

Academic Staff Performance Expectations and Outcomes (ASPEO) Framework (July 2017)

Introduction to the ASPEO Framework

The ECU Academic Staff Performance Expectations and Outcomes (ASPEO) Framework provides Academic staff clarity on performance expectations in the core areas of academic work.

There are three core areas of academic work at ECU:

- ▶ Learning and Teaching
- ▶ Research and Research Training
- ▶ Academic Leadership and Service

The ASPEO Framework offers a broad range of indicators and exemplars in each of the core areas of academic work across academic staff levels. These indicators and exemplars describe the **minimum expectations** for each level.

The Framework operates in accordance with the *Academic Staff Classification Standards* set out in the Enterprise Bargaining Agreement, and is informed by TEQSA standards, ECU policies, and the *Australian Teaching and Criteria and Standards*.

ECU's strategic priorities and ASPEO

To assist Academic staff align their work with the University's priorities, it is necessary for the ASPEO Framework to be utilised in conjunction with the *ECU Strategic Plan 2017 – 2021*. The plan outlines five strategic themes which guide ECU staff in aligning their work with, and contributing to, ECU's objectives.

The five strategic themes are:

1. Dedication to our students.
2. Connecting with our community and the world.
3. Building strategic partnerships and collaborations.
4. Fostering strong alumni relations.
5. Promoting equality, diversity and social responsibility.

Academic staff are asked to consider how their individual contributions contribute to these themes. The following questions may assist self-reflection and guide how individual contributions are communicated in performance discussions as well as provide a strategic focus for describing academic activities and roles described within the ASPEO framework:

1. How have I supported students with differing needs on their learning journey? How have I developed learning experiences and activities to keep students' engaged and motivated?
2. How have I engaged and collaborated with colleagues at other ECU campuses? How have I engaged with local community, nationally and internationally?
3. How have I collaborated with industry, professional bodies, governments, other universities and research groups? How have I translated my research into innovation and practice?
4. How have I developed strong relationships with alumni, such as invitations to networking events, public lectures?
5. How have I contributed to ECU's sustainability objectives? How have I encouraged equality and diversity in my academic work? How have I assisted students from under-represented groups?

Use of the ASPEO Framework

The ASPEO Framework is to be used in conjunction with, and in support of, other University policies, processes and systems, as detailed below:



Staff Planning, Recruitment, Induction and Probation

Academic leaders are to use the ASPEO Framework to assess and determine the needs of the School before establishing an academic position. Recruitment and selection committees are to use the ASPEO Framework for the purposes of assessing, shortlisting and making hiring decisions.

Applicants are expected to demonstrate their capacity to achieve and/or sustain the outcomes expected in the ASPEO Framework. The ASPEO framework should be explained to successful applicants as part of induction. Staff and line managers are to use the ASPEO Framework to determine probation objectives and measure outcomes.

Academic Roles and Workloads

The ASPEO Framework is integral to determining the expectations and outcomes of individual academic roles, and workload allocation in each area of academic work.

Performance Management, Professional Development and Career Planning

Academic staff are expected to perform across each of the core areas of academic work relevant to their role. Staff are required to discuss with their line manager which performance outcomes and measures are applicable in developing, enhancing and sustaining their academic career.

Academic Promotion

The performance expectations and outcomes in the ASPEO Framework are used by various Promotion Committees to assess applications for academic promotion. Academic staff are required to achieve required outcomes and measures highlighted within the Framework, in conjunction with the relevant academic staff promotion policy 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 promotion outcome.

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

Academic Roles at ECU

There are four (4) types of Academic Roles:

- ▶ **Teaching and Research Scholar**
Teaching and Research Scholar roles perform across Learning and Teaching, Research and Research Training, and Academic Leadership and Service.
- ▶ **Research Scholar**
Research Scholar roles focus on Research and Research Training, and Academic Leadership and Service.
- ▶ **Teaching-Focused Scholar**
Teaching Focused roles contribute to the delivery of Learning and Teaching and Academic Leadership and Service objectives for the organisation.
- ▶ **Teaching-Focused Scholar (Clinical / Professional)**
Teaching Focused (Clinical and Professional) contribute to the Learning and Teaching and University Service objectives for the organisation, with a particular emphasis on industry and professional practice.

ECU values all Academic Roles and the unique contributions that they make to the University.

Recognising Diversity and Equity

The indicators and exemplars detailed in the ASPEO Framework are set as reasonable expectations of performance for an academic staff member.

However, the assessment of performance must be contextualised based on relative opportunity.

Circumstances which may impact on opportunity include carer responsibilities, part-time work, transitions between academic and industry roles, and cultural practices. Such circumstances may impact the quantity or rate of output, or participation in certain academic activities. Assessment is therefore made on an outcome-quality basis, with consideration to opportunities available to the individual academic staff member. Academic staff entering into a part-time or flexible arrangement are to discuss and negotiate work priorities and timeframes with their line manager.

Academic Workloads

The outcomes described in the Framework are designed in the context of a typical academic workload that is allocated in the following proportions:

- Learning and Teaching: 50%
- Research and Research Training: 30%
- Academic Leadership and Service: 20%

The detailed allocation of workload is governed by the relevant Academic Workload Model in each School, and negotiated between the academic staff member and their line manager.

Workload profiles will vary by staff member, subject to discipline and School requirements. For example, some disciplines require higher levels of research activity, and this will be reflected in individual workload profiles and expectations of performance outcomes being scaled accordingly.

As part of the annual review of workload models, a School may propose contextualised descriptors or specific targets against the areas of academic work for particular discipline/s.

Academic Career Progression

Academic positions are classified from Level A to Level E, as outlined in the *Academic Staff Classification Standards* in the Enterprise Bargaining Agreement.

As Academic staff progress through their careers from Level A, their roles develop in complexity and accountability, and the context in which they collaborate, engage and have impact broadens. The table below shows the progression by level during the course of an academic career.

Academic Level	Academic Expectations	Context
Level A	Receives support and guidance from senior colleagues whilst performing in their areas of academic work.	Discipline
Level B	Builds independence and initiative in their areas of academic work.	Discipline <i>Working towards University</i>
Level C	Develops, leads and innovates in their areas of academic work.	Discipline University <i>Working towards National</i>
Level D	Leads, innovates and provides mentorship to early and mid-career academics.	Discipline University National <i>Working towards International</i>
Level E	Sustains and fosters leadership, innovation and mentorship.	Discipline University National International

Performance Indicators of Academic Work

Academic staff will discuss performance outcomes and measures with their line manager during probation, performance planning and review meetings in accordance with the Management for Performance Policy, in preparation for academic promotion. Below are the performance indicators of academic work. Detailed exemplars are set out in the section [ASPEO Framework Matrix](#).

Learning and Teaching	Research and Research Training	Academic Leadership and Service
Teaching Excellence	Research and Research Scholarship	University Service
Scholarly Teaching	Research Income	Academic Professional Standing
Engaged Teaching	Research Training	
	Engaged Research and Impact	

Academic Staff Qualifications

Academic staff are expected to hold appropriate tertiary qualifications, relevant to the discipline. TEQSA standards state that staff who have academic oversight and teaching and supervisory roles have at least one qualification higher than is awarded for the course, or equivalent academic / professional / practice-based experience.

Level A Academic staff are expected to have completed four years of relevant tertiary study, preferably holds a master's degree and is working towards a doctorate, or professional, performance or creative works and/or experience.

Level B and above Academic staff will normally hold a doctorate and/or relevant qualifications and/or professional, performance or creative works and/or experience.

Definitions used in the ASPEO Framework

Academic Professional Standing

Evidence of leadership within the discipline and professional standing external to the University.

Discipline

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

Engaged Research and Impact

Evidence of community, industry, academic and/or professional collaborations or partnerships contributing to research development and outcomes.

Engaged Teaching

Evidence of community, industry, academic and/or professional collaborations or partnerships contributing to learning and teaching practices and outcomes.

Innovation

Academic activities that contribute and lead to the creation of new concepts and/or the review, application and improvement of existing activities.

Non-traditional Research 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. For details, see <http://intranet.ecu.edu.au/research/for-research-staff/research-performance>.

Publications

This category includes traditional research outputs (i.e. scholarly books or monographs, chapters in scholarly books, scholarly articles in refereed journals or refereed conference papers) which have been published.

Research and Research Scholarship

Evidence of quality research outputs, through publications, creative works and/or non-traditional research outputs.

Research Income

Record of successful competitive research grants and/or funding.

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.

Research Training

Evidence of effective research student supervision, subject to relevant ECU policies and standards.

Scholarly Teaching

Evidence of scholarly, contemporary and evidence based teaching practices. Innovation in teaching practices and building the evidence base for the innovation.

Scholarship of Teaching and Learning

Systematic study of teaching your own students, with evidence and outcomes shared and made public, for the primary purpose of improving teaching and learning.

Significance (in relation to Research)

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

Teaching Excellence

Evidence of sustained achievement and/or improvement in student-centred teaching and learning activities.

Timely Completion

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

University Service

Evidence of service to the University (beyond service to the local discipline area).

ACADEMIC STAFF PERFORMANCE EXPECTATIONS AND OUTCOMES FRAMEWORK

QUALIFICATIONS

Academic staff are expected to hold appropriate tertiary qualifications, relevant to the discipline. TEQSA standards state that staff who have academic oversight, teaching and/or supervisory roles are required to have at least one qualification higher than is awarded for the course, or equivalent academic/ professional/ practice-based experience.

Level A	Level B	Level C	Level D	Level E
Completed four (4) years of tertiary study. Preferably has Masters' degree, and working on Ph.D., or has equivalent professional, performance, creative works and/or experience.	Level B and above Academic staff will normally hold a doctorate and/or relevant equivalent qualifications and/or equivalent professional, performance or creative works and/or experience.			

LEARNING AND TEACHING CRITERIA

	Level A	Level B	Level C	Level D	Level E
	Receives support and guidance from senior colleagues:	Builds independence and takes initiative:	Through development of leadership and innovation:	Through leadership, innovation and mentorship:	Through sustained leadership, innovation and mentorship:
TEACHING EXCELLENCE	Evidence of sustained achievement and/or improvement in teaching performance, measured over a three (3) year period. Indicative Evidence (examples of, not exhaustive): Evidence of sustained achievement and/or improvement of teaching practices e.g. UTEI scores. Performance reports. Lower rates of attrition and of failure to pass course. Adoption of innovation by others. Industry and student participation rates in Work Integrated Learning (WIL). Sustained record of professional development activities and demonstrated impact on teaching practices. Mentoring / coaching colleagues to support them to achieve their successes. Invitations to teach in other units, courses or universities.				

LEARNING AND TEACHING CRITERIA (cont.)

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
SCHOLARLY TEACHING	Demonstration of research-informed and/or contemporary teaching practices within the discipline. Evaluation of effectiveness of teaching practices.		Demonstrated evidence of research-informed and/or contemporary teaching within and/or across disciplines. Collection and dissemination of evidence of the effectiveness of teaching practices.	Demonstrated evidence of research-informed and/or contemporary teaching within and/or across disciplines. May include mentoring and leading others in learning and teaching practices.	Demonstrated evidence of research-informed and/or contemporary teaching within and/or across disciplines. May include mentoring and leading others in learning and teaching practices, leading to the dissemination of new knowledge.
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Demonstrated improvements in teaching practice based on self-reflection and/or feedback.</p> <p>Demonstrated sound knowledge of the unit content and material, and use of current disciplinary research in teaching activities.</p> <p>Delivery of research or inquiry-led curricula.</p> <p>Students' self-reported gains in knowledge and skills.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Application of contemporary research findings in the curriculum.</p> <p>Development and/or delivery of curricula that are research or inquiry-led.</p> <p>Sound application of Undergraduate Curriculum Framework in units.</p> <p>Analysis and appropriate uptake of learning technologies.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Use ECU small grant(s) to research teaching and learning issues, needs or excellence.</p> <p>Development of students' research skills through curriculum activities.</p> <p>Sound integration of research outcomes into everyday teaching and learning practices.</p> <p>Strategies and positive outcomes related to innovation and creativity in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Leadership of projects or teams exploring improvement of teaching and learning outcomes.</p> <p>Teaching and learning project funding.</p> <p>Development of scholarly-based curricula and programs.</p> <p>Demonstrated systemic and integrated development of teaching practices informed by scholarship / research.</p> <p>Mentorship of colleagues in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Leadership of teaching and learning benchmarking activities.</p> <p>Contribution to national bodies focused on improving teaching and learning.</p> <p>Leadership of national projects or team(s) in teaching and learning projects.</p> <p>Mentorship and support of colleagues in planning and designing learning activities and curriculum based on contemporary learning theory.</p>

LEARNING AND TEACHING CRITERIA (cont.)

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
ENGAGED TEACHING	Through community, industry and/or professional collaboration and reflective practice in your teaching performance, demonstrate evidence of engaged teaching and learning.			As a discipline expert, lead colleagues and/or teams in collaborative learning partnerships.	As a discipline expert, initiate and lead colleagues and/or teams in collaborative learning partnerships.
	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Development of existing community, industry and/or professional contacts contributing to teaching and learning practices, Individually or as a team member.</p> <p>Use of authentic case studies, integration of industry experience and/or partnerships in teaching.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>Evidence of partnerships leading to discipline-based academic scholarship.</p> <p>Unit/ course development that responds to current workplace issues, needs or improvement.</p> <p>Internationalisation for the development of ECU students and offshore partners, through curriculum, student mobility and cross-cultural learning.</p> <p>Effective preparation and support of industry partners involved in work based practice and supervision of students.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level B, and)</p> <p>Co-ordination, development and measurement of discipline / program work-based learning activities.</p> <p>Use of various sources to monitor, evaluate and improve integration of industry experience and/or partnerships in teaching.</p> <p>Development and maintenance of robust relationships with industry partners based on mutual benefit.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level C, and)</p> <p>Identification and development of innovative opportunities within and/or across disciplines in response to and inform current issues, needs or improvement in the workplace.</p> <p>Leadership and mentorship in developing sustained partnerships for academic scholarship.</p> <p>Sustained innovation in practice and assessment related to WIL.</p> <p>Industry / professional peer recognition.</p>	<p>Indicative Evidence (examples of, not exhaustive):</p> <p>(As per Level D, and)</p> <p>Establishment of effective organisational strategies and/or policies in the evaluation of teaching.</p> <p>Sustained leadership in work based, professional practice at discipline and/or (inter)national level.</p> <p>Sustained industry / professional peer recognition.</p>

RESEARCH AND RESEARCH TRAINING CRITERIA

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
RESEARCH AND RESEARCH SCHOLARSHIP	Recognised publications, creative works and/or non-traditional research outputs.				
	Broad research output range over 5 years: 5 or more research outputs.	Broad research output range over 5 years: 5 – 10 research outputs of which 1 – 2 are of significance.	Broad research output range over 5 years: 8 – 15 research outputs of which 2 - 3 are of significance.	Broad research output range over 5 years: 12 – 20 research outputs of which 4 - 5 are of significance.	Broad research output range over 5 years: 15 - 25 research outputs of which 6 or more are of significance.
RESEARCH INCOME	Record of acquiring competitively-sourced research income.				
	Indicative Evidence (examples of, not exhaustive): Competitive internal research grants. Competitive external research grants. Appropriate funding from other recognised sources.	Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Nationally competitive/ other major external research grants.	Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Internationally competitive and/or other major external research grants.		
RESEARCH TRAINING	Supervision and mentoring, professional development and outcomes.				
	Indicative Evidence (examples of, not exhaustive): Knowledge of supervision skills. Proactively seeks supervisor feedback and/or mentoring.	Indicative Evidence (examples of, not exhaustive): As a Principal, Co-Principal or Associate Supervisor, supervision of Honours/ HDR students to completion, subject to relevant ECU policies and standards. Development of supervision skills.	Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Demonstrated record of Honours and HDR completions. Management of research staff, including professional staff, as appropriate.	Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Supervisory mentorship to colleagues, in the discipline and the University.	Indicative Evidence (examples of, not exhaustive): (As per Level D, and) Significant mentoring relationships across the University and discipline (inter)nationally. Institutional-level and external strategies to develop research capability in the discipline.

RESEARCH AND RESEARCH TRAINING CRITERIA (cont.)

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
ENGAGED RESEARCH AND IMPACT	Conducts research collaboratively and measures impact.				
	Indicative Evidence (examples of, not exhaustive): Demonstrated contribution to the translation of research to address community needs and priorities. Evidence of research impact through relevant metrics.	Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Leadership or contribution to local or national research linkages, resulting in knowledge transfer.	Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Leadership of collaborative national or international research group(s), resulting in knowledge transfer.		

ACADEMIC LEADERSHIP AND SERVICE CRITERIA

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
UNIVERSITY SERVICE	Evidence of service to the University and development of appropriate leadership capability.				
	Indicative Evidence (examples of, not exhaustive): Demonstrated evidence of working well with others and in teams. Improving understanding of learning and teaching, research and University governance. Establishing collaborative academic networks. Sound management of sessional staff. Unit co-ordination.	Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Active contribution towards the development and implementation of school/ University policies. Active contribution to working parties, curriculum and/or research committees. Course co-ordination.	Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Leadership and mentorship to early and mid-career academics. Demonstrated significant contribution towards the development and implementation of University-wide policies.	Indicative Evidence (examples of, not exhaustive): (As per Level D, and) Evidence of leading collaborative innovation, changes and improvements across the University. Demonstrated leadership in achieving ECU's strategic priorities.	

ACADEMIC LEADERSHIP AND SERVICE CRITERIA (cont.)

	Level A Receives support and guidance from senior colleagues:	Level B Builds independence and takes initiative:	Level C Through development of leadership and innovation:	Level D Through leadership, innovation and mentorship:	Level E Through sustained leadership, innovation and mentorship:
UNIVERSITY SERVICE (CONT.)	Evidence of service to the University and development of appropriate leadership capability.				
			Identifiable contribution to specific projects with University-wide impact.	Leadership and contribution to working parties, curriculum and/or research parties. Evidence of attracting academic visitors to engage in learning and teaching / research and creative projects.	
ACADEMIC PROFESSIONAL STANDING	Service, expertise and professional standing within the discipline, locally, nationally and internationally.				
	Indicative Evidence (examples of, not exhaustive): Evidence of seeking mentorship by discipline experts. Involvement in relevant projects with community / industry professionals. Recognition of achievements and/or outcomes. Membership of relevant professional body.	Indicative Evidence (examples of, not exhaustive): (As per Level A, and) Recognition through prizes and awards. Speaker and/or active participation at conferences and/or industry events. Member of an external organising committee. Consultancy project.	Indicative Evidence (examples of, not exhaustive): (As per Level B, and) Referee for scholarly journal articles. Reviewer of scholarly textbooks. HDR theses examiner. Member of learning and teaching and/or research grants panel. Referee for external competitive grants.	Indicative Evidence (examples of, not exhaustive): (As per Level C, and) Editor/ Editorial board member for (inter)national journal. Keynote speaker or Chairperson at conferences/ industry events. Editor of a Prestigious Work of Reference. Fellow of a Learned Academy or Professional Body or Membership of AIATSIS. Nationally competitive research fellowship. Statutory Committee membership. Member of (Inter) National board or curriculum council. Participation / membership of high level commission, relevant peak bodies, arts funding bodies, accredited committees, reviews at other institutions. Expert advisor to government.	