

## ACADEMIC PERFORMANCE MATRIX – ACADEMIC LEADERSHIP/SERVICE ACADEMIC CAREER PATHWAY

### Introduction

This Academic Performance Matrix (APM) is to be used in conjunction with the “Evidence of Academic Performance” to inform conversations between academic staff and their supervisors, and decisions in relation to processes, which impact the career of an academic during their employment with ACU including appointment, probation, performance review and planning, research performance review and planning, and promotion.

There is an APM for each Academic Career Pathway (ACP):

- Teaching and Research
- Teaching-focussed
- Academic Leadership/Service
- Research-focussed and Research-only
- (the Matrices for Research-focussed and Research-only ACP’s are combined into one Matrix).

The information provided below explains the content of the APM’s and how they should be used:

1. Each APM for each ACP sets out expectations by academic level in relation to:
  - Qualifications;
  - Alignment with the University’s Catholic Identity and Mission;
  - General requirements; and
  - Performance Standards within the three areas of academic activity (the areas are not viewed as exclusive, but rather as having points of overlap, and apply broadly):
    - Teaching, Curriculum Development, and Scholarship of Teaching;
    - Research and Creative Works; and
    - Academic Leadership/Service.
2. Each APM references the normal contribution range for each area of academic activity drawn from the [ACU Staff Enterprise Agreement](#) (the “Agreement”) and the Academic Workload Policy.

3. Each APM is consistent with the Minimum Standards for Academic Levels (MSALs) within Schedule 3 of the Agreement.
4. The expectations (i.e. qualifications, general requirements, alignment with the University’s Catholic Identity and Mission and performance standards) are defined by academic level for each ACP. These expectations describe the normal requirements of a competent academic relevant to their academic level and ACP. The expectations will inform:
  - the development of position descriptions when recruiting for an academic position or describing an existing academic position;
  - the range of contributions that academic staff may make to the areas of academic activity at different levels and academic career pathways and the normal contribution range to academic activity by pathway; and
  - processes leading to decision-making about performance including appointment, probation, performance review and planning, promotion, etc.
5. The expectations by academic level are cumulative from Associate Lecturer (Level A) through to Professor (Level E).
6. The performance standards for each of the three areas of academic activity which are articulated within the APM’s are subject to discipline norms and the actual contribution that an individual academic staff member makes to areas of academic activity over time.
7. An academic staff member will normally be expected to demonstrate that they work across a broad range of the **performance standards** for their academic level in all areas of academic activity relevant to their ACP and discipline over time. For this reason, academic staff members and their supervisors should consider the spread of work across the areas of academic activity when planning and setting work priorities. However, it is recognised that an academic staff member may, from time to time, be granted approval to focus on particular areas of academic work (e.g. while undertaking a particular role or to support the needs of their Faculty) and therefore there is flexibility to consider this when judgements are made about whether the performance standards have been met.

	Level A	Level B	Level C	Level D	Level E
Qualifications	Subject to the norms of the discipline: <ul style="list-style-type: none"> <li>• higher degree; or</li> <li>• honours degree or substantial progress towards a higher degree; or</li> <li>• evidence of a research component as part of a higher degree; or</li> <li>• evidence which demonstrates equivalence with appropriate qualifications.</li> </ul>	Subject to the norms of the discipline: <ul style="list-style-type: none"> <li>• a doctorate or substantial progress towards a doctorate; or</li> <li>• evidence of a research component as part of a higher degree; or</li> <li>• evidence which demonstrates equivalence with appropriate qualifications.</li> </ul>	Subject to the norms of the discipline: <ul style="list-style-type: none"> <li>• a doctorate or substantial progress towards a doctorate; or</li> <li>• evidence of a research component as part of a higher degree; or</li> <li>• evidence which demonstrates equivalence to a doctorate.</li> </ul>	A doctorate or presentation of a body of evidence to demonstrates equivalence to a doctorate.	A doctorate or presentation of a body of evidence to demonstrates equivalence to a doctorate.
	Current professional registration, if applicable.	Current professional registration, if applicable.	Current professional registration, if applicable.	Current professional registration, if applicable.	Current professional registration, if applicable.
Alignment with the University's Catholic Identity and Mission	Demonstrated understanding of the University's Catholic Identity and Mission and how it applies to academic work. This is demonstrated by contributions to the integration of principles of social justice, the pursuit of truth and care for the common good in all areas of academic activity relevant to the ACP.	Contribution to activities that align with the University's Catholic Identity and Mission. This is demonstrated through the integration of principles of social justice, the pursuit of truth and care for the common good in all areas of academic activity relevant to the ACP.	A sustained contribution to activities that align with the University's Catholic Identity and Mission. This is demonstrated by engagement with University's Mission in all areas of academic activity relevant to the ACP.	Demonstrated leadership in and sustained contribution to activities that align with the University's Catholic Identity and Mission. This is demonstrated by the engagement with the University's Mission in all areas of academic activity relevant to the ACP.	Demonstrated strategic leadership and a sustained high-quality contribution to activities that align with the University's Catholic Identity and Mission. This is demonstrated by engagement with the University's Mission in all areas of academic activity relevant to the ACP.

	Level A	Level B	Level C	Level D	Level E
<b>General requirements</b>	Will work with the support and guidance of more senior academic staff and contribute independently and/or collaboratively and consistent with the <a href="#">University's Strategic Plan</a> .	Will be self-managed and make an independent contribution to the academic unit in academic leadership / service and consistent with the <a href="#">University's Strategic Plan</a> .	Will be self-managed and make a significant contribution to the academic unit and/or University in academic leadership / service and consistent with the <a href="#">University's Strategic Plan</a> .	Will provide leadership and make a sustained and significant contribution to the academic unit and/or University in academic leadership / service and consistent with the <a href="#">University's Strategic Plan</a> .	Will provide strategic leadership and a sustained high quality contribution to the academic unit and/or University in academic leadership / service and consistent with the <a href="#">University's Strategic Plan</a> .
	Will work in a collegial manner with other staff.	Will coordinate or lead the activities of other staff and show potential for leadership within at least one area of academic activity.	Will coordinate or lead the activities of other staff and demonstrate a capacity for leadership within at least one area of academic activity.	Will supervise or mentor and lead other staff and programs of work and demonstrate leadership within at least one area of academic activity.	Will have a demonstrated track record of academic leadership, and staff supervision and/or mentoring within at least one area of academic activity.
	Impact of work will be recognised by peers within the local academic unit / discipline.	Impact of work will be recognised by peers within the local academic unit / discipline and outside the University.	Impact of work will be recognised by peers at a national level, or at least in a significant way, outside the University.	Impact of work will be recognised by peers at a national and/or international level.	Impact of work will be recognised by peers at a national and/or international level.
	Will demonstrate high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff.	Will demonstrate high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff.	Will exemplify high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff.	Will lead by example and coach others to maintain high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff.	Will lead by example and coach others to maintain high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff.
	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by <a href="#">ACU's Service Excellence Framework</a> .	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by <a href="#">ACU's Service Excellence Framework</a> .	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by <a href="#">ACU's Service Excellence Framework</a> .	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by <a href="#">ACU's Service Excellence Framework</a> .	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by <a href="#">ACU's Service Excellence Framework</a> .
	Will demonstrate the core competencies appropriate to their position in accordance with the <a href="#">Capability Development Framework</a> .	Will demonstrate the core competencies appropriate to their position in accordance with the <a href="#">Capability Development Framework</a> .	Will demonstrate the core competencies appropriate to their position in accordance with the <a href="#">Capability Development Framework</a> .	Will demonstrate the core competencies appropriate to their position in accordance with the <a href="#">Capability Development Framework</a> .	Will demonstrate the core competencies appropriate to their position in accordance with the <a href="#">Capability Development Framework</a> .

### Performance Standards in the areas of academic activity

Performance Standards in Academic Leadership / Service are provided below. An academic staff member in the Academic Leadership / Service ACP will also contribute to the following areas of academic activity:

- Teaching, curriculum development, and scholarship of teaching (Normal contribution range to this area 20-40%); and/or
- Research (Normal contribution range to this area 20-30%).

For guidance on performance standards in the above two areas of academic activity, refer to the Teaching and Research ACP Academic Performance Matrix. Performance standards which are relevant to the requirements of the academic staff member's role(s) will apply.

<b>Academic Leadership / Service (Normal contribution range to this area 60-80%)</b>					
	<b>Level A – Performance Standards</b>	<b>Level B – Performance Standards</b>	<b>Level C – Performance Standards</b>	<b>Level D – Performance Standards</b>	<b>Level E – Performance Standards</b>
<b>Internal Leadership / Service including leadership, academic administration, quality improvement, risk management, and governance within the University</b>	Demonstrated competence in assigned activities related to academic administration, research administration, quality improvement, risk management and/or governance.	Sustained contribution to academic administration, research administration, quality improvement, risk management and/or governance which benefits the University.	Sustained effective performance in relation to academic administration, research administration, quality improvement, risk management and/or governance which benefits the University.	Significant sustained contributions and/or leadership in relation to academic administration, research administration, quality improvement, risk management and/or governance which benefits the University.	Leadership in relation to academic administration, research administration, quality improvement, risk management and/or governance which benefits the University.
	Demonstrated initiative and ability to contribute to the development and implementation of improvements in policy and/or processes at least within the immediate academic unit.	Sustained contribution to the development and implementation of policy and/or processes that achieves high quality outcomes within the immediate academic unit and/or the University.	Significant contribution to and demonstrated ability to lead a School, Department, Institute or Research Program, or a corporate or academic function in line with strategic goals.	Effective leadership of an academic unit, or a corporate or academic function in line with strategic goals.	Strategic leadership of an academic unit, or a corporate or academic function in line with strategic goals.

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Internal Leadership / Service including leadership, academic administration, quality improvement, risk management, and governance within the University (cont'd)	Effective performance of administrative functions connected with units which the academic teaches, if relevant to the requirements of the role(s).	Effective coordination of one or more units and/or courses, if relevant to the requirements of the role(s).	Sustained and effective contribution to and/or leadership of the development and implementation of policy and/or strategy that achieves high quality outcomes for the University and is recognised outside the University.	Significant and sustained contributions and/or leadership of the development and implementation of policy and strategy that achieve high quality outcomes for the University and may be recognised nationally.	Leadership of the development and implementation of policy and strategy that achieves high quality outcomes for the University and may be recognised nationally and/or internationally.
	Effective collaboration with other staff.	Effective coordination of staff.	Sustained and effective coordination of units or courses and may manage a substantial course or suite of courses either locally or nationally, if relevant to the requirements of the role(s).	Leadership in unit or course coordination and of groups involved in curriculum development including engaging with external stakeholders, if relevant to the requirements of the role(s).	Leadership of engagement activities with external stakeholders which inform curriculum development, if relevant to the requirements of the role(s).
	Participation in knowledge sharing activities with staff and/or students in order to benefit the immediate academic unit.	Contribute to knowledge sharing with staff and/or students in order to benefit the immediate academic unit.	Effective coordination, supervision and/or mentoring of staff.	Sustained and effective supervision and mentoring of staff.	Substantial and sustained effective supervision and mentoring of staff.
			Sustained contribution to knowledge sharing with staff and/or students for purposes which facilitate the achievement of the University's strategic goals.	Significant and sustained contribution and leadership in knowledge sharing within the academic community (including students) for purposes which facilitate the achievement of the University's strategic goals.	Strategic leadership of knowledge sharing within the academic community (including students).

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
External Leadership / Service including contributing to the profession, government, industry, and community <sup>2</sup> and stakeholder engagement initiatives	Appropriate interaction in strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Active participation in strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Sustained and effective performance and demonstrated capacity for leadership in relation to strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Sustained and effective performance and leadership in relation to strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Sustained and effective performance and leadership in relation to strategically aligned external service and engagement activities relevant to discipline / profession / expertise.
	Liaison with external groups for purposes which facilitate the achievement of the University's strategic goals.	Contribute to productive relationships and engagement, which facilitate the achievement of the University's strategic goals, between the University and external groups <sup>2</sup> .	Initiate and/or the active maintenance of productive relationships, which facilitate the achievement of the University's strategic goals, between the University and external groups.	Sustained record of productive relationships, which facilitate the achievement of the University's strategic goals, between the University and external groups nationally.	Demonstrated leadership of collaborative work and relationships, which facilitate the achievement of the University's strategic goals, between the University and external groups, nationally and internationally.
			Sustained effective engagement with external stakeholders, including for the purposes of innovation, which benefits the University and community.	Leadership in the engagement of external stakeholders, including for the purposes of innovation, which benefits the University and national communities.	Leadership of engagement activities with external stakeholders, including for the purposes of innovation, commercialisation and/or entrepreneurial ventures, which benefits the University and communities nationally and internationally.

<sup>1</sup> Community engagement refers to linking expertise in teaching and/or research to relevant contributions beneficial to local, national and international communities.

<sup>2</sup> External groups – government, industry, profession, community, discipline.