<table>
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<th>Benches</th>
<th>Teaching and learning</th>
<th>Research</th>
<th>Leadership and service</th>
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| Indicators of the nature and volume of academic activities, inputs and outputs | • Subject coordination and delivery  
- Curriculum design and innovation, including cross-disciplinary approaches  
- Development of technology-based teaching, learning and assessment programs and resources  
- Design and delivery of overseas subjects and other student mobility programs  
- Teaching and learning innovation grants (with emphasis on national competitive and peer-reviewed)  
- External educational development income, including for internationalisation of teaching initiatives  
- Publication of educational texts and resources  
- Scholarly publications on teaching, learning, curriculum and assessment (with emphasis on refereed, international and sole or lead author) | • Publications  
- Conference papers  
- Journal articles  
- Book chapters  
- Books  
- Creative outputs  
- Commissioned reports and other publications  
- Research grants & external research income (emphasis on competitive, international and peer-reviewed)  
- HDR supervision  
- Editorships and curatorships  
- Patents disclosures submitted, patent filings | • Active engagement with leadership and coordination roles within faculties and departments  
- Membership of committees (department, school, faculty, University)  
- Expert panel and committee recommendations, reports and submissions  
- Compliance with University policy and procedural requirements  
- Continual professional development activities (externally, internally)  
- Leadership in development of national and international institutional partnerships and networks  
- Formal senior leadership roles (for example, Head of Department, Associate Dean) |

| Engagement | Indicators of the nature and role of engagement with communities, industry and government embedded within teaching, research, leadership and service. | • Alumni and external partner involvement in student mentoring programs  
- Curricular and extra-curricular opportunities designated to foster student entrepreneurship  
- Initiatives advancing equity and supporting student diversity (for example, Indigenous, low SES, rural students)  
- Engagement with government, business, professions and communities informing curriculum development 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 and international experience programs)  
- External teaching, learning and curriculum consultancies (international and national)  
- Expert educational advice to government and peak bodies (local, state, national, international) | • 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)  
- Significant media contributions (for example, invited opinion pieces)  
- Publications for government, professional and community bodies  
- Collaborative development of cross-disciplinary research programs with national and international partnerships beyond the academy  
- 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 and engagement with advancement programs and projects that develop alumni relations and fundraising  
- Leadership of major engagement projects and leadership of engagement teams (internal and external stakeholders)  
- Major submissions to government enquiries  
- Membership of company boards or equivalents |

| Quality and impact | Indicators of academic excellence, originality and recognition. | • Student evaluation of teaching (sustained over time)  
- Peer review of teaching and curriculum effectiveness  
- Curriculum relevance (for example, professional-clinical, 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 by other universities 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 (international, 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 issued  
- Awards and prizes for research and/or technology transfer (international, national)  
- Translation and adoption of research  
- Development of valued-added practices and approaches in communities, industries and government through engaged 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 visions, aspirations and state of the University  
- Effective demonstration and promotion of the Values of the University, consistent with the principles of justice, 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 (department, school, faculty, University)  
- Effective promotion of a University culture that values high achievement by staff and students  
- Effective leadership across the University  
- Awards and prizes for leadership and service (international, national)  
- Leadership of short- and long-term engagement programs that create social, cultural and economic value  
- Public intellectual contributions to the advancement of culture and society |

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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| 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 exceptional 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) | Professor | Associate Professor  
- Principal Research Fellow  
- Melbourne Enterprise Fellow  
- Honorary:  
- Principal Fellow  
- Clinical Senior Lecturer  
- Honorary Melbourne Enterprise Fellow | Professor | Melbourne Enterprise Professor  
- Redmond Barry Distinguished Professor  
- Melbourne Laureate Professor  
- Honorary Melbourne Enterprise Professor  
- Melbourne Laureate & Redmond Barry Prof. Emeritus  
- Professor  
- Melbourne Enterprise Professor  
- Professor Emeritus  
- Honorary Melbourne Enterprise Professor  
- Melbourne Laureate & Redmond Barry Prof. Emeritus  |