

Academic Staff Performance Expectations and Outcomes Framework

April 2014

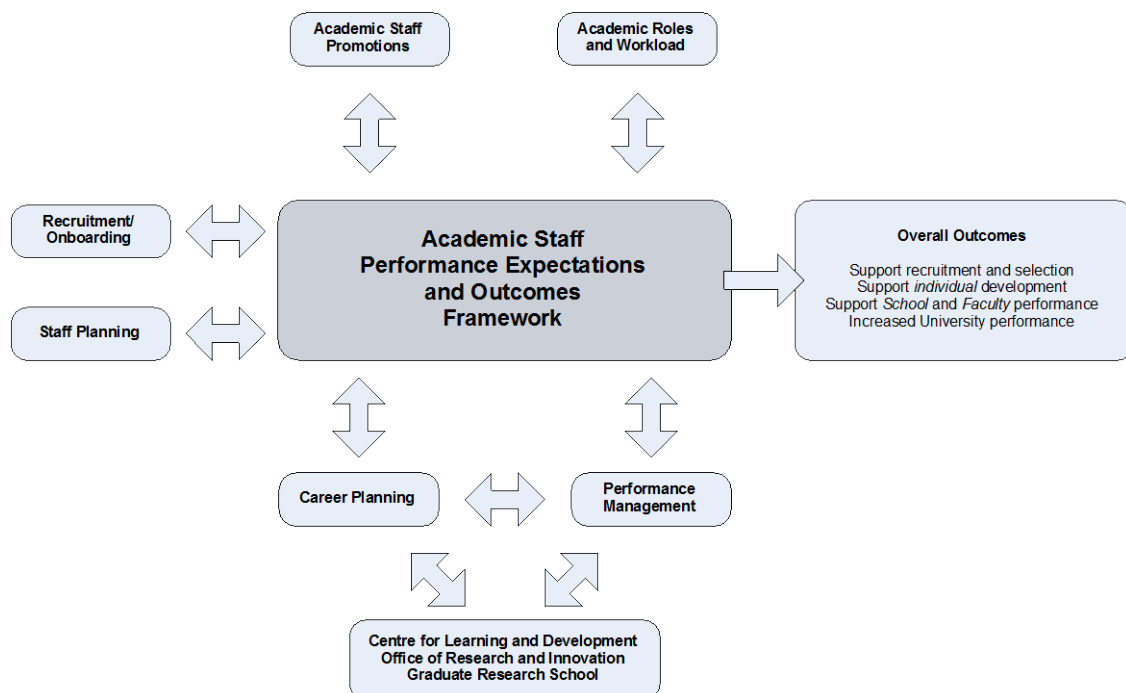


The ECU Academic Staff Performance Expectations and Outcomes Framework (“The Framework”) is designed to provide Academic staff with clarity on performance expectations in the core areas of academic work at ECU:

- Learning and Teaching;
- Research and Creativity; and
- Academic Leadership and Service.

In defining expectations in each of these core areas of academic work with the Framework, there is explicit reference to contextualised performance against ECU’s core strategic priority of *Engaging and Serving our Communities*.

Academic Staff and Line Management will use the Framework in conjunction with, and in support of, other University policies, processes and systems; staff planning, recruitment, induction and probation, performance planning and review, career planning and development, academic workload, academic promotion, and other relevant university wide processes.



The detailed elements, expectations of performance and required outcomes that comprise the Framework are outlined in the Appendix. The remainder of this document describes the principles around which the Framework has been developed.

Academic Life Cycle

1. The Framework differentiates between each Academic Level (Levels A - E) and is designed to capture the progression in level during the course of an Academic career.
2. The Framework is designed in the context of an Academic life cycle in which the broad role of an Academic and the context in which Academic work is carried out develops over time:

Academic Level	Academic Stage	Context
Level A	Support and guidance from senior colleagues	School
Level B	Build independence	School/ Faculty
Level C	Develop, lead and/or innovate	School/ Faculty/University working towards National
Level D	Lead, innovate and provide mentorship	School/ Faculty/ University/National/ working towards International
Level E	Sustained leadership, innovation and mentorship	School/ Faculty/ University/ National/ International

- *Level A academics* can expect to be supported and mentored by senior colleagues whilst performing in the areas of academic work at school level.
- *Level B academics* are expected to show evidence of independence and initiative in their work at school and faculty level, but may continue to be mentored by more senior colleagues in support of their further development.
- *Level C academics* are expected to start developing, leading and where possible, innovating in their academic efforts at school, faculty and University level, working towards gaining national recognition, particularly in their field of teaching and/or research.
- *Level D academics* are expected to lead, innovate and provide mentorship to early and mid-career academics as well as develop their own academic professional standing, preferably gaining recognition at a national and/or international level.
- *Level E academics* are expected to sustain and foster excellence in leadership, innovation and mentorship, with recognition established at national and/or international levels.

Achievement of Outcomes

3. ECU recognises that the achievement of outcomes and measures in each category will be *subject to relative opportunity* based on the discipline and/or organisational context in which academic work is carried out. The Framework accounts for the achievement of these outcomes and measures based on the following timeframes:
 - *Learning and Teaching* outcomes are measured over a 3 year period.
 - *Research and Creativity* outcomes are measured over a 5 year period.
 - *Academic Leadership and Service* outcomes have timeframes that vary as appropriate.

4. The outcomes highlighted within the Framework are viewed as reasonable expectations of performance for an academic staff member. However, these should not to be used as an absolute but an indication of performance that must be contextualised based on relative opportunity.
5. For fractional full-time academic staff, measures are proportionate to the staff member's FTE. Determining what is valued or considered a priority in terms of work focus and effort, is to be discussed and negotiated between the line manager and staff member.
6. It is an expectation that an academic staff member working at a particular academic level can demonstrate and/or be involved with outcomes at prior academic levels.

Relationship to Workload

7. The outcomes described in the Framework are designed in the context of a typical academic workload that is allocated in the following proportions:
 - Teaching: 50%
 - Research: 30%
 - Leadership and Service: 20%
8. The detailed allocation of workloads is governed by the relevant Academic Workload Model in each School and/or Faculty. Individual workload profiles are negotiated with Heads of School and/or Associate Heads of School and will vary by staff member subject to School, Faculty and disciplinary requirements. For example, some Schools require higher levels of research activity and this will be reflected in individual workload profiles and expectations of performance outcomes being scaled accordingly.

Expectations for Different Academic Roles

9. The Framework should be applied in the context of the role of an Academic staff member:

Teaching and Research Scholar

There is an expectation to perform and deliver on outcomes across all the three main areas of work indicated; subject to relative opportunity, academic level and discipline.

Teaching Focussed/ Teaching Focussed (Clinical and Professional)

As a teaching focused academic, there is an expectation to perform and deliver on the outcomes in the Learning and Teaching and Academic Leadership areas, with a lesser proportion of effort focussed in Research, typically in the Scholarship of Teaching; subject to relative opportunity, academic level and discipline.

Research Scholar

As a research focused academic, there is an expectation to make a significant contribution and deliver on the outcomes in the Research and Academic Leadership areas; subject to relative opportunity, academic level and discipline.

10. Depending on your academic role, there is an expectation that the Framework and the outcomes to be achieved across the three areas of academic work (Learning and Teaching, Research and Creativity and Academic Leadership) will vary depending on the context of the discipline and subject to relative opportunity within the discipline and/or organisational unit.

11. As part of the annual review of workload models, a Faculty or School may propose contextualised descriptors or specific targets against the areas of academic work for particular discipline/s. Approval for such changes will be negotiated with the Deputy Vice-Chancellor (Academic) for University-wide acceptance.

Academic Staff will discuss performance outcomes and measures with their Line Supervisor during probation and/or performance planning and review meetings in accordance with the Management for Performance Policy.

Linkages to Other Management Processes

12. Staff Planning, Recruitment and On-boarding

The Framework is to be used as a guide by the Senior Leadership of Schools and Faculties to assess and determine the needs of the relevant organisational unit before approving and recruiting an academic position.

The Framework will be used by Recruitment and Selection Committees for the purposes of assessing and short-listing applications for hiring purposes. Applicants are expected to be able to demonstrate their capacity to achieve and/or sustain the outcomes expected in the Framework. Applicants who do not meet each category in the first instance should use the framework to plan their development towards achieving the relevant expectations.

Recruitment and Selection Committee members will use the Framework as a guide to assess an applicant's academic achievements in the areas of Learning and Teaching, Research and Creativity and Academic Leadership.

For the purposes of Probation, the Framework will be used to determine outcomes to be achieved during the term of probation.

13. Performance Management

Based on the standard academic role, Academic staff are expected to perform across each of the areas of academic work (Learning and Teaching, Research and Creativity and Academic Leadership). Academic staff are required to discuss which performance outcomes and measures are applicable in developing, enhancing and sustaining their academic career, via discussions during management for performance with the relevant line manager.

14. Academic Promotion

The Framework will be used by the relevant Promotions Committees for the purposes of assessing and reviewing applications for academic promotion. Academic staff will be required to demonstrate sustained improvement toward and/or achievement of the required outcomes or measures highlighted within the Framework in conjunction with the relevant Academic Staff Promotions policies and guidelines. Evidence of sustained progress towards and/or achievement at the next academic level is regarded as highly favourable and will support a successful promotions outcome.

The Framework provides a clear expectation of what Committees will look for in a successful application. Equally, it provides a guide to potential applicants of what they can be expected to achieve at the next level and where necessary, identify training and career development opportunities.

Definitions used within the Framework

Discipline

Four- or two-digit Fields of Research (FoRs) as identified in the Australian and New Zealand Standard Research Classification (ANZSRC).

Engaged Teaching

Seeks to enhance the learning experience for ECU students and serve the needs of communities through the authentic connection of learning to real life issues, problems and ideas.

Non-traditional Outputs

This category includes research outputs which do not take the form of traditional research outputs such as published books, book chapters, journal articles or conference publications. For the purposes of ERA, these include original creative works, live performance of creative works, recorded/rendered creative works and curated or produced substantial public exhibitions and events.

Publications

This category includes traditional research outputs (i.e. books, book chapters, journal articles or conference papers) which have been published.

Research Impact (Engaged Research)

With its strong emphasis on collaboration and partnerships, ECU encourages research that is undertaken in close partnership with local communities, industries and corporate and government organisations, and is developing several measures of the impact of that research.

Research Informed Teaching

Research Informed Teaching at ECU aims to bring the two key functions of a University (research and teaching) closer together. It may involve:

- students learning about others' research;
- students learning to do research;
- students learning about their discipline through research, or inquiry-led curricula; and/or
- research that informs staff about their teaching.

For more information on Research Informed Teaching, refer to the ECU Curriculum Framework website found on the intranet.

Research Outputs Recognised by ECU

This category includes any research outputs submitted to and accepted by the Office of Research and Innovation for the purposes of reporting to the Government for either HERDC and/or ERA.

Significance (refer to Research and Research Scholarship)

This refers to the quality and/or impact of the work or publication; including the transfer of knowledge internally and with the wider community that ECU was established to serve.

Timely Completion

This refers to the completion of a higher degree by research within a funded timeframe.

Academic Staff Performance Expectations and Outcomes Framework – Learning and Teaching

Learning and Teaching Performance Descriptors	Level A With support and guidance from senior colleagues:	Level B Build independence:	Level C Through the development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
Qualifications	Completed 4 years of tertiary study. Preferably a Masters and be studying for a PhD	Normally have a PhD and/or relevant qualifications and/or professional, performance or creative works and/or experience			
Focusing on ECU's Learning and Teaching Principles and engaged learning and teaching, lead efforts in:					
1. Teaching Performance	Evidence of sustained achievement and/or improvement against ECU's teaching targets (Measures 'over a 3 year period' include unit, lecturer and tutor UTEI scores).				
2. Research-Informed Teaching	Demonstrating evidence of research-informed and/or contemporary teaching practices within discipline:	Demonstrating evidence of research-informed and/or contemporary teaching within and/or across disciplines. May include the dissemination of teaching practices:	Demonstrating evidence of research-informed and/or contemporary teaching within and/or across disciplines. May include mentoring and leading others in learning and teaching practices:	Demonstrating evidence of research-informed and/or contemporary teaching within and/or across disciplines. May include mentoring and leading others in learning and teaching practices which lead to the dissemination of new knowledge:	
	Evidenced by one or more of the following: <ul style="list-style-type: none"> • Reflective practice and inquiry to improve own learning and teaching performance; • Using student feedback to improve learning and teaching outcomes; and/or • Delivery of curricula that are research or inquiry-led. 	Evidenced by one or more of the following: <ul style="list-style-type: none"> • Reflective practice and inquiry to improve own learning and teaching performance; and/or • Applying contemporary research findings in the curriculum; and/or • Actively demonstrating sound application of 	Evidenced by one or more of the following: <ul style="list-style-type: none"> • Using ECU small grant(s) to research learning and teaching issues, needs or excellence; and/or • Developing students' research skills through curriculum activities; and/or • Coordinating and 	Evidenced by one or more of the following: <ul style="list-style-type: none"> • Leading research project(s) or team(s) exploring the improvement of learning and teaching outcomes; and/or • Participating in externally funded learning and teaching projects, e.g. those funded by the Office of Learning and Teaching (OLT); and/or 	Evidenced by one or more of the following: <ul style="list-style-type: none"> • Participating in learning and teaching benchmarking activities; and/or • Participating in national bodies associated with improving learning and teaching; and/or • Leading national projects or team(s) in learning and

Learning and Teaching Performance Descriptors	Level A With support and guidance from senior colleagues:	Level B Build independence:	Level C Through the development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
		Undergraduate Curriculum Framework in units; and/or <ul style="list-style-type: none"> Sharing learning and teaching outcomes; and/or Development and/or delivery of curricula that are research or inquiry-led. 	embedding the Undergraduate Curriculum Framework in courses; and/or <ul style="list-style-type: none"> Demonstrating sound integration of research outcomes into everyday learning and teaching practices; and/or Development and/or delivery of curricula that are research or inquiry-led. 	<ul style="list-style-type: none"> Leading and mentoring early career teachers in innovative teaching practices; and/or Development and/or delivery of curricula that are research or inquiry-led. 	teaching projects; and/or <ul style="list-style-type: none"> Development and/or delivery of curricula that are research or inquiry-led.
3. Engaged Teaching	Through community, industry and/or professional collaboration and reflective practice in your teaching performance, demonstrate evidence of engaged learning and teaching:			As a discipline expert, <i>lead</i> colleagues and/or teams in collaborative learning partnerships:	As a discipline expert, <i>initiate and lead colleagues and/or teams</i> in collaborative learning partnerships:
	Evidenced by: <ul style="list-style-type: none"> Being part of a team or individual, build on existing community, industry and/or professional contacts that contribute to learning and teaching practices. 	Evidenced by one or more of the following: <ul style="list-style-type: none"> Developing <i>partnerships</i> that lead to academic scholarship within the context of the discipline; and/or <i>Unit or Course development</i> that responds to current issues, needs or improvement in the workplace; and/or Internationalisation for the development of ECU students, and offshore partners, through curriculum, student mobility, cross-cultural learning. 		Evidenced by one or more of the following: <ul style="list-style-type: none"> <i>Identifying and developing innovative opportunities</i> within and/or across disciplines that respond and inform current issues, needs or improvement in the workplace; and/or Providing leadership and mentorship in developing <i>sustained</i> partnerships for academic scholarship; and/or; Furthering opportunities for Internationalisation, developing partnerships and networks for ECU students, staff and programs and offshore partners. 	

Academic Staff Performance Expectations and Outcomes Framework – Research and Creativity

Research and Creativity Performance Descriptors	Level A With support and guidance from senior colleagues at:	Level B Build independence:	Level C Through leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
Focusing on ECU's research strengths and engaged research, lead efforts in:					
4. Research and Research Scholarship	Produce recognised publications, creative works and/or non-traditional research outputs				
	Measures over 5 years: • 5 or more research outputs	Measures over 5 years • 5-10 research outputs of which 1-2 are of significance	Measures over 5 years: • 8-15 research outputs of which 2-3 are of significance	Measures over 5 years: • 12-20 research outputs of which 4-5 are of significance	Measures over 5 years: • 15- 25 research outputs of which 6 or more are of significance
5. Research Income	<ul style="list-style-type: none"> • Obtain competitive internal research grants; and/or • Obtain appropriate funding from other recognised sources; and/or • Obtain external competitive research grants. 		<ul style="list-style-type: none"> • Obtain <i>nationally competitive</i> and/or other major external research grants; and/or • Obtain appropriate funding from other recognised external sources. 	<ul style="list-style-type: none"> • Obtain <i>nationally and internationally competitive</i> and/or other major external research grants; and/or • Obtain appropriate funding from other recognised external sources. 	
6. Research Training	As a <i>Principal, Co-Principal or Associate Supervisor, supervise Honours or HDR students to completion</i> , subject to relevant ECU policies and standards, and where possible, Level D and E academics to provide supervisory mentorship to colleagues.				

Research and Creativity Performance Descriptors	Level A With support and guidance from senior colleagues at:	Level B Build independence:	Level C Through leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
7. Engaged Research and Impact	<ul style="list-style-type: none"> Through academic, professional or other external partnerships, contribute to the translation of research to address the needs and priorities for a sustainable community; and/or Demonstrate research impact through metrics relevant for the discipline. 		<ul style="list-style-type: none"> Through academic, professional or other external partnerships, <i>lead or contribute to local or national research linkages that will result in the transfer of knowledge</i>, addressing the needs and priorities for a sustainable community; and/or Demonstrate research impact through metrics relevant for the discipline. 	<ul style="list-style-type: none"> Through academic, professional or other external partnerships, <i>lead a collaborative national or international research group that will result in the transfer of knowledge</i>, addressing the needs and priorities for a sustainable community; and/or Demonstrate research impact metrics relevant for the discipline. 	

Academic Staff Performance Expectations and Outcomes Framework – Leadership and Service

Academic Leadership Performance Descriptors	Level A With support and guidance from senior colleagues at:	Level B Build independence:	Level C Through leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
8. Academic Leadership and Service – Internal (University Service and Enterprise)	Develop the appropriate leadership capability, where:				
			Leadership roles may include Course Coordinator, Program Director, Research Centre Director (Level II)	In addition to Level C, leadership roles may include Head of School, Associate Dean	In addition to Levels C and D, leadership roles may include Executive Dean, Research Centre Director (Level III)
	As a Unit Coordinator, coordinate and contribute to units, courses and relevant reviews; and actively contribute and be involved at school, faculty and university meetings, events (e.g. graduation, open days, expos and student recruitment activities) and committee work; and				
	<ul style="list-style-type: none"> • Work with others and in teams, establishing networks within discipline; and/or • Gain an understanding of learning and teaching, research and university governance; and/or • Sound management of sessional staff. 	<p>In addition to Levels A and B,</p> <ul style="list-style-type: none"> • Establish networks within and across disciplines that lead to mutual collaboration on projects; and/or • <i>Actively contribute</i> towards the development and implementation of school/faculty policies; and/or • <i>Actively contribute</i> to working parties, curriculum and/or research committees. 	<p>In addition to Levels A to C,</p> <ul style="list-style-type: none"> • Provide leadership and mentorship to early and mid career academics; and/or • <i>Demonstrate significant contribution</i> towards the development and implementation of university wide policies; and/or • <i>Lead and contribute</i> to working parties, curriculum and/or research committees; and/or • <i>Lead a collaborative team</i> that attracts local/ 	<p>In addition to Levels A to D,</p> <ul style="list-style-type: none"> • Play a lead role and significantly contribute to collaborative innovation, changes and improvements across ECU; and/or • Exercising leadership in the achievement of ECU’s strategic priorities. 	

Academic Leadership Performance Descriptors	Level A With support and guidance from senior colleagues at:	Level B Build independence:	Level C Through leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
Context	School	School/ Faculty	School/ Faculty/ University working towards National	School/ Faculty/ University/ National working towards International	School/ Faculty/ University/ National/ International
				national/ international visitors to engage in learning and teaching and research and creative projects.	
9. Academic Professional Standing – External and Engagement	Develop the appropriate level of recognition as a discipline expert <i>by way of invitations to any of the following (as relevant to the discipline):</i>				
	<p>As part of a team,</p> <ul style="list-style-type: none"> • Develop leadership capacity by being mentored by others and active involvement in relevant projects with community/ industry professions; • Recognition of achievements and/or outcomes; • Membership of relevant professional body, where relevant. 	<p>In addition to Level A,</p> <ul style="list-style-type: none"> • Recipient of prizes and awards; • Speaker and/or active participation at conferences and/or industry events; • Participation of and/or a member of an organising external committee; • Recognised participation in consultancy projects. 	<p>In addition to Levels A and B,</p> <ul style="list-style-type: none"> • Referee articles in scholarly journals; • Review and/or production of scholarly textbooks; • Examiner of Honours, Masters and/or PhD theses; • Reviewer of Honours, Masters, and/or PhD proposals; • Member of learning and teaching and/or research grants board or panel(s); • Referee for external competitive grants. 	<p>In addition to Levels A to C,</p> <ul style="list-style-type: none"> • Serve on editorial boards and/or Editor of national and/or international journals; • Keynote speaker and/or chairperson at conferences and/or industry events; • Editor of a Prestigious Work of Reference; • Fellowship of a Learned Academy or Professional Body or Membership of AIATSIS; • Recipient of a Nationally Competitive Research Fellowship; • Membership of a Statutory Committee; • Selection for national/ international boards, curriculum councils, boards of relevant organisations; • Participation and/or membership of high level commissions, relevant peak bodies, arts funding bodies, accredited committees, reviews at other institutions; • Provision of expert advice to government inquiries and national policies; • International readers; • Ministerial appointments; • Written recognition (e.g. letters) from government ministers/ directors. 	