Academic Performance Framework

The Academic Performance Framework is the reference for the Institute's expectations and criteria for teaching and learning, research and leadership by academic staff via benchmarks, activities, engagement indicators and quality and impact indicators, and the evidence that demonstrates achievement. The components of the Framework and their criteria are intended to define and document the activities that academic staff may be engaged in apply to all academic staff of the Institute. These are used for classifying and describing academic positions, for establishing performance expectations and assessing performance, and for making decisions in relation to appointment, confirmation and promotion.

Academic roles and careers differ greatly across the Institute and across disciplines and fields of study. The indicators are for reference only and are not intended to be a checklist or a complete list. Individual careers and achievements are examined considering the priorities of the schools and the expectations for specific academic roles. Promotion is evidence-based and impact focused.

	Teaching and learning	Research	Leadership
Benchmarks	Developing student potential through the creation, design, delivery and evaluation of curriculum, units, courses and programs. Inspirational teaching and major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement	Original research of significance and wide-ranging contributions to the advancement of fields of study that are informed and enhanced by engagement practices and partnerships.	Contributing to the governance, capacity building and development of positive and inclusive cultures at MIT, through citizenship behaviours and formal leadership roles. Leadership and citizenship for sustained change and improved capability within schools and the Institute overall, leadership of community, business and policy engagement of significant public value.
Activity	Indicators of the range and volume of academic activities, inputs and outputs. • Unit coordination and delivery	Publications o Conference papers o Journal articles	• Active engagement with leadership and coordination roles within faculties and departments • Membership of committees

	Teaching and learning	Research	Leadership
	- Curriculum design and innovation, including cross-disciplinary approaches - Development of technology-based teaching, learning and assessment programs and resources - Teaching and learning innovation - External educational development income - Publication of educational texts and resources - Scholarly publications on teaching, learning, curriculum and assessment	- Book chapters - Books - Creative outputs - Commissioned reports and other publications - Research grants & external research income - HDR supervision	- Expert panel and committee recommendations, reports, and submissions - Compliance with Institute policy and procedural requirements - Continuing professional development activities (internally, externally) - Leadership in development of partnerships and networks - Formal senior leadership roles
Engagement Indicators	- Alumni and external partner involvement in student mentoring programs - Curricular and extra-curricular opportunities designed to foster student entrepreneurship - Initiatives advancing equity and supporting student diversity - Engagement with government, business, professions and communities informing curriculum design and delivery (for example, through professional advisory boards) - Engagement grants and other engagement income (internal, external) - Object-based and work-integrated learning design (including internships, graduate placements, volunteering) - External teaching, learning and curriculum consultancies - Expert educational advice to government peak bodies	- Engagement with disciplinary communities and government, business, professional and community organisations (for example, influential roles within scholarly societies or professional organisations) - Public engagement efforts embedded in research proposals - Engagement grants and other engagement income (internal, external) - Publications for government, professional and community bodies - Collaborative development of cross-disciplinary research programs with national and international partnerships - External research-based consultancies (international, national) - Start-up companies, including student start-ups, and evidence of uptake/adoption - Licenses executed, license income received	- Membership of committees of enquiry and expert panels - Leadership in development and maintenance of community, industry and cultural partnerships - Leadership in external professional and disciplinary communities (nationally and internationally, including policy development) - Leadership of major engagement projects and leadership of engagement teams (internal and external stakeholders) - Major submissions to government enquiries - Membership of company boards or equivalent

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Learning and Teaching Committee:	09 March 2023 and 01 June 2023
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Page **2** of **4**

	Teaching and learning	Research	Leadership
Quality and impact Indicators	• Student evaluation of teaching (sustained over time) • Peer review of teaching and curriculum effectiveness • Curriculum relevance (for • example, professional, teaching- research nexus and practice, • employability and work skills, graduate attributes) • Originality and sustainability of curriculum redesign • Educational outcomes (including evidence of graduate achievements and accomplishments) • Adoption of published educational texts and resources (with emphasis on publisher standing) • Invited keynotes on teaching, learning, curriculum and assessment (international, national) • Awards and prizes for teaching and learning (national, internal) • Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teacher • Graduate employment placements	• Publication standing (peer reviewed, national, international, sole/lead author) • H index (as appropriate to discipline) • HDR supervision (completion rates, candidate publications, graduate outcomes and achievements) • Invitations to review • Invited keynotes (international, national) • Patents issues • Awards and prizes for research and/or technology transfer • Translation and adoption of research • Development of valued added practices and approaches in communities, industries and government through research projects • Influential leadership of major cross-disciplinary research projects with external partners, leadership of research teams, mentoring of less experienced researchers	• Influential contributions to the vision, aspirations and state of the Institute • Effective demonstration and promotion of the values of the Institute, consistent with the principles of equity and the pursuit of excellence • Positive engagement in learning and career development of self and others • Provision of meaningful, constructive and timely feedback to colleagues • Collection of, attention to and action on feedback from a variety of sources • Effective membership of committees • Effective promotion of diversity and cultural awareness • Effective promotion of a culture that values high achievement by staff and students • Effective leadership across the Institute • Awards and prizes for leadership and service • Leadership of short- and long-term engagement programs that create social, cultural and economic value • Public intellectual contributions to the advancement of society.

Professoriate				
Level	A	B	C	D	E
Expectations	Acquiring academic skills and building academic achievements (oriented towards the benchmarks)	Well-established academic skills and strong academic performance (approaching or progressing towards the benchmarks)	Mastery of academic skills and excellent performance (meeting or approaching the benchmarks)	Performance of distinction and achievements that are recognised as distinguished internationally or nationally (meeting the benchmarks)	Outstanding performance and pre- eminence as a scholar of international standing (meeting or surpassing the benchmarks)
Appointment titles	• Tutor • Research Fellow 1 • Research Assistant Grade 2	• Tutor • Lecturer • Research Fellow 2 Honorary: • Fellow • Lecturer	• Senior Lecturer • Senior Research Fellow Honorary • Senior Fellow • Senior Lecturer	• Associate Professor • Principal Research Fellow Honorary: • Principal Fellow • Professor • Professorial Fellow	• Professor Honorary: • Professorial Fellow • Emeritus Professor Honorary: • Honorary Professor. • Emeritus Professor