

WSU Academic Capabilities Framework

Core Structure

- Four Domains
- Three Sub-domains per Domain
- Five Academic Attainment Levels (A-E)
- Four cross-cutting Themes (lenses) used at each stage

Purpose of the Framework

This Academic Capability Framework provides flexible, formative guidance to support academic staff in planning and reflecting on their development over time. It is designed to promote a strength-based, growth-oriented approach, helping individuals visualise and shape their development trajectory, align their contributions with institutional priorities, and engage meaningfully in academic, professional, and community contexts.

Framework Model

Domain [D]	Sub-Domains [SD]	Lens Reflection (TERPALS)
1. Academic Reach and Impact <i>(Others – Interpersonal and Relational focus)</i>	1. Interpersonal Influence 2. Impactful Communication 3. Partnering for Success	(TE) Teaching Excellence (RP) Research Performance (AL) Academic Leadership (SI) Strategic Innovation
2. Academic and Creative Capabilities <i>(Knowledge, Thinking and Innovation)</i>	4. Applying Expertise 5. Thinking Analytically 6. Creating and Innovating	
3. Adaptive Self-Leadership <i>(Self-management and growth)</i>	7. Developing Self and Others 8. Strategic Adaptability 9. Owning Your Career	
4. Professional Practice and Integrity <i>(Action - Application and Practice)</i>	10. Designing Teaching and Research 11. Acting Ethically and Contextually 12. Managing Resources Effectively	

Academic Attainment Levels

A	Emerging (Foundation)
B	Developing Independence
C	Established Practice
D	Senior Influence
E	Transformational Leadership

How to Apply Framework

Performance Review	Use sub-domain descriptors to evaluate growth across Levels A-E.
Promotion Application	Demonstrate impact in teaching, research, leadership, and innovation.
Career Planning	Identify which areas need further development.
Professional Development	Align PD activities with specific sub-domains and themes.

DOMAIN 1: Academic Reach and Impact - The ability to engage and influence diverse groups, within and beyond the University, to strengthen research, teaching, learning and community impact.

Sub-Domain 1: Interpersonal Influence - Building respectful and inclusive relationships that foster trust and collaboration with colleagues, industry, community and partners to achieve shared goals.					
CORE CAPABILITIE	LEVELLED EXPECTATIONS				
— Build effective, respectful relationships across diverse groups. — Collaborate productively within and across teams, disciplines, sectors and communities. — Guide, coach, or sponsor others to support growth, inclusion and belonging. — Apply cultural competence reflecting critically and engaging inclusively with CALD, Indigenous and other diverse communities. — Uphold integrity, empathy, and inclusivity in all interactions. — Demonstrate collegial and inclusive interpersonal skills, showing respect for diverse perspectives, Indigenous knowledge, and lived experiences, while collaborating productively within and across teams.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
	▪ Participate respectfully and reliably in teams and meetings. ▪ Show empathy, openness, and professional courtesy to colleagues and students. ▪ Build and encourage cultural awareness and responsiveness including in community contexts. ▪ Request and reflect on constructive feedback. ▪ Seek opportunities with a role model (with consideration for Indigenous or cultural contexts). ▪ Ask for support when interpersonal challenges arise. ▪ Begin developing awareness of Indigenous protocols and respectful engagement in diverse contexts (if non-Indigenous).	Additionally; ▪ Take initiative in interactions and contribute meaningfully to group goals. ▪ Encourage inclusive dialogue in meetings and teaching settings and collaborative projects. ▪ Actively request feedback and apply it to improve communication. ▪ Begin supporting peers, casual staff or early-career colleagues informally. ▪ Contribute to team decisions in collaborative projects. ▪ Navigate cultural differences with increasing sensitivity. ▪ Address interpersonal concerns constructively.	Additionally; ▪ Lead and foster respectful, inclusive team cultures internally and externally. ▪ Deliver feedback that is thoughtful, actionable, and empathetic. ▪ Chair groups or meetings, promoting open participation. ▪ Model reflective practice and peer feedback. ▪ Promote psychological safety in team dynamics. ▪ Support resolution of team or student interpersonal issues. ▪ Build trust in cross-functional or interdisciplinary contexts. ▪ Incorporate discussions of interpersonal and team dynamics in Academic Career Development conversations. ▪ Apply culturally responsive communication practices in collaborative settings. ▪ Facilitate collaborations that engage CALD and Indigenous communities or global partners.	Additionally; ▪ Model and promote respectful, supportive, and inclusive behaviour across academic and professional contexts. ▪ Chair complex meetings or working groups with strong facilitation and inclusive practices. ▪ Coach early and mid-career colleagues, fostering a culture of support, reflection, and collaboration. ▪ Lead or support School, Faculty, Institute or University initiatives that embed cultural change or enhance community wellbeing. ▪ Encourage and address interpersonal challenges within teams with sensitivity and fairness. ▪ Celebrate others' contributions to build morale. ▪ Build strategic partnerships that incorporate Indigenous perspectives and cultural protocols. ▪ Act as a visible advocate for intercultural understanding and respectful engagement across disciplines and communities.	Additionally; ▪ Champion inclusive behaviours that honour Indigenous voices and address systemic inequities in academic culture. ▪ Act promptly and assertively to address inappropriate behaviour or critical incidents. ▪ Recognise and encourage inclusive behaviours across the academic community. ▪ Sponsor high-potential staff, ensuring equitable support and opportunity for all. ▪ Embed interpersonal capabilities in recruitment, supervision, and academic planning processes. ▪ Create opportunities for all staff to develop and showcase collaborative leadership. ▪ Shape the University's approach to wellbeing and respectful relationships. ▪ Lead sector-wide initiatives or partnerships that strengthen community engagement, Indigenous participation, or global collaboration. ▪ Establish frameworks that embed inclusive practice in University-community relationships and policy development.
LENS REFLECTION					
(TE) Teaching Excellence Builds supportive learning environments through mentoring, feedback, and student-centred interactions that extend to community and industry. (RP) Research Performance Fosters team cohesion, inclusive supervision and ethical collaboration with academic and external partners. (AL) Academic Leadership Enables productive partnerships, leadership development and team success within and beyond the University. (SI) Strategic Innovation Supports values-led University transformation and strengthens engagement with industry, community and global networks.					
EVIDENCE OF ACHIEVEMENT: Interpersonal Influence	REFLECTION AND ACTION: Interpersonal Influence				
Strong interpersonal capabilities may be demonstrated by: ✓ Invitations to lead or represent the University in external partnerships based on reputation for respectful, values-based engagement. ✓ Positive feedback from diverse colleagues, students or partners highlighting respect, empathy and cultural responsiveness. ✓ Sustained engagement and performance of teams or groups you lead. ✓ Evidence of relational awareness in supervision or leadership (eg: anticipating wellbeing issues, balancing expectations, providing holistic support). ✓ Examples of inclusive engagement with CALD and Indigenous communities in teaching, research or outreach. ✓ Recognition as a coach, mentor, facilitator or community collaborator. ✓ Evidence of building trust and resolving interpersonal or intercultural challenges constructively.	PAUSE -> Consider how you contribute to team dynamics and support others REFLECT -> Are you contributing to inclusive, respectful, and effective team dynamics? TAKE ACTION -> Identify ways to enhance your influence, support others, and resolve interpersonal issues with care. Action Tips: ◦ Observe strong role models and analyse their interpersonal style. ◦ Seek or offer guidance, especially across cultures or disciplines. ◦ Build feedback into your practice regularly — give and receive. ◦ Join projects with diverse teams to challenge and grow your relational skills. ◦ Address conflict early with professionalism and empathy. ◦ Engage in training and ongoing reflection on cultural safety and anti-racism. ◦ Consider how your interpersonal style supports inclusive dialogue.				

DOMAIN 1: Academic Reach and Impact - The ability to engage and influence diverse groups, within and beyond the University, to strengthen research, teaching, learning and community impact.

Sub-Domain 2: Impactful Communication - Effectively utilising diverse platforms and contexts to disseminate and promote quality research and educational outcomes.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
	Level A Foundation	Level B Developing Independence	Level C Established Practice	Level D Senior Influence	Level E Transformational Leadership
— Communicate clearly and inclusively to engage diverse audiences and amplify academic impact. — Adapt written, verbal, and digital communication for purpose, audience and accessibility needs. — Use consultative, collaborative approaches to co-created messages and strategies. — Apply cultural competence to ensure respectful, inclusive communication with CALD and Indigenous communities. — Use emerging technologies responsibly to enhance teaching, research, and engagement. — Uphold ethical standards sharing research and insights via public or social media.	▪ Communicate clearly and professionally in academic, teaching and team contexts. ▪ Present ideas effectively in small forums such as tutorials, meetings or workshops. ▪ Observe and reflect on effective communication in different academic contexts. ▪ Begin exploring opportunities to present at internal academic events or conferences. ▪ Build foundational skills in academic writing and digital communication platforms. ▪ Seek feedback to improve clarity and confidence in spoken and written communication. ▪ Demonstrate sensitivity to diverse student and colleague backgrounds when communicating.	Additionally; ▪ Tailor communication strategies to suit diverse audiences in teaching and research. ▪ Deliver engaging content across platforms (e.g., seminars, open days, webinars). ▪ Communicate curriculum goals, assessment expectations and learning progression clearly to students. ▪ Support student understanding through timely, constructive feedback. ▪ Maintain a professional and ethical online presence. ▪ Use digital tools (e.g., LMS, discussion forums) to support student engagement and learning pathways. ▪ Contribute to internal and external communications (e.g., newsletters, blogs). ▪ Actively seek feedback to improve and diversify communication techniques. ▪ Consult with students, colleagues, or stakeholders when shaping learning or project communications.	Additionally; ▪ Lead communication strategies across units, courses, or collaborative projects. ▪ Represent your Faculty, School or discipline in public, professional, or stakeholder forums. ▪ Collaborate with colleagues to align communication of learning outcomes, progression, and skill development across subjects or programs. ▪ Embed inclusive and student-centred messaging in curriculum materials. ▪ Translate complex concepts into accessible formats for varied audiences. ▪ Integrate communication technologies in research dissemination or curriculum design. ▪ Collaborate with colleagues on co-authored outputs and joint presentations. ▪ Co-produce communication strategies with community, industry, or research partners. ▪ Ensure inclusive representation of CALD and Indigenous perspectives in communication outputs.	Additionally; ▪ Model inclusive and strategic communication in academic leadership. ▪ Guide others in impactful communication across research, teaching, and engagement. ▪ Deliver high-impact presentations at national and international events. ▪ Advocate for teaching and research priorities through persuasive communication. ▪ Lead initiatives to improve communication clarity across a program or School, including student-facing materials. ▪ Use communication to influence institutional policy, partnerships, or strategy. ▪ Coach colleagues in managing feedback, dialogue, and challenging conversations. ▪ Lead consultative processes to shape communication strategies for major projects or initiatives.	Additionally; ▪ Lead national or global communication strategies, campaigns, or partnerships. ▪ Influence academic and public discourse through writing, speaking, and commentary. ▪ Embed communication excellence in institutional culture, policy, and program design. ▪ Guide the adoption of innovative communication tools that support student success and retention. ▪ Champion transparent, scaffolded learning communication across programs to support diverse learners. ▪ Serve as a trusted public or institutional voice, shaping discourse and policy. ▪ Support future academic leaders in persuasive, ethical, and inclusive communication. ▪ Champion co-production of communication strategies across sectors (government, industry, community).
LENS REFLECTION (TE) Teaching Excellence Enhances student engagement, feedback and learning through inclusive and adaptive communication. (RP) Research Performance Supports the dissemination of high-impact research through effective writing, presentations, and public engagement. (AL) Academic Leadership Builds University influence through clear leadership, messaging and strategic engagement. (SI) Strategic Innovation Advances interdisciplinary impact via emerging communication technologies and collaborative platforms.	EVIDENCE OF ACHIEVEMENT: Impactful Communication Strong communication impact may be demonstrated by: ✓ Positive feedback from students and colleagues on communication effectiveness, clarity, and inclusivity. ✓ Invitations to present at academic, professional, or public events. ✓ Increased visibility of your work through media, digital platforms, or public engagement. ✓ Strong peer review or formal feedback on teaching, supervision, or research presentations. ✓ Requests for expert commentary, input, or representation in your field. ✓ Active contributions to academic, policy, or public debates. ✓ Clear and accessible communication of learning progression and skills development in curriculum materials. ✓ Evidence of enhanced student understanding, engagement, or retention linked to communication strategies. ✓ Implementation and leadership of Universal Design for Learning (UDL) principles in communication, teaching materials, or program design.				
REFLECTION AND ACTION: Impactful Communication PAUSE -> Consider the strengths and areas of improvement in your academic communication. REFLECT -> Are you engaging clearly, persuasively, and ethically with your intended audiences? TAKE ACTION -> Identify areas to elevate your visibility and influence. Action Tips: Attend writing or presentation workshops to refine delivery, messaging, and audience awareness. Record and review your presentations to improve clarity, pacing, and confidence. Seek peer or student feedback on your communication outputs — teaching materials, writing, or media. Collaborate with experienced communicators or curriculum designers to improve clarity and impact. Use academic and professional platforms (e.g., The Conversation, LinkedIn, ResearchGate) to share your work widely. Include communication and visibility goals in your professional development plans. Shadow or observe skilled communicators across teaching, leadership, and outreach contexts. Review program materials and contribute to strategies that improve student understanding and retention through clear communication.					

DOMAIN 1: Academic Reach and Impact - The ability to engage and influence diverse groups, within and beyond the University, to strengthen research, teaching, learning and community impact.

Sub-Domain 3: Partnering for Success - Fostering strong partnerships across the University and with local and international communities to maximise capacity, innovation and inclusion.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
— Actively participate in School, Institute, Faculty and University activities. — Lead and contribute to teams to enhance teaching and/or research outcomes. — Build networks to address complex or emerging academic, industry, or community challenges. — Collaborate with students, colleagues and external partners to strengthen learning, engagement and employability outcomes. — Co-design and implement teaching, research or engagement initiatives with industry or community partners to ensure mutual benefit. — Negotiate and maintain partnerships with industry, government, and community. — Gain recognition for collaborative academic contributions and their impact on research, teaching or engagement. — Use digital platforms and social media strategically to strengthen partnerships and share collaborative outcomes ethically and effectively.	▪ Participate actively in School or local academic events and meetings. ▪ Support WSU events (e.g., orientations, open days, graduations). ▪ Contribute to collaborative projects under supervision or guidance. ▪ Begin to explore involvement in relevant professional or academic networks. ▪ Engage in practice-based or educational research aligned with teaching or research interests. ▪ Seek opportunities to learn about successful academic-industry or community partnerships. ▪ Support student engagement activities aligned with University priorities. ▪ Contribute to inclusive learning environments through respectful collaboration with students.	Additionally; ▪ Organise academic or community events that support engagement and visibility. ▪ Represent the School, Institute or Faculty at external functions, forums, or recruitment events. ▪ Chair symposia or moderate panels at conferences. ▪ Review scholarly outputs or examine HDR theses. ▪ Collaborate on externally facing teaching or research (e.g., clinical coordination, PEP, co-designed projects). ▪ Engage with networks to develop early-stage partnerships or knowledge exchange. ▪ Contribute to curriculum or co-curricular activities that strengthen student employability and progression. ▪ Facilitate student participation in industry, community, or research collaborations.	Additionally; ▪ Contribute to governance and lead curriculum innovation, accreditation, or review. ▪ Build sustained partnerships with industry, community, donors, and academia. ▪ Lead collaborative research or education projects with measurable outcomes. ▪ Represent the University in national or international networks. ▪ Embed WIL, community-based, or real-world learning in curriculum. ▪ Demonstrate improved student outcomes through collaborative initiatives. ▪ Engage in co-teaching or collaborative curriculum design to enhance student learning and collegial practice.	Additionally; ▪ Lead major institutional or sector-wide engagement initiatives and strategic partnerships that deliver long-term academic, social, and community impact. ▪ Mentor early to mid-career academics to strengthen their engagement and external visibility. ▪ Lead collaborative initiatives in research and teaching that influence national practice and strengthen curriculum innovation, including Indigenising curricula in partnership with key units. ▪ Strengthen alumni, donor, and community engagement through sustained academic partnerships and programs. ▪ Lead initiatives that enhance student success, employability, and real-world learning through integrated academic strategies. ▪ Lead pedagogic partnerships that strengthen teaching quality and curriculum innovation, initiatives that support institutional priorities such as Indigenising curricula in collaboration with key units.	Additionally; ▪ Lead academic units and secure major research or education funding aligned with strategic priorities. ▪ Shape national and global policy and practice through strategic, cross-sector collaboration aligned with University goals. ▪ Foster an institutional culture of collaboration, inclusion, and sustained engagement across disciplines, communities, and partners. ▪ Represent the University in global forums, advancing strategic influence and thought leadership. ▪ Mentor emerging academic leaders to cultivate impactful, sustainable networks. ▪ Lead systemic initiatives integrating industry and community engagement to enhance graduate outcomes, WIL, and student success.
LENS REFLECTION (TE) Teaching Excellence Strengthens student learning through engaged practice and co-designed curricular opportunities. (RP) Research Performance Facilitates multidisciplinary collaborations and enhances research visibility. (AL) Academic Leadership Builds institutional capacity through mentoring, governance and strategic project leadership. (SI) Strategic Innovation Drives innovation through industry, community and international collaborations built on co-creation principles.					
EVIDENCE OF ACHIEVEMENT: Partnering for Success		REFLECTION AND ACTION: Partnering for Success			
Indicators of strong collaboration and partnership include: ✓ Active contribution to joint projects with shared accountability for outcomes. ✓ Respectful, productive relationships sustained across teams, disciplines and external stakeholders. ✓ Show openness to diverse perspectives and adapt based on collective needs. ✓ Create inclusive environments that encourage participation and shared ownership. ✓ Seek and apply feedback to strengthen collaborative practices. ✓ Initiate or co-develop partnerships to achieve mutual goals and impact. ✓ Maintain clear, transparent communication and demonstrate reliability through consistent follow-through. ✓ Acknowledge contributions of others and share accessible resources to enhance public or community understanding.		PAUSE -> When did you last review or initiate collaborative academic initiatives or partnerships? REFLECT -> Are your current collaborations aligned with your goals and those of WSU/School/Institute/Faculty? TAKE ACTION -> Build and nurture relationships that create shared value and long-term academic impact. Action Tips: ◦ Volunteer for committees, working groups or community initiatives beyond your immediate unit. ◦ Use your disciplinary or professional networks to identify and explore shared interests. ◦ Connect with potential partners at conferences, forums or site visits. ◦ Host visiting collaborators or arrange academic exchanges – particularly those that support staff mobility and TNE initiatives. ◦ Follow up with promising contacts to co-develop grants, workshops or joint projects and share your collaborative successes through internal and external channels. ◦ Seek feedback (verbal and written) from external partners on your effectiveness and contribution. ◦ Interview experienced academics about how they built and sustained effective partnerships.			

DOMAIN 2: Academic and Creative Capabilities - The capacity to generate new ideas, contribute new knowledge and develop new approaches.

Sub-Domain 4: Applying Expertise - Developing and applying discipline-specific expertise to advance innovation in teaching, research, and leadership.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
	Level A Foundation	Level B Developing Independence	Level C Established Practice	Level D Senior Influence	Level E Transformational Leadership
— Demonstrate a deep knowledge of your field and cognate disciplines to address practical, disciplinary or societal challenges. — Stay abreast of advances in AI, data, and educational technologies within your field. — Apply evidence-based, disciplinary and cross-cultural expertise in teaching, research, or engagement contexts, integrating Indigenous ways of knowing where appropriate. — Develop and refine leadership and management skills to support your professional growth. — Contribute to knowledge sharing through diverse media platforms. — Apply contemporary research methodologies flexibly, including practice-led or applied approaches where relevant.	▪ Prioritise PhD completion (if applicable). ▪ Develop foundational discipline knowledge and technical skills. ▪ Use digital tools (e.g. EndNote, citation software) to manage research and information. ▪ Subscribe to key academic journals, newsletters, and professional updates. ▪ Begin focusing on a small number of specific areas for deeper exploration. ▪ Attend seminars or workshops to build core teaching or research skills. ▪ Explore foundational teaching approaches and educational methods relevant to your discipline. ▪ Show awareness of Indigenous knowledges relevant to your discipline. ▪ Where applicable, support casual academics in your unit through basic guidance or resource sharing.	Additionally; ▪ Present at academic seminars or conferences, including applied or practice-led research examples. ▪ Participate in disciplinary associations and online academic communities. ▪ Collaborate with colleagues to exchange strategies and reflect on emerging developments. ▪ Explore the implications of new research or teaching methods with peers and mentors. ▪ Engage with scholarly literature on innovation in teaching, learning, or research. ▪ Initiate teaching or research exchanges to expand professional experience. ▪ Apply evidence-informed strategies in your teaching or research practice. ▪ Mentor casual academics particularly where you coordinate a subject.	Additionally; ▪ Lead panels, seminars, and curriculum groups. ▪ Supervise students and mentor early-career and casual staff. ▪ Contribute to public or professional discourse. ▪ Embed reflective and evidence-based practice. ▪ Model effective leadership and engage with peers. ▪ Drive innovation in learning and teaching. ▪ Embed Indigenous knowledges in practice. ▪ Measure and refine approaches. ▪ Provide structured support to casuels in your units.	Additionally; ▪ Use leadership diagnostics (e.g., MyCareer Online) to evaluate and improve professional effectiveness. ▪ Learn from senior academic leaders through shadowing, or co-leadership. ▪ Develop early career staff and HDR students in discipline-based development, including applied practice-led methods. ▪ Build and contribute to learning networks or communities of practice. ▪ Facilitate knowledge-sharing activities such as seminars, peer-review sessions, or faculty retreats. ▪ Lead initiatives that integrate contemporary technologies and applied approaches into teaching or research initiatives ▪ Promote reflective practice and educational innovation within teams and academic units. ▪ Champion the scholarship of teaching and learning across your School or Faculty.	Additionally; ▪ Use divergent and convergent thinking to guide idea generation and problem-solving. ▪ Redesign meetings to promote reflection, brainstorming, diverse views, and include external experts. ▪ Apply creative strategies from other fields to improve practice and teamwork. ▪ Encourage experimentation beyond preset solutions. ▪ Embed development, coaching, and skill-building in planning and governance. ▪ Recognise innovation that drives improvement and solves complex challenges. ▪ Lead scholarship of teaching and learning and foster reflective cultures. ▪ Shape policies that embed instructional excellence and innovation University-wide. ▪ Model collaboration with Indigenous scholars, Elders, or communities to shape knowledge and practice.
LENS REFLECTION  (TE) Teaching Excellence Encourages pedagogical development, AI integration and teaching innovations for student benefit.  (RP) Research Performance Supports the evolution of methodological expertise, scholarly output and research leadership.  (AL) Academic Leadership Fosters leadership growth, team mentoring, and influence within and beyond the discipline.  (SI) Strategic Innovation Encourages experimentation with new technologies, future-oriented thinking and cross-disciplinary collaboration.	EVIDENCE OF ACHIEVEMENT: Applying Expertise Indicators that demonstrate professional knowledge and skill development include: ✓ Proficient use of contemporary tools, systems, or technologies in teaching or research. ✓ Positive feedback from students, peers or external partners on innovations. ✓ Recognition through disciplinary or media invitations, awards, or commentary. ✓ Growth in professional online presence and engagement. ✓ Invitations to contribute to editorial boards, expert panels, or disciplinary consultations. ✓ Timely HDR completions and student achievements (e.g., publication, presentations). ✓ Peer-reviewed publications or practical outputs recognised by your field. ✓ Integration of current best practice in teaching or research outputs. ✓ Integrates Indigenous perspectives or methodologies in course design or research frameworks. ✓ Consults Indigenous stakeholders when applying expertise in community or industry settings.				
REFLECTION AND ACTION: Applying Expertise  PAUSE -> Are you actively maintaining and sharing your discipline’s latest knowledge?  REFLECT -> Are your efforts to build and apply knowledge visible and influential in your research and teaching?  TAKE ACTION -> Create a strategy that strengthens your academic presence and increases your influence across the University and sector. Action Tips: ◦ Write with colleagues and read widely across your discipline. ◦ Launch or contribute to a disciplinary blog, podcast, or newsletter. ◦ Participate in or initiate a peer learning circle or journal club. ◦ Join online academic forums and leadership development networks. ◦ Attend targeted conferences and use your ADP to plan skill-building activities. ◦ Enrol in short courses (e.g., digital literacy, research impact, leadership essentials). ◦ Invite feedback on your professional profiles, public talks, and academic outputs. ◦ Reflect on how disciplinary boundaries include or exclude Indigenous knowledge. ◦ Explore how your teaching or research contributes to Indigenous success.					

DOMAIN 2: Academic and Creative Capabilities - The capacity to generate new ideas, contribute new knowledge and develop new approaches.

Sub-Domain 5: Thinking Analytically - Support inclusive and contextually responsive decision making through collaborative and analytical investigation					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
— Draw on diverse evidence and strategic priorities to identify challenges, assess options and guide informed decisions that translate University goals into effective teaching and learning practices. — Anticipate outcomes and implications, prioritising initiatives that deliver high-quality, innovative educational results aligned with institutional strategy. — Apply creative, broad-thinking approaches and reflective insight to lead inclusive, outcome-focused discussions that support collaborative decision-making and continuous improvement. — Apply analytical skills to enhance teaching, learning, research and professional practice.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
	- Attend staff meetings to observe group decision-making in action. - Identify effective meeting practices that support participation and inclusion. - Observe how decisions are made in various academic and informal settings. - Familiarise yourself with the University's operations to better understand decision-making contexts. - Seek input from colleagues on work-related decisions. - Access established templates and guidelines.	Additionally; - Evaluate multiple options before making decisions. - Participate in formal committees to gain exposure to complex decision-making processes. - Lead small teams or projects, reflecting on your decision-making approach and outcomes. - Identify effective role models to inform your growth in analytical and leadership skills. - Stay informed on higher education issues, University policies, and discipline-specific trends. - Contribute constructively to collaborative problem-solving activities. - Seek feedback from supervisors or peers to refine your problem-solving strategies.	Additionally; - Drive collaborative research that advances knowledge and community impact. - Evaluate and improve practices aligned with University goals. - Facilitate inclusive problem-solving and decision making. - Chair committee/lead strategic planning, developing frameworks to assess decisions. - Guide staff in decision-making, change management, and leadership. - Use advanced ideation to spark innovation across research, teaching, and engagement. - Lead or participate in forums promoting research impact, teaching excellence, and community partnerships. - Champion initiatives linking the University with industry and community for mutual benefit.	Additionally; - Lead diverse teams in aligning curriculum and teaching innovations with institutional goals by applying evaluative, inclusive, and strategic approaches to address operational challenges. - Support colleagues in analytical problem-solving and strategic planning. - Establish thought leadership or advisory groups to address systemic or sector-level issues. - Contribute to public discourse (e.g., opinion pieces, panels) on emerging or complex sector challenges. - Collaborate with external partners (e.g., industry, government) to solve shared problems. - Translate University strategic priorities into actionable improvements in teaching, learning, and scholarly engagement.	Additionally; - Use structured innovation frameworks to guide group ideas. - Foster creative thinking through reflection and collaboration. - Include diverse voices and interdisciplinary input in innovation. - Apply cross-disciplinary methods to enhance creativity. - Encourage flexible, open-minded teamwork and problem-solving. - Provide time and space for experimentation and exploration. - Support unconventional opportunities that advance innovation. - Celebrate contributions solving complex challenges. - Lead University strategies embedding instructional excellence and innovation. - Encourage others to apply strategic priorities in teaching and learning.
LENS REFLECTION					
 (TE) Teaching Excellence Strengthens teaching through reflective practice, use of learning analytics, and collaborative evaluation of teaching strategies.  (RP) Research Performance Improves research quality through diagnostic evaluation, adaptive thinking and reflection on outcomes.  (AL) Academic Leadership Enhances leadership through strategic, evidence-based decision-making and mentoring others in analytical thinking.  (SI) Strategic Innovation Fosters innovation through collaborative problem-solving, systemic insight, and future-oriented planning.					
EVIDENCE OF ACHIEVEMENT: Thinking Analytically	REFLECTION AND ACTION: Thinking Analytically				
Indicators that demonstrate proficient analytical capabilities include: ✓ Diagnose complex issues and develop realistic, implementable solutions informed by past experience. ✓ Demonstrate sound, adaptive judgement in evolving situations, individually and in group contexts. ✓ Apply strategic thinking to support outcome-focused, collaborative decision-making. ✓ Lead or facilitate clear, insightful discussions that drive practical results. ✓ Receive feedback reflecting your clarity, contribution, and problem-solving effectiveness. ✓ See consistent uptake and impact of your recommendations in practice. ✓ Successfully implement teaching or curriculum initiatives aligned with University strategic priorities, demonstrating clear links between strategy and practice.	 PAUSE -> Take a moment to review your current approach and contributions  REFLECT -> Consider how your actions align with our shared goals and values  TAKE ACTION -> Identify opportunities to strengthen your impact and contribute proactively Action Tips: ◦ Consult with subject-matter experts when navigating complex, high-impact decisions. ◦ Engage a coach or peer observer to improve group dynamics or leadership in challenging situations. ◦ Revisit past decisions to assess what worked, what didn't, and how to adapt next time. ◦ Propose improvements to group processes (e.g., meeting agendas, decision protocols). ◦ Develop and share your own frameworks or case studies to help others learn from analytical experiences. ◦ Lead debrief sessions or retrospectives to evaluate actions and outcomes as a team. ◦ Regularly review University strategic plans and align your teaching or learning initiatives with key goals through concrete actions.				

DOMAIN 2: Academic and Creative Capabilities - The capacity to generate new ideas, contribute new knowledge and develop new approaches.

Sub-Domain 6: Creating and Innovating - Abilities that enable innovative and cohesive knowledge creation and results.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
— Creatively use available resources to generate innovative contributions. — Apply creative thinking to analyse and solve complex problems. — Inspire and foster creativity in others. — Lead or contribute to idea generation to solve complex problems. — Integrate diverse disciplinary and strategic perspectives to develop cohesive, forward-thinking solutions.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
TE (TE) Teaching Excellence Encourages creative teaching, student innovation, and unique learning experiences. RP (RP) Research Performance Drives original, cross-disciplinary research through inventive thinking. AL (AL) Academic Leadership Leads and nurtures a culture of innovation and creative problem-solving. SI (SI) Strategic Innovation Champions bold, future-focused solutions with broad impact.	▪ Explore the various disciplines within your school. ▪ Evaluate multiple options before proposing solutions. ▪ Justify reasoning instead of relying on intuition. ▪ Challenge assumptions based on past experiences. ▪ Set learning goals to deepen understanding of relevant practices.	Additionally; ▪ Stay informed and curious about emerging trends, research breakthroughs, and innovations. ▪ Explore recent literature to discover innovative approaches to teaching and learning. ▪ Select an educational or research issue and trial a new approach using creative thinking and existing evidence. ▪ Engage in collegial dialogue to gather diverse perspectives on issues. ▪ Observe how leaders foster creativity and innovation. ▪ Participate in idea generation and pursue opportunities to innovate in your practice. ▪ Develop awareness of commercialisation and its implications.	Additionally; ▪ Lead innovations in curriculum, teaching, and assessment to boost student learning and integrate current research for enhanced outcomes. ▪ Seek opportunities to lead innovations and change initiatives. ▪ Build skills in brainstorming, ideation, and solution-generation techniques. ▪ Contribute to think tanks and other forums focused on innovation. ▪ Critically evaluate existing practices and identify opportunities for improvement.	Additionally; ▪ Facilitate interdisciplinary discussions to foster diverse insights into complex issues. ▪ Incorporate opportunities for teams to brainstorm and develop innovative ideas and strategies. ▪ Acknowledge and champion innovative ideas and practices within the teams you lead. ▪ Support innovators who have taken risks, even if they have encountered setbacks, and help refine their ideas. ▪ Encourage teams to document lessons learned to enhance their professional development.	Additionally; ▪ Model and embed innovative thinking methods (e.g., divergent and convergent thinking) into academic practice. ▪ Redesign meetings or forums to include space for creative review, evaluation, and idea generation. ▪ Invite external voices to bring fresh perspectives. ▪ Embrace complexity through collaborative, open-ended problem-solving. ▪ Dedicate space and time for idea incubation and development. ▪ Embed recognition and reward systems for innovation and creative responses to systemic challenges.
EVIDENCE OF ACHIEVEMENT: Creating and Innovating	REFLECTION AND ACTION: Creating and Innovating				
Indicators of innovation and creativity may include: ✓ Generation of new ideas, approaches, or products that are adopted or adapted by others. ✓ Engagement of diverse stakeholders in creative problem-solving or knowledge creation. ✓ Implementation of strategic initiatives that yield improved outcomes. ✓ Leadership or facilitation of innovation-focused teams, groups, or activities. ✓ Tangible interest in or uptake of your ideas, resources, or outputs. ✓ Measurable improvements in efficiency, effectiveness, or productivity through creative solutions. ✓ Demonstrated increases in staff engagement, enthusiasm, or motivation. ✓ Transfer of innovations across groups, disciplines, or institutional contexts. ✓ Development of research, teaching, or engagement outputs with commercialisation potential.	PAUSE -> What habits and routines help or hinder creativity in your work? REFLECT -> How often do you initiate, support or refine creative ideas? TAKE ACTION -> Identify opportunities to experiment, collaborate or lead innovation in your context. Action Tips: ◦ Redesign group meetings to include creative thinking methods such as World Café or Open Space Technology. ◦ Participate in <i>think tanks</i> or <i>idea labs</i> to explore innovation in action. ◦ Read widely about creative problem solving and innovation strategies. ◦ Collaborate across disciplines or sectors to reframe problems from new perspectives. ◦ Reflect on the impact of your innovations and refine your approach.				

DOMAIN 3: Adaptive Self-Leadership – effective self-management that empowers individuals, to manage time effectively, balance responsibilities and drive career growth

Sub-Domain 7: Developing Self and Others - Promote integrity, perseverance, accountability and self-awareness.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
— Foster professional growth, your own and others, through culturally aware support, feedback, and inclusive leadership. — Cultivate self-awareness and understand personal strengths and limitations. — Sustain motivation and passion in academic activities. — Demonstrate adaptability and flexibility. — Demonstrate perseverance in the face of challenges — Learn and grow through challenging experiences. — Commit to ongoing skills development and reflective practice.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
	▪ Show empathy, curiosity, and respect in everyday interactions. ▪ Actively listen and value the opinion of others. ▪ Maintain composure under pressure and stay focused on core responsibilities. ▪ Observe and learn from colleagues who model integrity and professionalism. ▪ Reflect on your strengths, limits, and motivations. ▪ Begin to manage time, energy, and workload proactively. ▪ Follow discipline-specific ethical and professional codes. ▪ Contribute positively to a respectful, inclusive culture. ▪ Identify training and development opportunities of interest and relevance to your growth as an ethical, equitable, and respectful colleague.	Additionally; ▪ Align your behaviours with your values and professional goals. ▪ Seek feedback and partnership to grow in confidence and judgement. ▪ Demonstrate consistency, reliability, and accountability in all commitments. ▪ Reflect critically on your work habits, communication, and responses to feedback. ▪ Prioritise tasks and manage competing demands with increasing independence. ▪ Recognise your emotional responses and adapt constructively. ▪ Explore how cultural and institutional contexts influence your practice.	Additionally; ▪ Respond to complex situations with emotional control and self-understanding. ▪ Model professionalism and ethical conduct across teaching, research, and service. ▪ Lead or support others in maintaining respectful, inclusive team environments. ▪ Seek to maintain composure and fairness in conflict or high-pressure contexts. ▪ Reflect on failures and challenges to inform adaptive responses. ▪ Offer support and guidance to less experienced colleagues or students. ▪ Contribute to improving academic culture through example and action. ▪ Ensure cultural safety in supervision, particularly for HDR students from underrepresented groups, fostering inclusive, innovative research experiences.	Additionally; ▪ Lead with authenticity and openness; encourage feedback to develop your leadership style. ▪ Serve as a role model for ethical conduct and interpersonal respect. ▪ Anticipate and address risks with integrity and sensitivity to individuals and community impact. ▪ Support early career colleagues in navigating professional expectations and academic culture. ▪ Demonstrate flexibility and optimism when contributing to the advancement of your school, institute, faculty, or discipline. ▪ Actively support others to align their personal strengths with broader University goals. ▪ Provide institutional leadership in development initiatives, e.g., leading Early Career Researcher (ECR) programs or other staff development activities.	Additionally; ▪ Inspire others through self-aware, values-driven leadership and ethical action. ▪ Cultivate environments that support growth, wellbeing, and accountability. ▪ Use strategic emotional intelligence to lead during change, uncertainty, or conflict. ▪ Build capacity in others to navigate ethical, professional, and interpersonal complexity. ▪ Share insights and models that lift standards across teams, faculties, or sectors. ▪ Ensure integrity is embedded in strategy, culture, and academic leadership. ▪ Intervene early and sensitively when professional standards are at risk. ▪ Champion cultural inclusivity in institutional innovation strategies, ensuring underrepresented groups are supported in research and leadership pathways.
LENS REFLECTION					
(TE) Teaching Excellence Models integrity, persistence, and empathy in teaching practice. (RP) Research Performance Upholds ethical standards and reflective practice in research. (AL) Academic Leadership Leads with accountability, professionalism, and ethical clarity. (SI) Strategic Innovation Maintains self-awareness and persistence to lead through change.					
EVIDENCE OF ACHIEVEMENT: Developing Self and Others	REFLECTION AND ACTION: Developing Self and Others				
Indicators of personal and professional qualities include: ✓ Apply ethical and respectful approaches in all aspects of work. ✓ Cultivate self-awareness and understand personal strengths and limitations. ✓ Sustain motivation and passion in academic activities. ✓ Demonstrate adaptability and flexibility. ✓ Learn and grow through challenging experiences. ✓ Commit to ongoing skills development and reflective practice. ✓ Supports Indigenous staff or students in navigating institutional systems. ✓ Support others in developing cultural responsiveness in their academic practice.	PAUSE -> What behaviours and habits reflect your core values? REFLECT -> How do you demonstrate perseverance and accountability in your academic role? TAKE ACTION -> Identify ways to grow through feedback, role modelling, and self-reflection. Action Tips: ◦ Work with a coach to identify strengths, blind spots, and development strategies. ◦ Use reflective tools or journaling to process challenging experiences. ◦ Ask trusted peers for feedback on your professional behaviours and impact. ◦ Evaluate and enhance your public profile and academic narrative. ◦ Share expertise with external partners, networks, or communities. ◦ Seek reciprocal guidance from Indigenous colleagues where possible. ◦ Include Indigenous capability development in your professional development plans. ◦ Ensure supervision practices are culturally safe and inclusive, particularly for HDR students from underrepresented groups.				

DOMAIN 3: Adaptive Self-Leadership – effective self-management that empowers individuals, to manage time effectively, balance responsibilities and drive career growth

Sub-Domain 8: Strategic Adaptability: Use time purposefully and accountably to manage priorities, maintain focus, and deliver meaningful outcomes..					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
— Define and align personal priorities with balanced, productive actions. — Organise tasks to support high-quality performance. — Regulate emotions and manage stress under pressure. — Model effective time, task, and priority management. — Apply strategies for responsive, professional task completion. — Support others in developing effective self-management skills. — Advocate for and demonstrate high academic performance standards.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
	▪ Seek support to build academic planning and time discipline. ▪ Prioritise key tasks including study, writing, and teaching. ▪ Establish routines to manage workload and balance responsibilities. ▪ Learn to use university systems and tools. ▪ Attend workshops to build efficient academic habits. ▪ Maintain healthy work-life boundaries.	Additionally; ▪ Set clear academic goals and regularly track progress. ▪ Join writing groups and seek feedback to improve outputs. ▪ Use planning tools to manage timelines and workload. ▪ Adopt successful time/task strategies from colleagues. ▪ Maintain records of activity to inform review and planning. ▪ Balance priorities while protecting personal wellbeing.	Additionally; ▪ Evaluate performance using teaching and research standards. ▪ Develop fluency in university systems and academic operations. ▪ Provide timely, constructive feedback in supervisory roles. ▪ Manage stress by seeking to maintain composure and professional support. ▪ Balance relational, academic, and leadership priorities. ▪ Delegate appropriately and avoid micromanagement. ▪ Seek feedback from senior leaders on your competitiveness for promotion. ▪ Develop communication and project plans to manage time and priorities.	Additionally; ▪ Balance internal responsibilities with external commitments. ▪ Empower others by distributing meaningful responsibilities. ▪ Allocate time for strategy, planning, and innovation. ▪ Collaborate with professional staff to streamline processes. ▪ Lead and communicate improvements to systems and policies. ▪ Drive collaborative improvement initiatives. ▪ Contribute to University policy and system improvements.	Additionally; ▪ Monitor and improve organisational efficiency, sharing metrics and feedback for team-wide application. ▪ Recognise high performers and provide constructive feedback to support underperformers’ self-management. ▪ Embed self-management and high-performance practices into strategic discussions. ▪ Clearly communicate teaching and research performance measures during inductions. ▪ Foster innovation, share best practices, and support colleagues in setting priorities. ▪ Implement recognition systems, ensure fair workloads, and guide staff toward key priorities.
LENS REFLECTION					
(TE) Teaching Excellence Demonstrates efficient time and resource management in learning environments. (RP) Research Performance Maintains disciplined, productive research habits to deliver high-quality outcomes. (AL) Academic Leadership Sets high standards and mentors others in performance and workload management. (SI) Strategic Innovation Enhances organisational efficiency and prioritisation through adaptive strategy.					
EVIDENCE OF ACHIEVEMENT: Strategic Adaptability	REFLECTION AND ACTION: Strategic Adaptability				
Indicators of effective strategies may include: ✓ Demonstrate professional excellence across roles ✓ Build and sustain a high-performance profile ✓ Achieve tangible results and stakeholder satisfaction (eg: with students or industry) ✓ Maintain a competitive academic profile ✓ Respond effectively to emerging challenges ✓ Influence practice through innovation ✓ Empower others in self-management and growth ✓ Lead strategic improvements in practice ✓ Cultivate a culture of knowledge sharing ✓ Establish and use transparent performance metrics ✓ Demonstrate impact through team development	PAUSE -> How effectively are you managing time, priorities, and energy? REFLECT -> Are your strategies aligned with your values and WSU’s goals? TAKE ACTION -> Identify small, high-impact changes to enhance focus, flow, and outcomes. Action Tips: ◦ Conduct a time audit over one week to identify patterns and inefficiencies. ◦ Prepare intentionally for your Academic Development Plan and review discussions. ◦ Seek feedback from your supervisor about performance and priorities. ◦ Compare your workload and strategies against peers in similar roles. ◦ Monitor relevant research or teaching metrics to track impact. ◦ Engage a coach to review strategies and identify ways to boost performance. ◦ Aim to operate at the level above your current role as part of promotion readiness. ◦ Take up secondment opportunities to observe and learn new ways of working.				

DOMAIN 3: Adaptive Self-Leadership – effective self-management that empowers individuals, to manage time effectively, balance responsibilities and drive career growth

Sub-Domain 9: Owning your Career - Proactively shape your career by building expertise, aligning with evolving institutional priorities, and identifying opportunities for advancement and impact.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
	Level A Foundation	Level B Developing Independence	Level C Established Practice	Level D Senior Influence	Level E Transformational Leadership
— Apply consistent, strategic approaches to career planning and set ambitious, achievable, and clear development goals. — Proactively seek opportunities to build your academic profile. — Maintain a strong CV and evidence-based career portfolio and engage in ongoing professional development. — Cultivate networks and supportive relationships. — Demonstrate awareness and application of the Teaching Quality Framework (TQF) and actively reflect on teaching praxis to guide your career development. — Support the growth and advancement of others. — Leverage Academic Development Programs to extend influence. — Engage with Researcher Development programs to strengthen research capability, productivity and impact. — Develop competitive skills for promotion, awards, and interviews. — Explore diverse career pathways within and beyond academia.	▪ Complete your PhD (if applicable) and participate in induction activities. ▪ Begin building a CV with early achievements and feedback. ▪ Explore academic pathways and qualification requirements. ▪ Discuss goals with a coach or supervisor. ▪ Identify key contacts to support your teaching, engagement, and research development. ▪ Begin a publishing plan aligned with your research goals. ▪ Familiarise yourself with the TQF and begin reflecting on your teaching practice to guide your development.	Additionally; ▪ Set development goals and align activities with promotion expectations. ▪ Draft an annual Academic Development Plan. ▪ Strengthen publication and presentation activity. ▪ Engage with conferences and senior academic networks. ▪ Practise pitching to competitive panels. ▪ Take on governance or service roles to broaden experience. ▪ Apply TQF principles to improve teaching effectiveness and actively reflect on teaching praxis in your routine. ▪ Seek opportunities to participate in Researcher Development programs.	Additionally; ▪ Assume leadership responsibilities and seek external recognition. ▪ Provide guidance to early-career colleagues. ▪ Collaborate across teams and on governance, editorial or program roles. ▪ Shadow senior leaders to build strategic awareness. ▪ Track performance metrics and refine long-term career strategy. ▪ Use the TQF to compare your teaching and engage in ongoing reflection on praxis to enhance student outcomes. ▪ Integrate research development planning with teaching and service activities, ensuring a competitive research profile.	Additionally; ▪ Lead impactful initiatives aligned with University goals. ▪ Balance internal leadership with sector engagement. ▪ Contribute to policy reform and demonstrate measurable impact. ▪ Measure performance and seek strategic feedback. ▪ Provide guidance on University-level career advancement initiatives. ▪ Lead initiatives that incorporate TQF standards and foster reflective teaching practices among peers. ▪ Lead research programs or collaborative projects, fostering the development of early and mid-career researchers.	Additionally; ▪ Plan for succession and next-stage leadership opportunities. ▪ Support senior academics in strategic development. ▪ Champion university-wide culture of career growth and professional development. ▪ Lead transparent and rigorous recruitment and selection. ▪ Shape talent strategy and leadership pipelines at a University level. ▪ Champion the integration of TQF and advanced teaching praxis in institutional strategies, mentoring others in career and teaching development.
LENS REFLECTION (TE) Teaching Excellence Aligns teaching profile with long-term academic progression. (RP) Research Performance Demonstrates a competitive and impactful research trajectory. (AL) Academic Leadership Leads strategically while mentoring others in career advancement. (SI) Strategic Innovation Builds future-ready capabilities and cultivates institutional agility.					
EVIDENCE OF ACHIEVEMENT: Owning your Career Indicators of advancing your career may include: ✓ Promotion or progression to more secure academic roles. ✓ Nominations for awards and selection for competitive opportunities. ✓ Evidence of sustained growth across teaching, research, and leadership. ✓ Invitations to interview or appointment in high-calibre positions. ✓ Visiting roles or recognition by external organisations. ✓ Broad and impactful portfolio of responsibilities. ✓ Documentation of how TQF guidelines have informed teaching practices and career progression. ✓ Reflective portfolios demonstrating praxis-informed teaching improvements. ✓ Participation in TQF-related professional development activities.	REFLECTION AND ACTION: Owning your Career PAUSE -> Are you actively planning and progressing your career in meaningful ways? REFLECT -> How do your actions reflect your aspirations and WSU's goals? TAKE ACTION -> Focus on steps that strengthen your academic profile and future readiness. Action Tips: ◦ Build a trusted peer network with aligned career ambitions. ◦ Seek coaching in specific areas of growth. ◦ Attend external or cross-institutional leadership courses. ◦ Keep your CV and evidence portfolio current and strategically aligned. ◦ Discuss career goals in your Academic Development Plan and reviews. ◦ Explore secondments or cross-sector experiences to diversify your profile. ◦ Regularly review the TQF and reflect critically on your teaching methods and outcomes to align with career goals				

DOMAIN 4: Professionalism, Accountability and Integrity in Practice – The capacity to reflect high professional standards of behaviour and integrity to achieve optimal outcomes.

Sub-Domain 10: Designing Teaching and Research - Ensure academic results of high quality that advance the University's mission.									
CORE CAPABILITIES	LEVELLED EXPECTATIONS								
	Level A Foundation	Level B Developing Independence	Level C Established Practice	Level D Senior Influence	Level E Transformational Leadership				
— Apply expertise across teaching, research, leadership, engagement, and governance. — Develop and implement strategies aligned with University priorities. — Co-design programs with students, communities, and industry to ensure relevance and impact. — Design and deliver engaging, evidence-informed programs for diverse student needs. — Integrate digital tools to enhance learning and research outcomes. — Demonstrate innovative and rigorous research, including HDR supervision. — Use feedback, data, and analytics to evaluate and improve performance. — Share high-impact practices and ensure quality outcomes. — Lead curriculum improvement, quality assurance, and accreditation initiatives. — Engage in scholarly teaching and contribute to the scholarship of learning and teaching.	▪ Build foundational teaching and research skills. ▪ Attend induction, L&T courses, and research training. ▪ Observe peers and reflect on effective teaching. ▪ Understand teaching policies, assessment and integrity and timelines and reporting requirements. ▪ Set research goals (e.g., publish from PhD). ▪ Attend School/Institute/Faculty meetings to gain clarity on your academic role.	Additionally; ▪ Design engaging learning experiences and use digital tools. ▪ Participate in FULT, RFA or equivalent programs. ▪ Seek feedback from students and peers. ▪ Apply for grants; supervise Honours/HDR students. ▪ Contribute to curriculum delivery with guidance. ▪ Develop an academic career plan aligned with KPIs. ▪ Engage in professional networks, societies and conferences.	Additionally; ▪ Coordinate academic teams and initiatives. ▪ Lead curriculum reform, accreditation, and enhancement efforts. ▪ Apply a reflective teaching philosophy integrating scholarship and evidence-based practice. ▪ Publish regularly and grow your academic profile. ▪ Evaluate programs using data and analytics. ▪ Encourage the growth of staff and supervise HDR students. ▪ Participate in School/Institute/Faculty governance and policy review.	Additionally; ▪ Shape policy and lead teaching and research strategy. ▪ Assess practices against national and global standards. ▪ Promote HDR wellbeing and supervision excellence. ▪ Build high-performing teams with visible impact. ▪ Lead innovation and academic development programs. ▪ Collect evidence of leadership effectiveness.	Additionally; ▪ Drive system-level reforms and strategic academic renewal. ▪ Lead capability-building and innovation across programs. ▪ Align practices with University-wide objectives. ▪ Use data to ensure quality, manage risk, and drive decisions. ▪ Represent the University at national and international forums. ▪ Promote excellence and accountability across academic teams.				
LENS REFLECTION ● (TE) Teaching Excellence Aligns teaching strategies with best practices, student needs and University goals incorporating co-design and digital engagement. ● (RP) Research Performance Leads innovative, high-impact research with strategic planning and strong HDR supervision. ● (AL) Academic Leadership Champions effective program leadership, policy alignment, and capability development. ● (SI) Strategic Innovation Advances practice through technology integration, co-design models and strategic reform.	EVIDENCE OF ACHIEVEMENT: Designing Teaching and Research Indicators of innovation and creativity include: ✓ Develop and apply innovative teaching methods to enhance learning outcomes. ✓ Integrate emerging technologies to enrich curriculum delivery and student experience. ✓ Design interdisciplinary or industry-informed curricula addressing current and future challenges. ✓ Conduct scholarly teaching and publish research introducing new concepts, methods, or perspectives. ✓ Apply creative approaches to solve complex problems and translate findings into real-world impact. ✓ Collaborate across disciplines, sectors and external partners to generate new insights. ✓ Achieve recognition through awards, invitations, or adoption of practices by peers and external organisations.					REFLECTION AND ACTION: Designing Teaching and Research  PAUSE -> Consider the consistency, quality, and strategic alignment of your teaching and research efforts.  REFLECT -> Are your efforts transforming students learning, advancing your field and supporting the University's mission?  TAKE ACTION -> Strengthen your practice through continuous learning, co-design and contribution.  Action Tips: ◦ Build a peer network for shared growth and accountability. ◦ Seek coaching to support teaching, research, or leadership challenges. ◦ Compare your strategies against high performers and sector expectations. ◦ Regularly evaluate your academic contributions using student data and performance analytics. ◦ Invest in professional development to expand your capabilities. ◦ If leading others, consider a 360-degree review to assess and grow your leadership impact. ◦ Develop an understanding of WSUs Teaching Quality Framework, Research Framework and key university research initiatives.			

DOMAIN 4: Professional Practice and Integrity – The capacity to reflect high professional standards of behaviour and integrity to achieve optimal outcomes.

Sub-Domain 11: Acting Ethically and Contextually: Adhere to University regulations, policies, and protocols to ensure optimal outcomes for all stakeholders.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
— Understand and apply University governance structures, systems, policies, and procedures. — Ensure high-quality outcomes through appropriate use of University frameworks. — Promote and uphold Equal Opportunity, Work Health and Safety (WHS), and Wellbeing practices. — Act with integrity and cultural humility, recognising the ethical implications of working in diverse contexts, including with Indigenous peoples and knowledge systems. — Identify, apply, and comply with key policies in both teaching and research. — Contribute to policy development within the University and the broader sector. — Consistently model professional and ethical behaviour aligned with the University’s Code of Conduct.	▪ Participate in orientation programs to understand and adhere to core policies and principles. ▪ Attend School/Institute meetings related to teaching and research. ▪ Explore University webpages to locate policies relevant to your role. ▪ Read and uphold the Code of Conduct in all professional contexts. ▪ Recognise the importance of Indigenous protocols and acknowledge Country appropriately.	Additionally; ▪ Deepen your understanding of key policies across teaching, research, and student support. ▪ Adhere to research conduct guidelines and manage Conflict of Interest appropriately. ▪ Maintain effective record-keeping practices. ▪ Embed Equal Opportunity, WHS, and Wellbeing considerations in your academic work. ▪ Participate on selection committees and academic panels.	Additionally; ▪ Contribute to University policy development or formal policy reviews. ▪ Promote a culture that values equity, wellbeing, and ethical behaviour. ▪ Chair committees or panels in teaching or research domains. ▪ Evaluate the impact of your work on Indigenous communities and adjust practice accordingly.	Additionally; ▪ Lead key panels such as recruitment, promotion, and misconduct reviews. ▪ Address poor conduct constructively and uphold accountability. ▪ Act on student and staff feedback to enhance practices. ▪ Integrate policy education and practice into peer relationships. ▪ Lead academic groups in alignment with University and Faculty policy and practice.	Additionally; ▪ Contribute to systemic policy reform. ▪ Educate colleagues on governance principles and University frameworks. ▪ Monitor and evaluate policy implementation for alignment and improvement. ▪ Develop new guidelines and frameworks to support ethical consistency. ▪ Conduct staff inductions on key University policies and expectations. ▪ Foster collaboration between academic and professional staff to embed shared understanding of governance systems. ▪ Lead initiatives that advance reconciliation and embed Indigenous priorities in academic work.
LENS REFLECTION ● (TE) Teaching Excellence Embeds ethical and inclusive practices to ensure safe, high-quality learning environments. ● (RP) Research Performance Upholds rigorous and compliant research practices aligned with policy and legislation. ● (AL) Academic Leadership Leads by example, maintaining integrity and modelling ethical conduct. ● (SI) Strategic Innovation Applies policy understanding to shape systems that support innovation, governance, and quality assurance.					
EVIDENCE OF ACHIEVEMENT: Acting Ethically and Contextually Indicators of innovation and creativity include: ✓ Smooth and efficient academic operations. ✓ High levels of student satisfaction with care, support, and inclusivity. ✓ Timely and effective referral processes to student or staff support services. ✓ No reported incidents of harassment or bullying. ✓ Timely identification and resolution of ethical or safety risks. ✓ Seeks Indigenous guidance in ethical approval processes and research partnerships. ✓ Contributes to the university’s Indigenous Research Strategy or Graduate Attributes implementation. ✓ Demonstrated compliance with governance, WHS, and misconduct protocols.	REFLECTION AND ACTION: Acting Ethically and Contextually ⏸ PAUSE -> Review how well your academic practices align with University policy and governance expectations. ☁ REFLECT -> Consider your role in shaping an ethical and supportive academic environment. 🏠 TAKE ACTION -> Strengthen your contribution by actively engaging with key policies, systems, and ethical standards. Action Tips: ◦ Audit key committees to better understand their purpose, membership, and decision-making processes. ◦ Meet with relevant Divisions (e.g., Academic Governance, Risk and Compliance) to discuss how policies affect your work. ◦ Attend learning and teaching conferences or policy showcases to remain current and proactive. ◦ Share insights from policy updates with your peers and embed good practice in your academic unit. ◦ Consider co-developing policy resources or checklists tailored to your teaching or research context. ◦ Learn about Indigenous data sovereignty and the ethical use of Indigenous knowledges. ◦ Advocate for inclusive policy that recognises and protects Indigenous intellectual property.				

DOMAIN 4: Professional Practice and Integrity – The capacity to reflect high professional standards of behaviour and integrity to achieve optimal outcomes.

Sub-Domain 12: Managing Resources Effectively - Lead with responsibility and an entrepreneurial approach.					
CORE CAPABILITIES	LEVELLED EXPECTATIONS				
— Understand how University funding and budgeting processes operate. — Negotiate funding and allocate resources to support research, teaching, and engagement. — Conduct cost-benefit analyses and assess financial and operational risks. — Manage research, teaching, and engagement expenditure within budget. — Develop robust business cases to support new initiatives. — Design, plan, and lead academic projects with fiscal responsibility. — Seek cost-effective and innovative approaches to maximise value from expenditure. — Identify and pursue new income-generating opportunities. — Manage funding arrangements and partnerships with external bodies.	Level A <i>Foundation</i>	Level B <i>Developing Independence</i>	Level C <i>Established Practice</i>	Level D <i>Senior Influence</i>	Level E <i>Transformational Leadership</i>
	▪ Learn and comply with purchasing and procurement policies in your School/Institute. ▪ Suggest ways to reduce unnecessary expenditure or streamline processes.	Additionally; ▪ Develop understanding of budget planning for teaching and research. ▪ Apply basic project management tools to oversee small projects. ▪ Manage small budgets for funded teaching or research projects. ▪ Prepare accurate grant budgets, including staff costs and overheads. ▪ Explore the potential of consultancy and research commercialisation. ▪ Build proficiency in software related to research ad resource management.	Additionally; ▪ Drive cost-efficient planning in School/Institute initiatives. ▪ Conduct cost-benefit and risk analyses for proposed initiatives. ▪ Develop strong business cases for new funding opportunities. ▪ Manage external grants/contracts, ensuring delivery and compliance. ▪ Pursue alternative or diversified sources of research and philanthropic income.	Additionally; ▪ Lead financial planning and oversight for major programs and initiatives. ▪ Understand and apply University costing models in both teaching and research. ▪ Guide staff in budgeting and funding strategies. ▪ Orient new staff to financial systems and expectations. ▪ Oversee resource allocation within Schools/Institutes.	Additionally; ▪ Provide transparent communication on resource priorities, opportunities, and constraints. ▪ Apply costing models to forecast expenditure and commitments. ▪ Champion entrepreneurial thinking and blue-sky innovation in resource generation. ▪ Lead School/Institute income-generation strategies. ▪ Manage large-scale, multi-partner grants and collaborative programs. ▪ Promote and model strong financial stewardship and ethical resourcing practices. ▪ Lead donor relations that generate philanthropic support.
LENS REFLECTION					
(TE) Teaching Excellence Plans and delivers quality teaching experiences with efficient resource use. (RP) Research Performance Manages research funding and partnerships to maximise impact and sustainability. (AL) Academic Leadership Aligns resourcing decisions with WSU's priorities to enhance academic outcomes. (SI) Strategic Innovation Drives innovative and entrepreneurial approaches to resourcing and funding.					
EVIDENCE OF ACHIEVEMENT: Managing Resources Effectively	REFLECTION AND ACTION: Managing Resources Effectively				
Indicators of effective and innovative practice may include: ✓ Delivers high-quality teaching and projects within budget, ensuring financial sustainability. ✓ Accurately forecasts and plans resource needs for grants and strategic initiatives. ✓ Implements cost-effective, scalable innovations that enhance impact and efficiency. ✓ Manages funded projects with strategic foresight, risk awareness, and compliance. ✓ Builds strong, ongoing partnerships through effective and innovative project delivery. ✓ Develops successful, evidence-based business cases endorsed by key stakeholders.	PAUSE > Review how you currently manage your academic resources and financial responsibilities. REFLECT > Consider how your approach supports your team, your goals, and the broader mission. TAKE ACTION > Identify steps to improve financial acumen, maximise resource use, or pursue new funding streams. Action Tips: ◦ Meet with finance and business advisors to understand budget cycles, allocation models, and financial expectations. ◦ Review and analyse prior consultancy, commercialisation, and grant agreements to better understand financial management implications. ◦ Shadow a senior academic involved in budget, donor or contract negotiations to gain real-world insights. ◦ Use costing tools and templates to plan or simulate grant applications. ◦ Attend workshops or webinars on project planning, budget forecasting, and entrepreneurial strategy.				



Create an electronic folder to store all feedback you receive, positive or not – this can be referred to as your ***‘SPARK’*** file – “Striving for Personal and Academic Readiness and Knowledge” file.

You will have everything at your fingertips when it comes time to have your Academic Career Development and Planning Review meetings.