

ACADEMIC PERFORMANCE MATRIX – TEACHING-FOCUSSED 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 nominated 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 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 for 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 nominated 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"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 to teaching, curriculum development and scholarship of teaching and consistent with the University's Strategic Plan .	Will be self-managed and make an independent contribution to the academic unit in teaching, curriculum development and scholarship of teaching and consistent with the University's Strategic Plan .	Will be self-managed and make a significant contribution to the academic unit and/or University in teaching, curriculum development and scholarship of teaching and consistent with the University's Strategic Plan .	Will provide leadership and make a sustained significant contribution to the academic unit and/or University in teaching, curriculum development and scholarship of teaching and academic leadership / service, and consistent with the University's Strategic Plan .	Will provide strategic leadership and a sustained high quality contribution on the academic unit and/or University in teaching, curriculum development and scholarship of teaching and academic leadership / service, and 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 teaching, curriculum development and scholarship of teaching.	Will coordinate or lead the activities of other staff and demonstrate a capacity for leadership within teaching, curriculum development and scholarship of teaching.	Will supervise or mentor and lead other staff and programs of work, and demonstrate leadership within teaching, curriculum development and scholarship of teaching.	Will have a demonstrated track record of academic leadership, and staff supervision and/or mentoring within teaching, curriculum development and scholarship of teaching.
	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 .

	Level A	Level B	Level C	Level D	Level E
General requirements (cont'd)	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 50-80%)					
	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 supporting colleagues to develop high quality innovative teaching acknowledged at the university, disciplinary and/or national level.	Strategic leadership (including through policy/strategy development and implementation, mentoring, etc) and innovation in enhancing quality teaching practices acknowledged at the University, disciplinary, or national and/or 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.	Demonstrated leadership in supporting colleagues to develop high quality teaching.	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.
			Effective teaching and supervision of honours, and/or masters and/or PhD students.		

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
Curriculum design and development	Contribution to curriculum innovation and content design.	Sustained record of excellence and innovation in curriculum design, review and renewal acknowledged at the Faculty and/or University level.	Leadership in curriculum design and development demonstrated by significant and strategically relevant contributions at a University and/or discipline level 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/or a national/international level.
Development of effective learning environments	Contribution to the creation and/or enhancement of supportive, inclusive and effective learning environments.	Innovation in the creation and/or enhancement of engaging, supportive and inclusive learning environments using various delivery methods.	Demonstrated leadership and/or innovation in the creation and/or enhancement of engaging learning environments at a course, discipline and/or School/Faculty level using various delivery methods.	Demonstrated leadership in the development and implementation of activities that create and 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 creates and enhances engaging learning environments for students acknowledged at a discipline/University, and a national/international level.
	Practical application of effective support to students which contributes to supportive, inclusive learning environments.	Demonstrated effective practice. 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 through 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.	

	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	Design and execution of assessment tasks aligned to the 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.	Participate in moderation, normally at unit level.	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 course assessment that is recognised at a national / international level.
	Provide students with timely, effective formal and informal consultation and feedback opportunities.	Provide students with clear assessment criteria with timely and consequential feedback.			Creating opportunities that encourage and facilitate innovation from others.
		Provide students with timely, effective, formal and informal consultation and feedback opportunities.			

	Level A – Performance Standards	Level B – Performance Standards	Level C – Performance Standards	Level D – Performance Standards	Level E – Performance Standards
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • facilitates student engagement in research; • encourages inquiry-based learning; and • develops student understanding of research culture and skills within the discipline.
Scholarship of teaching	Undertake reflective practice to enhance teaching and curriculum development.	Recognised research into practices of teaching, learning and curriculum development, including publications, presentations or workshops.	Sustained research into practices of teaching, learning and curriculum development, recognised at a university and/or national level.	Sustained, independent and original contributions to the scholarship of teaching which have a significant impact within the discipline and/or nationally.	Recognition as a leader in the scholarship of teaching within the discipline, nationally and /or internationally.
	Contributions to research into practices of teaching, learning and curriculum development, which could include involvement in publications, presentations and/or workshops.	Active role in obtaining funding to support individual and/or team projects and achievement in delivering project outcomes.	An emerging record of high-quality publications which inform teaching practice.	A sustained record of high-quality publications which inform teaching practice.	A sustained record of high-quality publications which inform teaching practice.
	Work with senior academic staff to obtain funding to support individual and/or team projects and in delivering project outcomes.		Leadership in obtaining funding to support individual and/or team scholarship of teaching projects and achievement in delivering project outcomes.	Leadership of scholarship of teaching projects and achievement in delivering project outcomes.	Mentoring and development of others arising from leadership of scholarship of teaching projects and achievement in delivering project outcomes.

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
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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, quality improvement, risk management and/or governance.	Sustained contribution to academic administration, quality improvement, risk management and/or governance which benefits the University.	Sustained and effective performance in relation to academic administration, quality improvement, risk management and/or governance which benefits the University.	Significant and sustained contributions or leadership in relation to academic administration, quality improvement, risk management and/or governance which benefits the University.	Leadership in relation to academic 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.
	Effective performance of administrative functions connected with units which the academic teaches.	Effective coordination of one or more units and/or courses.	Sustained 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).

	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 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 effective performance and demonstrated capacity for leadership in relation to strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Sustained effective performance and leadership in relation to strategically aligned external service and engagement activities relevant to discipline / profession / expertise.	Sustained 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, which facilitate the achievement of the University's strategic goals, between the University and external groups ² .	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 and internationally.

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

² External groups – government, industry, profession, community, discipline.