ACADEMIC PERFORMANCE MATRIX – TEACHING AND RESEARCH 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 / 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):
  - o Teaching, Curriculum Development, and Scholarship of Teaching;
  - o Research and Creative Works; and
  - o 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: • higher degree; or • honours degree or substantial progress towards a higher degree; or • evidence of a research component as part of a higher degree; or • evidence which demonstrates equivalence with appropriate qualifications.	Subject to the norms of the discipline: • a doctorate or substantial progress towards a doctorate; or • evidence of a research component as part of a higher degree; or • evidence which demonstrates equivalence with appropriate qualifications.	Subject to the norms of the discipline: • a doctorate or substantial progress towards a doctorate; or • evidence of a research component as part of a higher degree; or • evidence which demonstrates equivalence to a doctorate.	A doctorate or presentation of a body of evidence to demonstrate equivalence to a doctorate.	A doctorate or presentation of a body of evidence to demonstrate 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
General requirements	Will work with the support and guidance of more senior academic staff and contribute independently and/or collaboratively consistent with the University's Strategic Plan.	Will be self-managed and make an independent contribution to the academic unit consistent with the University's Strategic Plan.	Will be self-managed and make a significant contribution to the academic unit and/or University consistent with the University's Strategic Plan.	Will provide leadership and make a sustained and significant contribution to the academic unit and/or University consistent with the University's Strategic Plan.	Will provide strategic leadership and a sustained high quality contribution to the academic unit and/or University consistent with the University's Strategic Plan.
	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 ACU's Service Excellence Framework.	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by ACU's Service Excellence Framework.	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by ACU's Service Excellence Framework.	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by ACU's Service Excellence Framework.	Will demonstrate a commitment to performance excellence, that is, continuous improvement, guided by ACU's Service Excellence Framework.
	Will demonstrate the core competencies appropriate to their position in accordance with the Capability Development Framework.	Will demonstrate the core competencies appropriate to their position in accordance with the Capability Development Framework.	Will demonstrate the core competencies appropriate to their position in accordance with the Capability Development Framework.	Will demonstrate the core competencies appropriate to their position in accordance with the Capability Development Framework.	Will demonstrate the core competencies appropriate to their position in accordance with the Capability Development Framework.

Performance Standards in the areas of academic activity

Teaching, curriculum development and scholarship of teaching (normal contribution range to this area 40-70%)				
Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards

High quality teaching (including supervision of honours students, and masters and doctorate (PhD) students aligned with the requirements of the Australian Qualification Framework)	High quality, innovative teaching informed by reflective practice.	High quality, innovative teaching informed by reflective practice.	Sustained record of high quality, innovative teaching informed by reflective practice.	Demonstrated leadership in delivering and supporting colleagues to develop high quality innovative teaching informed by reflective practice.	Strategic leadership (including through policy development, mentoring, etc) and innovation in enhancing quality teaching practices at the University, disciplinary, or national/international level.
	Involvement in honours and/Graduate level teaching where appropriate qualifications are held.	Contribution to the effective supervision of honours, and/or masters and/or PhD students.	Effective teaching and supervision of honours, and/or masters and/or PhD students.	Innovation and knowledge sharing with colleagues and involvement in the teaching and supervision of honours, and/or masters and/or PhD students.	Leadership and/or mentoring of individuals or groups to develop effective practices in the supervision and teaching of honours, and/or masters and/or PhD students.
Curriculum design and development	Contribution to curriculum innovation and content design.	Excellence and innovation in curriculum design, review and renewal.	Leadership in curriculum design and development demonstrated by significant and strategically relevant contributions at Faculty and/or School level(s) that uphold or exceed higher education accreditation standards.	Leadership in effective curriculum design and development demonstrated by significant and strategically relevant contributions acknowledged at a national/international level and/or external to the University.	Strategic leadership and a significant impact on curriculum design and development and pedagogy at a discipline/ University level, and a national or international level.

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Development of effective learning environments	Contribution to the creation and/or enhancement of supporting, inclusive and effective learning environments.	Enhancement of engaging, supporting and inclusive learning environments using various delivery methods.	Developing leadership and/or innovation in the enhancement of engaging learning environments at a course, discipline and/or School level using various delivery methods.	Demonstrated leadership in activities that enhance engaging learning environments at a discipline, Faculty and/or University level using various delivery methods.	Strategic leadership (including through policy and strategy development) that enhances engaging learning environments for students.
	Practical application of effective support to students which contributes to supportive, inclusive learning environments.	Provide experience based and student-centred learning opportunities.	Demonstrated effective practice in developing learning communities.	Innovation in the development of learning communities.	Leadership in the development and implementation by others of frameworks and practice which facilitate supportive, inclusive learning environments
		Initiative or innovation in practice which contributes to supporting students and creating supportive, inclusive learning environments.	Developing effective practices in others (as a role model and though mentoring or coaching) to create supportive, inclusive learning environments.	Contribution to frameworks and the development of effective practices in others which facilitates supportive, inclusive learning environments.	
Student assessment, feedback and guidance	Design and execution of assessment tasks aligned with expected learning outcomes.	Use of a variety of well-designed assessment tasks aligned to the expected learning outcomes.	Supporting students by providing feedback and guidance that achieves expected learning outcomes, encourages self-reflection and enhances the learning experience.	Leadership in the moderation, planning and delivery of unit and course assessment; and the development of methods which support students to achieve expected learning outcomes and engages them with learning.	Successful leadership (including mentoring) which results in enhanced practices, assessment standards and moderation that provide effective feedback, support and guidance to students.
	Contribute to moderation.	Provide students with clear assessment criteria with timely and consequential feedback.	Leading groups or mentoring staff members to conduct benchmarking exercises for assessment activities at a Faculty and/or School level to uphold standards and encourage innovation.	Leadership in the development of benchmarking and/or innovative practices to promote continuous improvement in assessment tasks at a discipline/University level.	Sustained contribution to the moderation, planning and delivery of unit and course assessment that is recognised at a national and/or international level.

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Student assessment, feedback and guidance (cont'd)	Provide students with timely, effective, formal and informal consultation and feedback opportunities.	Participate in moderation, normally at a unit level.			
		Provide students with timely, effective, formal and informal consultation and feedback opportunities.			
Integration of research with teaching and curriculum development	Use of current disciplinary research, including ACU research, in teaching and curriculum that facilitates student engagement in and understanding of research.	Use of current disciplinary research, including ACU research, in teaching and curriculum that: • facilitates student engagement in research; • encourages inquiry-based learning; and • develops student understanding of research culture and skills within the discipline.	Sustained contribution to activities that embed the use of current disciplinary research, including ACU research, in teaching and curriculum that: • facilitates student engagement in research; • encourages inquiry-based learning; and • develops student understanding of research culture and skills within the discipline.	Leadership and/or mentoring that embeds the use of current research, including ACU research, in teaching and curriculum normally recognised at a national level that: • facilitates student engagement in research; • encourages inquiry-based learning; and • develops student understanding of research culture skills within the discipline.	Leadership in the creation and/or advancement of effective methodologies that embed the use of current disciplinary research, including ACU research, in teaching and curriculum, normally recognised at a national /international level, that: • facilitates student engagement in research, • encourages inquiry-based learning; and • develops student understanding of research culture and skills within the discipline.

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Scholarship of teaching	Undertake reflective practice to enhance teaching and curriculum development.	Contribution to research into practices of teaching, learning and curriculum development, which could involve publications, presentations and/or workshops.	A developing profile of research into practices of teaching, learning and curriculum development that builds on reflective practice and which includes publications, presentations and workshops.	Recognised research into practices of teaching, learning and curriculum development at a Faculty/School, discipline and/or University level.	Demonstrated leadership in the scholarship of teaching within the discipline, at a University level, nationally and /or internationally.
				Where applicable, an emerging record of quality publications which inform teaching practice.	Where applicable, a sustained record of quality publications which inform teaching practice.

Research (normal contribution range to this area 20-50%)					
	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Conduct independent and/or team (collaborative) research	Developing research skills and contributing to research outcomes within the discipline and/or field.	Emerging national recognition of research in their discipline and/or field.	Emerging research leadership with a national reputation and growing international profile in their discipline and/or field.	Established research leadership with national and/or international research profile in a field of expertise.	Sustained research leadership with national and/or an international research profile in a field of expertise.
	With the support of mentors, establish a coherent program of quality research aligned to the national and/or ACU research priorities.	Working towards a coherent program of quality research including evidence of high-quality research outputs aligned to the national and/or ACU research priorities.	Established coherent program of quality research including a sustained record of high-quality outputs of research aligned to the national and/or ACU research priorities.	Established coherent program of quality research including a sustained and significant record of high-quality outputs of research aligned to the national and/or ACU research priorities.	Established coherent program of quality research including a sustained and significant record of high-quality outputs of research aligned to the national and/or ACU research priorities.
	Quality outputs of research as single or co-author consistent with discipline standards.			Demonstration of the ability to build research capacity, productive research collaborations and lead a research team.	Sustained record of productive research collaborations and/or leadership of research teams.

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
External funding, including competitive grants, or equivalent (refer to Evidence of Academic Performance)	Participation in research applications for internal and external funds.	Record of competitive applications for external research funding, whether successful or unsuccessful.	Record of external research income consistent with disciplinary practice and expectations.	An established record of external research income consistent with disciplinary practice and expectations.	A significant and sustained record of external research income above the average for the discipline and/or at national or international level.
Supervision of HDR students and research training and mentoring (aligned with requirements of the Australian Qualifications Framework and ACU Higher Degree Research Supervision Policy)	Supervision (as assistant or co-supervisor) of and/or research masters students, where appropriate qualifications are held.	Effective supervision (as assistant, co- or principal supervisor) of HDR students with other academic supervisors and research mentors and co-publication with HDR students.	Effective supervision of HDR students as co- and principal supervisor.	Established successful record of attraction, recruitment and on-time completions of HDR students as a principal supervisor.	Strategic leadership in the attraction, recruitment and development of high calibre HDR candidates including for externally funding PhD scholarships. Sustained successful record as a principal supervisor of HDR students.
	Attendance and involvement with training to enhance research capability.	Growing capacity to supervise theses or projects.	Demonstrate evidence of mentoring and involvement in training to develop the research skills of staff and HDR students, including leadership and development of assistant supervisors in accordance with the Academic Research Code of Practice.	Leadership in the development of research and HDR supervision skills in staff and HDR students, including mentoring and facilitation of professional development programs, and leadership and development of assistant supervisors in accordance with the Academic Research Code of Practice.	Significant record of leadership in the development of a supportive research training environment for staff and HDR students, including mentoring and facilitation of professional development programs, and leadership and development of assistant supervisors in accordance with the Academic Research Code of Practice.
		Attendance and involvement with training to enhance research capability.			

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Research Engagement Partnerships and collaborations	Under the mentorship of senior academics participate in research networks and partnerships.	Active participant in research collaborations, networks/ partnerships to support the development of a field of expertise.	Local profile and developing national profile in the field of expertise in research collaborations.	Active participation in research collaborations, networks and/or partnerships recognised at a national/international level.	Leadership or significant contribution to collaborations, networks and partnerships recognised at a national/international level.
			Developing engagement with the profession, government, industry and community via contracts for research and/or consultancy.	Established record of engagement with profession, government, industry and community with substantial contracts for research/consultancy.	Sustained profile of engagement with profession, government, industry and community, including substantial contracts for research and/or consultancy.

Academic Leadership/Service (normal contribution range to this area 10-30%)

	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	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 and effective performance in relation to academic administration, research administration, quality improvement, risk management and/or governance which benefits the University.	Significant and sustained contributions 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.
	Constructive contribution to processes at least within the immediate academic unit.	Demonstrated initiative and ability to contribute to processes at least within the immediate academic unit.	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.	Effective coordination of one or more units and/or courses.	Sustained and effective coordination of units or courses and may manage a substantial course or suite of courses either locally or nationally.	Leadership in unit or course coordination and of groups involved in curriculum development including engaging with external stakeholders.	Leadership of engagement activities with external stakeholders which inform curriculum development.
	Effective collaboration with other staff.	Effective coordination of staff.	Effective coordination, supervision and/or mentoring of staff.	Sustained and effective supervision and mentoring of staff.	Substantial, sustained and effective supervision and mentoring of staff.
	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.	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).
External Leadership / Service including contributing to the profession, government, industry, and community[1] 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.

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

	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[2] and stakeholder engagement initiatives (cont'd)	Liaison with external groups for purposes which facilitate the achievement of the University's strategic goals.	Contribute to productive relationships, which facilitate the achievement of the University's strategic goals, between the University and external groups[3].	Initiate and/or 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 / internationally.

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[2] Community engagement refers to linking expertise in teaching and/or research to relevant contributions beneficial to local, national and international communities.

[3] External groups – government, industry, profession, community, discipline.