with external stakeholders</li> <li>• mentorship of employees across the University.</li> </ul>	<p>Service activities are defined in the EA Clause 14.9.</p> <p>Level E academics are expected to demonstrate engagement with a range of service activities. They might demonstrate outputs as follows (same as for Level D plus):</p> <ul style="list-style-type: none"> <li>• leadership of and engagement with university employees, profession, external stakeholders and others in developing continuing education courses, mentorship programs and forums for the profession</li> <li>• membership of accreditation, review and other similar external bodies, especially national or international bodies</li> <li>• leading significant consulting projects by commission or invitation, including expert advisory roles, conducted through the University</li> <li>• high-level service on public boards, committees, regional authorities, boards and committees of professional associations or government</li> <li>• leadership of discipline and professional activities at the national level and nationally significant community activities.</li> </ul>

## Appendix B: Example scholarship performance standards and evidence

The tables in Appendix B include example performance standards and evidence at each academic level, which academic employees may use to identify, plan and document their scholarship activity in the annual scholarship plan and through the performance review process. These example standards 'unpack' the scholarship-related academic performance examples at each level in [Appendix A](#).

The examples shown below are provided as a guide only. Academics may select from the examples below or others that are most appropriate to their assigned category, academic level and discipline, aspirations for professional/scholarly development, and the University's goals and values.

**Table B1: Academic Level A (Associate Lecturer)**

Example standard	Example supporting evidence
1. Scholarship activity into evidence-based teaching practice and disciplinary curriculum development, through use of learning analytics and current learning and teaching research.	<ul style="list-style-type: none"> <li>• Details of internal and external scholarly presentations</li> <li>• Copies of publications and details of contribution and impact</li> <li>• Student surveys and feedback</li> <li>• Report on use of learning analytics data to refine disciplinary curriculum and teaching practice</li> <li>• Using Student Unit and Teaching Evaluation to reflect on strengths and weaknesses of teaching practice</li> </ul>
2. Participation in professional learning.	<ul style="list-style-type: none"> <li>• Participation in higher level qualifications that lead to scholarly outputs, including postgraduate level certificates, diplomas, masters and higher degrees by research</li> <li>• Documented participation in internal and external scholarship conferences and forums</li> <li>• Professional learning opportunities that are related to disciplinary topics as well as teaching practices.</li> </ul>
3. Development of efficient and effective uses of technology for knowledge delivery.	<ul style="list-style-type: none"> <li>• Report on streamlined teaching practice based on improved teaching technology knowledge and skills</li> </ul>
4. Engagement with related scholarly communities, internally and externally, sharing reflective teaching practice through presentations and research on learning and teaching practice and theory.	<ul style="list-style-type: none"> <li>• Documented participation in internal and external scholarly conferences and forums</li> <li>• Documented dissemination of practices and information to colleagues</li> <li>• Documented collaboration with academics from other disciplines and universities</li> </ul>
5. Participation in research activities, whether disciplinary or learning and teaching.	<ul style="list-style-type: none"> <li>• Status reports</li> <li>• Forum presentations</li> <li>• Grant applications</li> </ul>

**Table B2: Academic Level B (Lecturer)**

Example standard	Example supporting evidence
1. Incorporation of scholarship into evidence-based teaching practice and disciplinary curriculum development, through use of learning analytics and current research.	<ul style="list-style-type: none"> <li>• Details of internal and external scholarly presentations</li> <li>• Copies of publications and details of contribution and impact</li> <li>• Report on use of learning analytics data to refine curriculum and teaching practice</li> <li>• Report on using Student Unit and Teaching Evaluation data to reflect on strengths and weaknesses of teaching practice</li> <li>• Details of mentoring roles and outcomes</li> </ul>
2. Contribution to and participation in professional learning.	<ul style="list-style-type: none"> <li>• Participation in higher level qualifications that lead to scholarly outputs, including postgraduate level certificates, diplomas, coursework masters, and research higher degrees (RHDs)</li> <li>• Design and delivery of professional learning opportunities, whether a full offering or a module within a full offering</li> </ul>

Example standard	Example supporting evidence
	<ul style="list-style-type: none"> <li>• Documented participation in internal and external scholarship conferences and forums</li> <li>• Peer review of conference papers</li> </ul>
3. Experimentation with and development of efficient and effective uses of technology for use with peers and students.	<ul style="list-style-type: none"> <li>• Reporting innovation processes and results in internal and external scholarly conferences and forums</li> <li>• Report on streamlined teaching practice based on improved teaching technology knowledge and skills</li> </ul>
4. Engagement with scholarly communities, internally and externally, sharing disciplinary teaching practice through presentations, publication and research on learning and teaching practice, including those within their particular discipline.	<ul style="list-style-type: none"> <li>• Documented participation in internal and external scholarly conferences and forums</li> <li>• Presentations on innovations at the course, school, or university levels</li> <li>• Copies of publications</li> <li>• Copies of presentations</li> <li>• Documented support of junior colleagues in learning and teaching</li> </ul>
5. Peer review of learning and teaching.	<ul style="list-style-type: none"> <li>• External peer review of units</li> <li>• Review of units, including content, resources and delivery</li> </ul>
6. Participation in learning and teaching as well as research projects.	<ul style="list-style-type: none"> <li>• Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful)</li> <li>• References and letters from peers</li> </ul>

**Table B3: Academic Level C (Senior Lecturer)**

Relevant scholarship activities for this level include (same as for Level B plus):

Example standard	Example supporting evidence
1. Leadership of development and implementation of learning and technology projects.	<ul style="list-style-type: none"> <li>• Development plans and reports</li> <li>• Evaluation report including stakeholder feedback</li> <li>• Related publications</li> <li>• Details of leadership roles and contribution confirmation by peers</li> </ul>
2. Participation in or leadership of internal or external research projects.	<ul style="list-style-type: none"> <li>• Successful application for awards, grants or competitive funding related to learning and teaching and/or disciplinary knowledge (as an individual or team member)</li> <li>• Dissemination of project-related professional learning or disciplinary engagement within the University (as an individual or team member)</li> <li>• Publications</li> <li>• OSPRO projects</li> </ul>
3. Contribution to scholarly publication on learning and teaching within and beyond their disciplines, sharing reflective teaching practice (including technology use) and learning and teaching research.	<ul style="list-style-type: none"> <li>• Authorship/co-authorship of publication/s in a respected journal relevant to learning and teaching</li> </ul>
4. Leadership of innovation in teaching practice and course delivery, including discipline focused RHD projects.	<ul style="list-style-type: none"> <li>• Development plans and reports</li> <li>• Evaluation report including stakeholder feedback</li> <li>• Related publications</li> </ul>
5. Peer review of teaching materials and curricula that demonstrate engagement with the teaching–research nexus.	<ul style="list-style-type: none"> <li>• Peer review of unit content by expert external to the university and confirmed by unit/course coordinator</li> </ul>



Example standard	Example supporting evidence
6. Peer recognition at national level detailing contribution to scholarly teaching practice and/or to disciplinary knowledge.	<ul style="list-style-type: none"> <li>• Speaker at national conference, coordinator for national conference</li> <li>• Executive committee member for professional society</li> <li>• Peer review of publications for journals</li> </ul>
7. Effective mentorship of other academics.	<ul style="list-style-type: none"> <li>• Supporting documentation from peers and supervisors</li> </ul>

**Table B4: Academic Level D (Associate Professor)**

Relevant scholarship activities for this level include (same as for Level C plus):

Example standard	Example supporting evidence
1. Leadership in scholarship, whether learning and teaching or disciplinary knowledge, at the national level.	<ul style="list-style-type: none"> <li>• Documented impact of national projects, grants and other initiatives</li> <li>• Leadership role/involvement in national committees whether academic or professional societies</li> <li>• Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to learning and teaching and/or disciplinary knowledge</li> <li>• Keynote speaker at international conferences</li> <li>• Organiser of international conferences</li> <li>• Chief Investigator on successful external grants</li> <li>• Editor of peer-reviewed scholarly publication</li> <li>• Peer review for international scholarly publications</li> </ul>
2. National leadership in development and implementation of training in research higher degree courses.	<ul style="list-style-type: none"> <li>• Awards and citations for RHD supervision</li> <li>• Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to RHD supervision development efforts</li> <li>• Documented mentorship of junior colleagues in RHD supervision and scholarship</li> <li>• Receipt of prizes or awards by students supervised</li> </ul>
3. Attraction of national level funding for the support of research or engagement/development projects.	<ul style="list-style-type: none"> <li>• Documentation of grant funding, including: <ul style="list-style-type: none"> <li>○ application</li> <li>○ verification of award, and/or</li> <li>○ final report</li> </ul> </li> </ul>
4. Documented track record of successful mentorship of junior academic employees within and beyond the relevant discipline.	<ul style="list-style-type: none"> <li>• Documentation of mentoring includes teaching evaluation reports and narrative reports from mentees</li> <li>• Publications</li> <li>• Leadership of mentorship projects within and beyond the University</li> </ul>

**Table B5: Academic Level E (Professor)**

Relevant scholarship activities for this level include (same as for Level D plus):

Example standard	Example supporting evidence
1. National and international recognition of learning and teaching practice and/or disciplinary knowledge.	<ul style="list-style-type: none"> <li>• Authorship/co-authorship and systematic publication relevant to learning and teaching practice and/or disciplinary knowledge</li> <li>• International peer recognition and/or review of impact on curriculum, discipline or innovation</li> <li>• Copies of publications and details of contribution and impact</li> <li>• Documented impact of international projects, grants and other initiatives</li> <li>• Demonstrated leadership in national professional societies</li> </ul>

Example standard	Example supporting evidence
2. Leadership in national or international scholarship projects in learning and teaching practice and/or disciplinary knowledge.	<ul style="list-style-type: none"> <li>• Successful grant applications</li> <li>• Summary reports on national or international projects</li> <li>• Related publications</li> </ul>
3. National and international leadership in RHD supervision pedagogy.	<ul style="list-style-type: none"> <li>• Report outlining publication history, professional society engagement, and leadership in RHD pedagogy</li> </ul>
4. National and international leadership in academic staff development within and beyond the relevant discipline.	<ul style="list-style-type: none"> <li>• Leadership of academic staff development projects within international professional societies or organisations</li> <li>• Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to academic staff development</li> </ul>

## Appendix C: Annual scholarship plan format

### Purpose

The information and annual scholarship plan format (template) in Appendix C aims to support academic employees and their supervisors by providing a framework for scholarship planning and review.

### Scholarship planning and review

Scholarly activity is an essential part of an academic's role and should be appropriate to their professional growth and to the CQUniversity's mission.

Scholarship planning and performance is also an integral part of the performance review, planning and development process for academic employees who are assigned as teaching-focused or teaching scholar.

This framework will help academics to identify and plan their scholarship activities for the year, and to document the rationale for their inclusion as well as the resources they need to achieve their nominated outcomes and deliverables.

### Scholarly activity

Academics can conduct scholarly activity in a broad range of contexts. TEQSA (2017)<sup>3</sup> lists practical examples of scholarly activities, including the following:

- a) scholarly publication/communication such as academic literature reviews and conference presentations
- b) scholarly reviews of the current state of knowledge or teaching in a field that contributes to curriculum development
- c) original research in their or related discipline or in teaching and learning practices
- d) leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals)
- e) contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice)
- f) involvement in scholarly activities of relevant academic societies, such as editorial roles or peer review (i.e. those concerned with advances in learning and teaching or discipline practice or knowledge)
- g) undertaking higher level qualifications that lead to scholarly outputs, in particular higher degrees by research
- h) individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field of study, combined with reflective practice, and/or
- i) undertaking advanced specialised practice or scholarly secondments.

While the above list is provided for general guidance, the specific list of scholarly activities in any academic employee's scholarship plan will be achieved through negotiation between the academic and their supervisor.

The following plan format (template) is the framework academics use for documenting a scholarship performance plan as part of their annual performance review process, updating as needed. A Word version of this template is accessible via the [Learning and Teaching Services StaffNet website](#).

The example scholarship performance standards and evidence in [Appendix B](#) are examples of scholarly activity for use as reference for planning.

---

<sup>3</sup> TEQSA refers to Tertiary Education Quality and Standards Agency. *TEQSA Guidance Note: Scholarship* (Version 2.3: September 2017), available on the TEQSA website at: <https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>

**ANNUAL SCHOLARSHIP PLAN**

**List aims:** *(What are you trying to achieve by the end of this plan? Delete rows not required.)*

1	
2	
3	

**Activities:** *(What scholarship activities will you pursue over the next 12 months?)*

Alignment with Aims	Activity	Benchmarks	Proposed hours (e.g. 3 hours a week = 10% workload)
1			
2			
3			

**Resources:** *(What resources will you need to complete these activities?)*

1	
2	
3	

**Evidence of success:** *(What deliverables will provide documentary evidence of achievement?)*

1	
2	
3	

**Impact and outcomes:** *(How will the activities in this plan improve learning and teaching practice at CQUniversity and elsewhere?)*

1	
2	
3	

**Alignment:** *(How does this plan align with the expected level of performance at your academic level?)*

1	
2	
3	

## Appendix D: Research outputs/income by field of research (FoR)

Table D1: Research outputs per full-time equivalent (FTE) per year by discipline

FoR Description	Academic Level E			Academic Level D			Academic Level C			Academic Level B			Academic Level A		
	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive
	0.35 Research Load current	0.6 Research Load current	0.7 Research Load current	0.35 Research Load current	0.6 Research Load current	0.7 Research Load current	0.35 Research Load current	0.6 Research Load current	0.7 Research Load current	0.35 Research Load current	0.6 Research Load current	0.7 Research Load current	0.35 Research Load current	0.6 Research Load current	0.7 Research Load current
Mathematical Sciences	5.60	6.15	7.16	2.98	4.72	5.49	2.12	2.48	2.84	1.47	1.79	2.19	0.80	1.26	1.47
Physical Sciences	9.23	10.08	11.75	6.18	7.23	8.42	4.86	5.39	5.85	3.19	4.19	4.81	1.75	2.76	3.23
Chemical Sciences	8.34	8.97	10.46	4.48	7.08	8.25	3.48	3.84	4.05	2.45	3.32	3.56	1.20	1.90	2.20
Earth Sciences	5.71	6.77	7.90	3.16	4.99	5.81	2.27	2.52	2.88	1.54	1.90	2.02	0.99	1.37	1.52
Environmental Sciences	5.93	6.96	8.12	3.34	5.28	6.16	2.45	2.87	3.03	1.77	1.93	2.09	1.14	1.50	1.71
Biological Sciences	5.67	6.56	6.95	2.84	4.48	5.22	1.96	2.30	2.63	1.55	1.71	1.89	0.88	1.40	1.61
Agricultural and Veterinary Sciences	5.27	6.68	7.79	2.80	4.43	5.15	1.90	2.22	2.54	1.47	1.69	1.88	0.76	1.20	1.39
Information and Computing Sciences	6.71	9.09	10.60	4.36	6.89	8.05	2.99	3.29	3.76	2.34	2.69	3.01	0.79	0.99	1.22
Engineering	8.83	10.20	11.89	4.72	7.46	8.69	3.94	4.10	4.70	2.81	3.68	3.98	1.28	2.03	2.37
Technology	5.08	8.03	9.37	2.99	4.73	5.12	2.49	2.89	3.07	1.89	2.22	2.50	1.10	1.54	1.77
Medical and Health Sciences	4.68	5.60	6.53	2.56	4.05	4.72	1.86	2.01	2.25	1.47	1.65	1.85	0.94	1.29	1.44
Built Environment and Design	4.70	5.47	6.37	2.21	3.49	4.06	1.80	1.92	2.08	1.37	1.68	1.78	0.40	0.63	0.73
Education	3.80	4.29	4.78	1.89	2.99	3.49	1.40	1.51	1.72	0.93	1.04	1.20	0.38	0.60	0.69
Economics	2.86	3.46	4.03	1.77	2.49	2.91	1.37	1.48	1.69	1.04	1.16	1.29	0.59	0.93	1.09
Commerce, Management, Tourism and Services	3.44	3.94	4.59	1.70	2.68	3.13	1.23	1.43	1.63	0.92	1.19	1.21	0.47	0.74	0.86
Studies in Human Society	3.86	4.60	5.37	2.16	3.40	3.98	1.62	1.85	2.11	1.21	1.30	1.54	0.63	0.99	1.16
Psychology and Cognitive Sciences	4.75	5.44	6.34	2.73	4.32	4.73	1.99	2.24	2.57	1.57	1.82	2.00	0.83	1.30	1.53
Law and Legal Studies	2.81	3.54	4.13	1.48	2.35	2.73	1.06	1.27	1.46	0.81	0.90	1.03	0.43	0.69	0.79
Studies in Creative Arts and Writing	3.82	4.53	5.28	2.07	3.27	3.81	1.18	1.53	1.75	0.70	0.99	1.13	0.36	0.58	0.67
Language, Communication and Culture	3.79	4.73	5.53	1.99	3.14	3.66	1.36	1.64	1.86	0.99	1.15	1.27	0.52	0.82	0.96
History and Archaeology	3.79	4.26	4.98	2.04	3.22	3.75	1.28	1.69	1.93	0.91	1.13	1.29	0.48	0.76	0.88
Philosophy and Religious Studies	3.69	4.93	5.76	2.05	3.24	3.68	1.44	1.84	2.06	1.11	1.37	1.45	0.73	1.00	1.06

**Table D2: Research income per full-time equivalent (FTE) per year by discipline**

FoR Code	FoR Description	Academic Level E			Academic Level D			Academic Level C			Academic Level B			Academic Level A		
		Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive	Teaching and Research	Research Focused	Research Intensive
		0.35 Research Load	0.6 Research Load	0.7 Research Load	0.35 Research Load	0.6 Research Load	0.7 Research Load	0.35 Research Load	0.6 Research Load	0.7 Research Load	0.35 Research Load	0.6 Research Load	0.7 Research Load	0.35 Research Load	0.6 Research Load	0.7 Research Load
1	Mathematical Sciences	\$96,177	\$151,858	\$177,168	\$48,088	\$75,929	\$88,584	\$24,044	\$37,964	\$44,291	\$12,022	\$18,982	\$22,146	\$6,011	\$9,491	\$11,073
2	Physical Sciences	\$186,558	\$294,566	\$343,659	\$93,278	\$147,282	\$171,828	\$46,640	\$73,642	\$85,915	\$23,320	\$36,821	\$42,958	\$11,660	\$18,411	\$21,479
3	Chemical Sciences	\$168,666	\$266,315	\$310,700	\$84,333	\$133,158	\$155,351	\$42,167	\$66,579	\$77,676	\$21,083	\$33,290	\$38,838	\$10,542	\$16,645	\$19,419
4	Earth Sciences	\$122,875	\$194,014	\$226,349	\$61,438	\$97,008	\$113,176	\$30,719	\$48,504	\$56,588	\$15,360	\$24,252	\$28,294	\$7,679	\$12,126	\$14,146
5	Environmental Sciences	\$146,245	\$230,912	\$269,398	\$73,122	\$115,456	\$134,699	\$36,561	\$57,728	\$67,350	\$18,281	\$28,865	\$33,675	\$9,140	\$14,431	\$16,836
6	Biological Sciences	\$208,031	\$328,471	\$383,215	\$104,015	\$164,235	\$191,606	\$52,008	\$82,118	\$95,805	\$26,004	\$41,059	\$47,902	\$13,002	\$20,529	\$23,950
7	Agricultural and Veterinary Sciences	\$215,235	\$339,846	\$396,486	\$135,718	\$189,291	\$210,006	\$53,809	\$84,961	\$99,122	\$26,904	\$42,481	\$49,560	\$13,453	\$21,241	\$24,782
8	Information and Computing Sciences	\$53,323	\$84,195	\$98,227	\$26,662	\$42,099	\$49,114	\$13,331	\$21,049	\$24,556	\$6,666	\$10,525	\$12,280	\$3,333	\$5,263	\$6,139
9	Engineering	\$99,568	\$157,212	\$183,415	\$49,784	\$78,607	\$91,707	\$24,892	\$39,304	\$45,855	\$12,446	\$19,652	\$22,927	\$6,223	\$9,825	\$11,463
10	Technology	\$98,038	\$154,797	\$180,596	\$49,019	\$77,399	\$90,299	\$24,510	\$38,700	\$45,150	\$12,254	\$19,349	\$22,574	\$6,127	\$9,675	\$11,287
11	Medical and Health Sciences	\$170,355	\$268,982	\$313,812	\$85,177	\$134,490	\$156,905	\$42,588	\$67,245	\$78,452	\$21,294	\$33,622	\$39,227	\$10,647	\$16,812	\$19,613
12	Built Environment and Design	\$26,716	\$42,183	\$49,213	\$13,358	\$21,091	\$24,607	\$6,679	\$10,546	\$12,304	\$3,529	\$5,273	\$6,152	\$1,669	\$2,636	\$3,075
13	Education	\$15,289	\$24,140	\$28,164	\$7,644	\$12,071	\$14,082	\$3,823	\$6,036	\$7,042	\$1,911	\$3,018	\$3,520	\$956	\$1,510	\$1,761
14	Economics	\$52,564	\$82,995	\$96,828	\$26,282	\$41,498	\$48,414	\$13,141	\$20,749	\$24,207	\$6,855	\$10,375	\$12,103	\$3,285	\$5,187	\$6,051
15	Commerce, Management, Tourism and Services	\$12,156	\$19,195	\$22,394	\$6,078	\$9,596	\$11,196	\$3,039	\$4,798	\$5,598	\$1,519	\$2,400	\$2,799	\$760	\$1,200	\$1,400
16	Studies in Human Society	\$56,974	\$89,959	\$104,951	\$28,486	\$44,979	\$52,475	\$14,244	\$22,491	\$26,239	\$7,121	\$11,244	\$13,119	\$3,561	\$5,623	\$6,559
17	Psychology and Cognitive Sciences	\$87,333	\$137,894	\$160,876	\$43,666	\$68,946	\$80,438	\$21,833	\$34,474	\$40,218	\$10,917	\$17,237	\$20,111	\$5,459	\$8,619	\$10,055
18	Law and Legal Studies	\$21,736	\$34,321	\$40,041	\$10,869	\$17,162	\$20,021	\$5,434	\$8,580	\$10,009	\$2,717	\$4,291	\$5,006	\$1,359	\$2,146	\$2,503
19	Studies in Creative Arts and Writing	\$14,625	\$23,092	\$26,940	\$7,313	\$11,547	\$13,471	\$3,656	\$5,773	\$6,736	\$1,828	\$2,887	\$3,368	\$914	\$1,442	\$1,683
20	Language, Communication and Culture	\$29,622	\$46,772	\$54,568	\$14,811	\$23,387	\$27,284	\$7,406	\$11,694	\$13,643	\$3,703	\$5,847	\$6,821	\$1,851	\$2,923	\$3,410
21	History and Archaeology	\$61,233	\$96,684	\$112,797	\$30,616	\$48,341	\$56,398	\$15,308	\$24,170	\$28,199	\$7,654	\$12,086	\$14,099	\$3,827	\$6,043	\$7,051
22	Philosophy and Religious Studies	\$44,191	\$69,776	\$81,404	\$22,096	\$34,888	\$40,704	\$11,048	\$17,445	\$20,351	\$5,523	\$8,722	\$10,174	\$2,762	\$4,361	\$5,088