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Faculty of Medicine,  
Dentistry & Health  
Sciences

# Academic Performance Framework

## Guidelines

February 2018

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## Summary

Our Faculty's Academic Performance Framework (APF) supports our academic staff to make valuable contributions, demonstrate high-quality achievements and advance their individual careers.

The APF comprises three key components which should be considered together in discussions on academic contributions and achievements:

- 1. These guidelines** providing guidance to supervisors and staff on understanding the APF and approaching performance discussions on a case-by-case basis with a focus on overall career development.
- 2. Academic performance expectations** representing good academic performance across our academic levels and work focus categories consistent with the University's aspiration to be counted among the finest universities in the world, which also inform planning, applications and assessments for academic promotion.
- 3. School-specific guidance** assisting supervisors and staff to interpret these expectations within the context of school, departmental and discipline norms.

Academic performance expectations articulated within this framework, developed by the Faculty and its schools, represent good academic performance at each academic level and across our work focus categories. **Importantly, they do not represent minimum expectations for performance and staff are not required to meet all the expectations described for their work focus category and level.**

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*“We will ... develop career progression pathways for all academic and professional staff.”*

Beyond 2018: A Strategic Plan

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All assessments of academic performance in the Faculty, including for appointment, confirmation, promotion and the academic Professional Development Framework (PDF), are made on a case-by-case basis in the context of an individual's role and career stage, department, school and discipline norms, as well as relative to opportunity.

Our Faculty, its departments, schools and related centres and institutes are committed to supporting our staff to achieve high performance and develop their careers, including through tailored professional development and resources.



Dr Anna Ryan,  
Senior Lecturer and  
Research Fellow,  
Melbourne Medical School

## Our Faculty's Academic Performance Framework

The Faculty's strategic plan, *Beyond 2018*, sets ambitious targets across research, teaching and engagement. It commits us to supporting and developing our academic staff to achieve high performance, advance their careers and secure the Faculty's standing as a national and international leader in health research and education.

Our APF ensures fixed-term and continuing academic staff understand exactly what is expected of them; supports effective, equitable and transparent planning, assessment and recognition of academic performance at all stages of the academic career lifecycle; and enables departments, schools and the Faculty overall to achieve our strategic objectives and targets, ultimately improving the health and wellbeing of the communities we serve.



Professor Shaun Ewen Pro Vice-Chancellor (Indigenous) Director, Melbourne Poche Centre for Indigenous Health  
Shawana Andrews Lecturer in Indigenous Health

**The academic performance expectations articulated within this framework, developed by the Faculty and its schools, represent good academic performance at each academic level and across our work focus categories consistent with the University's aspiration to be counted among the finest universities in the world.**

The expectations provide staff with clarity on their individual performance and career trajectory and assist staff to develop clear goals and plan for promotion. They have been designed in such a way that the sum of individual and collective contributions allow the Faculty to meet its own goals and the expectations of the University.

The expectations also represent the diversity of roles, disciplines and career pathways of our staff. **As such, these academic performance expectations must be interpreted and allowances made as appropriate to individual positions, academic levels, work focus categories and time fractions.**

The expectations provide clear guidance to supervisors and panels assessing academic performance, including during selection, confirmation, promotion and PDF processes, and help identify staff who are exceeding expectations and should be considered for Faculty, University and external forms of recognition and reward.

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*“We will ... explicitly integrate our values and behaviours into all ways of working, our leadership and performance expectations, in order to support a culture that keeps people engaged and motivated.”*

*Beyond 2018: A Strategic Plan*

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# Aligning with the University's Academic Employment Framework

Our APF is formed in the context of the University's existing academic employment framework. In order to support staff to progress successfully through the University's confirmation, promotion and PDF processes, and to be eligible for University-wide mechanisms for reward and recognition, our academic performance expectations purposefully align with existing institution-wide benchmarks and expectations, including academic [promotion criteria](#) and [Academic Career Benchmarks and Indicators \(ACBI\)](#), the [Leadership Roles of Melbourne Professors](#) and [Guidelines on Engagement in Academic Careers](#).

## Understanding Academic Performance

The University's overarching [Academic Performance Framework \(APF\)](#) provides a conceptual framework for understanding academic performance in its various forms at the University and for planning, assessing and reporting academic performance for all fixed-term and continuing academic positions, levels and work focus categories across the institution.

Our academic performance expectations are articulated, as appropriate to levels and work focus categories, across the three academic domains of Teaching and Learning, Research and Research Training and Leadership and Service, as well as the three core dimensions of academic performance:

- **Activity:** The range and volume of academic activities, inputs and outputs.
- **Engagement:** The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service.
- **Quality and impact:** The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy.

## Supporting the Performance Development Framework (PDF)

The academic performance expectations in our APF support an integrated approach to academic performance across all stages of the academic career. Within the academic Performance Development Framework (PDF), the expectations assist supervisors and staff to set goals and objectives in annual PDF discussions and to track performance, achievements and contributions against clear expectations on an ongoing basis. The expectations also help supervisors and staff to plan for and engage in valuable professional development, including through [existing University offerings](#) and also [targeted programs being delivered as part of the implementation of our Faculty's strategic plan](#).

The expectations provide a clear indication for assessments of academic performance in the [PDF](#) (using its three-point ratings schema: exceeding expectations; meeting expectations; or not meeting expectations) supporting supervisors and, for triennial reviews, panels of senior colleagues, to review and recognise academic performance in an evidence-based, fair, equitable and transparent manner.

The expectations also assist supervisors and leadership to identify staff who are exceeding expectations and should be considered for Faculty, University and external forms of [recognition and reward](#). This may include support for fast-tracking confirmation and/or promotion and nomination for Faculty or University-wide reward and recognition, such as distinguished academic titles, awards and prizes.

At the same time, our expectations will assist supervisors and leadership to identify staff members who may need support in particular areas of their academic work and careers. Appropriate professional development and support for staff will be provided where performance expectations are not being met. Persistent failure to meet performance expectations, despite the provision of additional support, may result in engagement in formal performance management in accordance with normal University policy and processes.

## The Individual Context

The Faculty is committed to developing a diverse and inclusive workforce and supports and recognises the wide range of academic work and careers that exist across our disciplines, centres and research institutes, departments and schools. **Our “standard” academic performance expectations must be interpreted and allowances made as appropriate to individual positions, academic levels, work focus categories and time fractions.** For our externally-funded fixed-term research staff, for instance, this includes interpreting the “standard” expectations in the context of the terms of their employment contract and relevant research grants and contracts.

Our academic performance expectations, articulated across the domains and dimensions of academic performance, as well as work focus categories and levels, are not intended to be a comprehensive representation of academic work and careers, nor a prescriptive list of individual achievements and contributions. Rather, they provide clear and consistent indications for academic performance and a framework within which individual performance should be assessed.

Dr Claudia Marck  
Dr David Gonsalvez  
Early Career Research  
Network Co-chairs



Staff are not required to meet all the expectations described for their level and work focus category, nor are all dimensions and domains weighted equally. Staff are encouraged to draw on resources available through the [MDHS Academic Careers @ Melbourne portal](#) to reflect on and plan for their individual academic work and careers. These include the [Academic Career Benchmarks and Indicators \(ACBI\)](#), [Leadership Roles of Melbourne Professors](#) and [Guidelines on Engagement in Academic Careers](#). Resources on [interpreting and understanding student evaluation results](#) and the [timely completion of RHD students](#) are also available for staff and supervisors.

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*“The Faculty is the sum of its talented staff and students. If we are to maintain our success and our place among the world’s best, we need to invest in developing our people and fostering a culture that supports us all to do our best work.”*

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### **Teaching & Research; Research Focussed**

Within our research-intensive University, Teaching and Research staff are expected to make contributions normally equivalent to 40% of activity in Research and Research Training, 40% in Teaching and Learning and 20% in Leadership and Service. The balance between academic domains of Teaching and Research staff may shift during the course of an individual's career, with the annual balance of their activity to be established as a normal part of the annual PDF process. It is expected that Research Focussed staff will make contributions normally equivalent to 80% of activity in Research and Research Training. As such, it is expected that the standard Research and Research Training performance expectations articulated for Teaching and Research staff be scaled relevant to opportunity for Research Focussed staff. Typical H-indices for Teaching and Research and Research Focussed staff are described for each academic level and in reference to [Scopus](#) indexes.

### **Teaching Specialists**

Teaching Specialist roles vary greatly across the division and the Faculty supports a diversity of academic work and pathways in this work focus category—indeed, early career or senior Teaching Specialist staff may not always be engaged in the delivery of teaching, some make scholarly contributions in education or that build on their career history of disciplinary research, and a number continue to make important contributions to the Faculty's research and research training, engagement and quality and impact. Nonetheless, it is expected that Teaching Specialist staff will make contributions normally equivalent to 80% of activity in the domain of Teaching and Learning.

### **Academic Specialists**

The roles and responsibilities of Academic Specialists vary greatly across the Faculty. It is expected that Academic Specialists at Levels B to E will make contributions normally equivalent to at least 20% of activity in the domain of Leadership and Service. Beyond this, many contribute significantly to our research and research training and teaching and learning agendas, including through engagement

practices and programs, research translation and technological and teaching innovations. Others hold senior leadership roles that involve significantly more activity, contributions and achievements in the domain of Leadership and Service. As for other work focus categories, the balance between the academic domains of Academic Specialists may shift during the course of an individual's career, often reflecting the bespoke nature of their positions, and the annual balance of their activity should be established as a normal part of the annual PDF process.

### **Individual Roles & Personal Circumstances**

Beyond the distinctive features of the various work focus categories, it is recognised that many individuals have different responsibilities and circumstances and that allowances to the “standard” expectations will be made. These may include intensive formal leadership roles and duties. **The Faculty also recognises that personal circumstances, career interruptions and authorised leave of absence can affect the time available for academic work, the capacity to undertake certain types of work and the overall academic productivity of individuals.** Consistent with the University's guidelines on [Assessing Academic Performance Relative to Opportunity](#), the Faculty will ensure that academic performance of high quality and impact is fairly and equitably recognised.

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*“We want all those who work and study in our Faculty to trust that their contribution will be recognised and valued: from the staff member who organises volunteer programs in remote clinics, to the leading researcher in a hospital. This means recognising and rewarding all the work that is done here—teaching and researching, engaging and leading.”*

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## School-specific Guidance

The Faculty's Academic Performance Framework articulates overall expectations for our academic staff that represent good academic performance at each level, across our work focus categories and across our division.

Staff and supervisors should refer to their [school-specific guidance](#) on understanding and interpreting the expectations in the context of their school, departmental and discipline norms.

School guidelines will also be taken into account for assessments of academic performance made at the Faculty level, such as for promotion.

## Relevant Links & Resources

- [MDHS Academic Careers @ Melbourne](#)
  - [Career Discussions](#)
  - [Support and Development Hub](#)
  - [Recognition and Reward](#)
- [Academic Careers @ Melbourne Online portal](#) (online forms for PDF, confirmation and promotion)
- [Academic Careers @ Melbourne](#)
  - [Academic Career Benchmarks and Indicators \(ACBI\)](#)
  - [Academic promotion guidelines](#)
  - [Leadership Roles of Melbourne Professors](#)
  - [Guidelines on Engagement in Academic Careers](#)
  - [Assessing Academic Performance Relative to Opportunity](#)
- [Interpreting and understanding student evaluation results](#)
- [Timely completion of RHD students](#)
- [Scopus](#)





<b>Benchmark</b>	Level A Teaching & Research staff are typically acquiring academic skills and building academic achievements in the domains of Research & Research Training, Teaching & Learning and Leadership & Service. Working with the support and guidance of more senior academic staff, Level A Teaching & Research staff are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as part of a team. They effectively contribute to engaged research and the quality and impact of research, research training, teaching and learning at the institution, the results of their research may be published as a sole author or in collaboration, and they often undertake administration relating primarily to their activities at the University.		
<b>Performance dimension</b>	<b>Research &amp; Research Training</b>	<b>Teaching &amp; Learning</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Research and research training contributions normally equivalent to 40% of activity  Contribution to research teams and projects  Contribution to publications	Teaching and learning contributions normally equivalent to 40% of activity. For example: <ul style="list-style-type: none"> <li>• Teaching delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> </ul> Completion of student feedback to students	Leadership and service contributions normally equivalent to 20% of activity  Positive engagement in teams and learning and career development of self and others  Compliance with University statutes, delegations, policies and processes
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>			
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	Effective contribution to the quality and impact of research teams, projects and publications	Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer  Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years)  Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback	Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul>

<b>Benchmark</b>	Level B Teaching & Research staff typically have well-established academic skills and strong academic performance in the domains of Research & Research Training, Teaching & Learning and Leadership & Service. They make independent contributions to research in their discipline or related area and the quality and impact of research, research training, teaching and learning at the institution. Level B Teaching & Research staff may also make independent contributions through professional practice and expertise and coordinate and/or lead the activities of other staff. They contribute to research teams and projects, as well as RHD supervision. They often perform administrative duties relating primarily to their activities at the institution.		
<b>Performance dimension</b>	<b>Research &amp; Research Training</b>	<b>Teaching &amp; Learning</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	<p>Research and research training contributions normally equivalent to 40% of activity</p> <p>Contribution to research teams and projects</p> <p>Contribution to RHD supervision, including as co-supervisor or advisory panel member</p> <p>3 publications over the last 3 years</p> <p>Contribution to applications for and securing of research income, including foundation grants and category 1–4 income</p>	<p>Teaching and learning contributions normally equivalent to 40% of activity. For example:</p> <ul style="list-style-type: none"> <li>• Teaching preparation and delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> </ul> <p>Completion of student feedback to students</p>	<p>Leadership and service contributions normally equivalent to 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p>
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Emerging entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training*	Emerging entrepreneurship and engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Work integrated learning</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>	Active leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life locally, including through: <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<p>Effective contribution to the quality and impact of research teams and projects</p> <p>Recognition and esteem*</p>	<p>Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer</p> <p>Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of <math>\geq 4.1</math> in SES question 4 [overall, this subject has been well-taught] over 3 years)</p> <p>Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback</p>	Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul>

\* Refer to school-specific guidance for relevant indicators and examples.

<b>Benchmark</b>	Level C Teaching & Research staff typically have established mastery of academic skills and excellent performance in the domains of Research & Research Training, Teaching & Learning and Leadership & Service. They make significant original contributions to engaged research of high quality and impact, expanding knowledge in their field at the national level and enhancing the quality of research, research training, teaching and learning at the institution. Level C Teaching & Research staff also play a major role in professional activities relevant to their profession, discipline and/or community and make significant contributions to administration activities of an organisational unit or an interdisciplinary area. Their research is recognised as influential at the national level, demonstrated by a strong record of published work or other demonstrated scholarly activities and an H-Index typically between 10 and 20. They often provide effective leadership in research, including research training and supervision.		
<b>Performance dimension</b>	<b>Research &amp; Research Training</b>	<b>Teaching &amp; Learning</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	<p>Research and research training contributions normally equivalent to 40% of activity</p> <p>6 publications over the last 3 years</p> <p>RHD supervision, including:</p> <ul style="list-style-type: none"> <li>Principal supervisor of 1–2 RHD students</li> <li>Member of 1 advisory panel for RHD student not under own supervision</li> </ul> <p>Sufficient category 1–4 income to sustainably lead a team of 1–2 externally-funded academic research staff</p>	<p>Teaching and learning contributions normally equivalent to 40% of activity. For example:</p> <ul style="list-style-type: none"> <li>Curriculum design</li> <li>Teaching preparation and delivery</li> <li>Assessment and student feedback</li> <li>Student pastoral care</li> <li>Where relevant, coordination duties</li> </ul> <p>Completion of student feedback to students</p> <p>Participation in regular formal learning and teaching professional development</p>	<p>Leadership and service contributions normally equivalent to 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p> <p>Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role)</p>
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Relevant entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training*	Relevant entrepreneurship and engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example:	Active leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through:
		<ul style="list-style-type: none"> <li>Curriculum design and delivery</li> <li>Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>Work integrated learning</li> <li>Initiatives that advance student equity, diversity or wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Professional leadership and expertise</li> <li>Engaging the public in the institutional mission</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<p>At least 2 publications in the top 10% most cited (field-weighted) in core field over the last 3 years where you have a significant and substantive role***</p> <p>Timely completion of RHD students</p> <p>Influential role within cross-disciplinary research projects and teams</p> <p>Recognition and esteem*</p>	<p>Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer</p> <p>Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of <math>\geq 4.1</math> in SES question 4 [overall, this subject has been well-taught] over 3 years)</p> <p>Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback, as well as engagement in teaching innovation</p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>Values of the University</li> <li>University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> <p>Effective service and contribution to:</p> <ul style="list-style-type: none"> <li>Advancement of field</li> <li>Advancement, sustainability and capacity of department, school, faculty or University</li> </ul>

\* Refer to school-specific guidance for relevant indicators and examples. \*\* In some cases, equivalent research income, where the employment of academic research staff is not critical to the achievement of research quality and impact. \*\*\*A significant and substantive role includes first and senior/corresponding authorship, including co-first and co-corresponding authorships. Other authors will need to establish why their role was significant and substantive which may include: (a) a key role in the research planning phase including co-investigator status on funding supporting the research; (b) a major role (>25%) in the experimental, analytic or written work within the publication. Typically these roles would be substantiated in published/recorded authorship contributions approved by the senior/corresponding author.

<b>Benchmark</b>	Level D Teaching & Research staff typically demonstrate performance of exceptional distinction and achievements in the domains of Research & Research Training, Teaching & Learning and Leadership & Service. Distinguished nationally or internationally, Level D Teaching & Research staff deliver original, path-setting research and wide-ranging contributions to the advancement of fields of study that informed and enhanced by engagement practices and partnerships. Level D Teaching & Research staff make outstanding independent contributions to the advancement of research, teaching, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. They lead applications for and secure research income and typically have an H-Index of between 15 and 25; they also provide effective leadership of cross-disciplinary research projects and teams and foster the research and scholarship of others.		
<b>Performance dimension</b>	<b>Research &amp; Research Training</b>	<b>Teaching &amp; Learning</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Research and research training contributions normally equivalent to 40% of activity  9 publications over the last 3 years  RHD supervision, including: <ul style="list-style-type: none"> <li>Principal supervisor of 2–3 RHD students</li> <li>Member of 1 advisory panel for RHD student not under own supervision</li> </ul> Sufficient category 1–4 income to sustainably lead a team of 2–3 externally-funded academic research staff	Teaching and learning contributions normally equivalent to 40% of activity. For example: <ul style="list-style-type: none"> <li>Curriculum design</li> <li>Teaching preparation and delivery</li> <li>Assessment and student feedback</li> <li>Student pastoral care</li> <li>Coordination duties</li> </ul> Completion of student feedback to students  Participation in regular formal learning and teaching professional development	Leadership and service contributions normally equivalent to 20% of activity  Positive engagement in teams and learning and career development of self and others  Compliance with University statutes, delegations, policies and processes  Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role)  Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program)  Facilitator of collaboration across disciplines, faculty, institution, beyond
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Relevant entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training*  Collaborative development and conduct of public-focused research programs with national and international partnerships beyond the academy*	Relevant entrepreneurship and engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>Curriculum design and delivery</li> <li>Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>Work integrated learning</li> <li>Initiatives that advance student equity, diversity or wellbeing</li> </ul>	Effective leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through: <ul style="list-style-type: none"> <li>Professional leadership and expertise</li> <li>Engaging the public in the institutional mission</li> <li>Programs and partnerships that create social, cultural and economic value</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	At least 3 publications in the top 10% most cited (field-weighted) in core field over the last 3 years where you have a significant and substantive role***  Timely completion of RHD students  Effective leadership of cross-disciplinary research projects and teams  Recognition and esteem*	Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer  Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years)  Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback, as well as engagement in teaching innovation  Recognition and esteem. For example: <ul style="list-style-type: none"> <li>Department / school / faculty awards and prizes for teaching and learning</li> <li>Teaching and learning innovation grant income</li> </ul>	Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>Values of the University</li> <li>University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> Effective service and contribution to: <ul style="list-style-type: none"> <li>Advancement of field</li> <li>Advancement, sustainability and capacity of department, school, faculty or University</li> </ul> Leader of field, distinguished nationally or internationally  Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including: <ul style="list-style-type: none"> <li>Attract, develop and retain talented individuals</li> <li>Build diverse and inclusive teams</li> <li>Lead both academic and professional staff</li> </ul>

\* Refer to school-specific guidance for relevant indicators and examples. \*\* In some cases, equivalent research income, where the employment of academic research staff is not critical to the achievement of research quality and impact. \*\*\*A significant and substantive role includes first and senior/corresponding authorship, including co-first and co-corresponding authorships. Other authors will need to establish why their role was significant and substantive which may include: (a) a key role in the research planning phase including co-investigator status on funding supporting the research; (b) a major role (>25%) in the experimental, analytic or written work within the publication. Typically these roles would be substantiated in published/recorded authorship contributions approved by the senior/corresponding author.

<b>Benchmark</b>	Level E Teaching & Research staff typically demonstrate outstanding performance and achievements in the domains of Research & Research Training, Teaching & Learning and Leadership & Service. As eminent leaders in their discipline and scholars of international standing, Level E Teaching & Research staff deliver original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study that are informed and enhanced by engagement practices and partnerships. Level E Teaching & Research provide influential leadership that advances research, teaching, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. They lead applications for and secure research income and typically have an H-Index of more than 25; they also provide influential leadership of cross-disciplinary research projects and teams and foster the research and scholarship of others. Level E Teaching & Research staff serve as leaders of strategic and cultural change within the institution and ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both.		
<b>Performance dimension</b>	<b>Research &amp; Research Training</b>	<b>Teaching &amp; Learning</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Research and research training contributions normally equivalent to 40% of activity 12 publications over the last 3 years RHD supervision, including: <ul style="list-style-type: none"> <li>Principal supervisor of 2–3 RHD students</li> <li>Member of 1 advisory panel for RHD student not under own supervision</li> </ul> Sufficient category 1–4 income to sustainably lead a team of 3 or more externally-funded academic research staff**	Teaching and learning contributions normally equivalent to 40% of activity. For example: <ul style="list-style-type: none"> <li>Curriculum design</li> <li>Teaching preparation and delivery</li> <li>Assessment and student feedback</li> <li>Student pastoral care</li> <li>Coordination duties</li> </ul> Completion of student feedback to students Participation in regular formal learning and teaching professional development	Leadership and service contributions normally equivalent to 20% of activity Positive engagement in teams and learning and career development of self and others Compliance with University statutes, delegations, policies and processes Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role) Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program) Lead collaboration across disciplines, faculty, institution, beyond Active engagement in formal or informal leadership role (department, school, faculty, University)
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Influential entrepreneurship and contributions to disciplinary communities and government, business, professional or community organisations and partners to enhance excellence in research and research training* Leadership of collaborative, public-focused research, engagement or enterprise program with national and international partnerships beyond the academy*	Relevant entrepreneurship and engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>Curriculum design and delivery</li> <li>Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>Work integrated learning</li> <li>Initiatives that advance student equity, diversity or wellbeing</li> </ul>	Influential leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally or internationally, including through: <ul style="list-style-type: none"> <li>Professional leadership and expertise</li> <li>Engaging the public in the institutional mission</li> <li>Programs and partnerships that create social, cultural and economic value</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	At least 4 publications in the top 10% most cited (field-weighted) in core field over the last 3 years where you have a significant and substantive role*** Timely completion of RHD students Influential leadership of major cross-disciplinary research projects and teams Recognition and esteem*	Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years) Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback, as well as engagement in teaching innovation Recognition and esteem. For example: <ul style="list-style-type: none"> <li>Department / school / faculty awards and prizes for teaching and learning</li> <li>Teaching and learning innovation grant income</li> </ul>	Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>Values of the University</li> <li>University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> Pre-eminence as a scholar and leader of international standing Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including: <ul style="list-style-type: none"> <li>Attract, develop and retain talented individuals</li> <li>Build diverse and inclusive teams</li> <li>Lead both academic and professional staff</li> </ul> Leader of strategic and cultural change within the institution, reflecting needs and aspirations of the faculty and University Ambassador for the faculty and University, advancing the capacity, sustainability and standing of both

\* Refer to school-specific guidance for relevant indicators and examples. \*\* In some cases, equivalent research income, where the employment of academic research staff is not critical to the achievement of research quality and impact. \*\*\*A significant and substantive role includes first and senior/corresponding authorship, including co-first and co-corresponding authorships. Other authors will need to establish why their role was significant and substantive which may include: (a) a key role in the research planning phase including co-investigator status on funding supporting the research; (b) a major role (>25%) in the experimental, analytic or written work within the publication. Typically these roles would be substantiated in published/recorded authorship contributions approved by the senior/corresponding author.

**Teaching Specialist**
**Level A**

<b>Benchmark</b>	Level A Teaching Specialist staff are typically acquiring academic skills and building academic achievements in the domains of Teaching & Learning and Leadership & Service. Working with the support and guidance of more senior academic staff, Level A Teaching Specialist staff are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision, as well as part of a team. They actively contribute to engaged teaching and the quality of the student experience, student learning and student outcomes, while also undertaking administration relating primarily to their activities at the institution.		
<b>Performance dimension</b>	<b>Teaching &amp; Learning</b>	<b>Research &amp; Research Training</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Teaching and learning contributions normally equivalent to 80% of activity. For example: <ul style="list-style-type: none"> <li>• Teaching delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> </ul> Completion of student feedback to students  Participation in regular formal teaching and learning professional development	Contribution to research and research training activity, engagement and quality and impact where relevant	Leadership and service contributions normally equivalent to 20% of activity  Positive engagement in teams and learning and career development of self and others  Compliance with University statutes, delegations, policies and processes
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Emerging entrepreneurship and local engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>• Initiatives that advance student equity, diversity or wellbeing</li> <li>• Extra-curricular opportunities contributing to the achievement of graduate attributes</li> </ul>		
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	Contribution to at least 1 peer review of teaching and learning per year, either as reviewee or reviewer  Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years)  Documented action taken in response to SES feedback, peer review and other feedback leading to demonstrable improvements in teaching and learning		Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul>

<b>Benchmark</b>	Level B Teaching Specialist staff typically have well-established academic skills and strong academic performance in the domains of Teaching & Learning and Leadership & Service. They make independent contributions to engaged teaching and the quality of the student experience, student learning and student outcomes, teaching in their discipline or related area, undertaking scholarly activities and coordinating and/or leading the activities of other staff. Level B Teaching Specialist staff normally undertake full academic responsibilities and related administration for the coordination of an award program.		
<b>Performance dimension</b>	<b>Teaching &amp; Learning</b>	<b>Research &amp; Research Training</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	<p>Teaching and learning contributions normally equivalent to 80% of activity. For example:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum design</b></li> <li>• <b>Coordination duties</b></li> <li>• Teaching preparation and delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> </ul> <p><b>Scholarly contributions (eg conference presentations, publications)*</b></p> <p>Completion of SES feedback to students</p> <p>Participation in regular formal teaching and learning professional development</p>	Contribution to research and research training activity, engagement and quality and impact where relevant	<p>Leadership and service contributions normally equivalent to 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p>
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	<p>Relevant entrepreneurship and local engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• <b>Work integrated learning</b></li> <li>• <b>Initiatives that advance student equity, diversity or wellbeing</b></li> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> </ul>		<p>Active leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life locally, including through:</p> <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<p><b>Recognition and esteem (for example, department/school/faculty awards and prizes for teaching and learning, teaching and learning innovation grant income)</b></p> <p>Contribution to at least 1 peer review of teaching and learning, either as reviewee or reviewer</p> <p>Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of <math>\geq 4.1</math> in SES question 4 [overall, this subject has been well-taught] over 3 years)</p> <p>Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback</p>		<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul>

\* Scholarly contributions may be in education or build on career history of disciplinary research.

<b>Benchmark</b>	Level C Teaching Specialist staff typically have established mastery of academic skills and excellent performance in the domains of Teaching & Learning and Leadership & Service. They make significant contributions to engaged teaching and the quality of the student experience, student learning and student outcomes at the institution, including through teaching and learning innovation. Level C Teaching Specialist staff make original and independent scholarly contributions and play a major role in professional activities relevant to their profession, discipline and/or community. They often perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution, and they also make significant contributions to administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours or postgraduate level.		
<b>Performance dimension</b>	<b>Teaching &amp; Learning</b>	<b>Research &amp; Research Training</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Teaching and learning contributions normally equivalent to 80% of activity. For example: <ul style="list-style-type: none"> <li>• Curriculum design</li> <li>• Teaching preparation and delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> <li>• Coordination duties</li> </ul> <p><b>Scholarly contributions (eg conference presentations, publications)*</b></p> <p><b>Recipient of teaching and learning innovation grant</b></p> <p>Completion of SES feedback to students</p> <p>Participation in regular formal teaching and learning professional development</p>	Contribution to research and research training activity, engagement and quality and impact where relevant	Leadership and service contributions normally equivalent to 20% of activity
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Relevant entrepreneurship and <b>national</b> engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>• <b>Teaching innovation</b></li> <li>• <b>Local education policy and practice</b></li> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Work integrated learning</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>		Active leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through: <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<b>Demonstrable impact on teaching and learning innovation with department/school influence and potential for broader impact</b>		Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> <p>Effective service and contribution to:</p> <ul style="list-style-type: none"> <li>• Advancement of field</li> <li>• Advancement, sustainability and capacity of department, school, faculty or University</li> </ul>
	<p><b>Influential role in teaching and learning agenda, programs or initiatives such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Formal or informal coordination role</b></li> <li>• <b>Teaching and learning strategy, governance, management</b></li> <li>• <b>Student support initiatives</b></li> <li>• <b>Mentor of less experienced teaching staff</b></li> </ul> <p><b>Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback</b></p> <p>Contribution to at least 1 peer review of teaching and learning, both as reviewee and reviewer</p> <p>Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of <math>\geq 4.1</math> in SES question 4 [overall, this subject has been well-taught] over 3 years)</p> <p>Recognition and esteem (for example, department/school/faculty awards and prizes for teaching and learning, teaching and learning innovation grant income)</p>		

\* Scholarly contributions may be in education or build on career history of disciplinary research.



<b>Benchmark</b>	Level D Teaching Specialist staff typically demonstrate performance and achievements of exceptional distinction in the domains of Teaching & Learning and Leadership & Service. Recognised as distinguished nationally, they deliver inspirational teaching and make major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by innovation and engagement. They make outstanding independent contributions to the advancement of teaching, scholarship and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. They also make lead innovations in teaching and foster the teaching and scholarship of others.		
<b>Performance dimension</b>	<b>Teaching &amp; Learning</b>	<b>Research &amp; Research Training</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	<b>Formal teaching and learning leadership role (department/school/faculty)</b> Teaching and learning contributions normally equivalent to 80% of activity. For example: <ul style="list-style-type: none"> <li>• Curriculum design</li> <li>• Teaching preparation and delivery</li> <li>• Assessment and student feedback</li> <li>• Student pastoral care</li> <li>• Coordination duties</li> </ul> Scholarly contributions (eg publications, <b>invited</b> conference presentations)* Recipient of teaching and learning innovation grant Completion of SES feedback to students Participation in regular formal teaching and learning professional development	Contribution to research and research training activity, engagement and quality and impact where relevant	Leadership and service contributions normally equivalent to 20% of activity Positive engagement in teams and learning and career development of self and others Compliance with University statutes, delegations, policies and processes Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role) Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program) Facilitator of collaboration across disciplines, faculty, institution, beyond
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Relevant entrepreneurship and <b>national</b> engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>• <b>National education policy and practice</b></li> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Work integrated learning</li> <li>• Teaching innovation</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>		Effective leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through: <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> <li>• Programs and partnerships that create social, cultural and economic value</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<b>Demonstrable national impact of scholarly contributions (for example through conference presentations, peer-reviewed publications)</b> Demonstrable <b>national</b> impact on teaching and learning innovation Contribution to at least 1 peer review of teaching and learning, both as reviewee and reviewer Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years) Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback Influential role in teaching and learning agenda, programs or initiatives such as: <ul style="list-style-type: none"> <li>• Formal coordination role</li> <li>• Teaching and learning strategy, governance, management</li> <li>• Teacher professional development</li> <li>• Student support initiatives</li> <li>• Mentor of less experienced teaching staff</li> </ul> <b>National</b> recognition and esteem (for example, national innovation grant income, awards and prizes)		Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> Effective service and contribution to: <ul style="list-style-type: none"> <li>• Advancement of field</li> <li>• Advancement, sustainability and capacity of department, school, faculty or University</li> </ul> Leader of field, distinguished nationally or internationally Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including: <ul style="list-style-type: none"> <li>• Attract, develop and retain talented individuals</li> <li>• Build diverse and inclusive teams</li> <li>• Lead both academic and professional staff</li> </ul>

\* Scholarly contributions may be in education or build on career history of disciplinary research.

<b>Benchmark</b>	Level E Teaching Specialist staff typically demonstrate outstanding performance and achievements in the domains of Teaching & Learning and Leadership & Service. As eminent leaders in their discipline and scholars of international standing, they deliver inspirational teaching and make major original, innovative and distinguished contributions to scholarship, teaching and the quality of the student experience, student learning and student outcomes that are underpinned by scholarship and engagement. They provide influential leadership that advances teaching, learning, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. They lead applications for and secure teaching innovation grant income; they also provide influential leadership of cross-disciplinary teaching and learning projects and teams and foster the scholarship of others. Level E Teaching staff serve as leaders of strategic and cultural change within the institution and ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both.		
<b>Performance dimension</b>	<b>Teaching &amp; Learning</b>	<b>Research &amp; Research Training</b>	<b>Leadership &amp; Service</b>
<b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i>	Teaching and learning contributions normally equivalent to 80% of activity. For example: <ul style="list-style-type: none"> <li>Curriculum design</li> <li>Teaching preparation and delivery</li> <li>Assessment and student feedback</li> <li>Student pastoral care</li> <li>Coordination duties</li> </ul> Scholarly contributions (eg publications, invited conference presentations)* Recipient of teaching and learning innovation grant Completion of SES feedback to students Participation in regular formal teaching and learning professional development Formal teaching and learning leadership role (department/school/faculty)	Contribution to research and research training activity, engagement and quality and impact where relevant	Leadership and service contributions normally equivalent to 20% of activity Positive engagement in teams and learning and career development of self and others Compliance with University statutes, delegations, policies and processes Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role) Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program) Lead collaboration across disciplines, faculty, institution, beyond Active engagement in formal or informal leadership role (department, school, faculty, University)
<b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i>	Relevant entrepreneurship and national <b>and international</b> engagement with government, business, professions or communities to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> <li>Curriculum design and delivery</li> <li>Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>Work integrated learning</li> <li>Teaching innovation</li> <li><b>International</b> education policy and practice</li> <li>Initiatives that advance student equity, diversity or wellbeing</li> </ul>		Influential leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally or internationally, including through: <ul style="list-style-type: none"> <li>Professional leadership and expertise</li> <li>Engaging the public in the institutional mission</li> <li>Programs and partnerships that create social, cultural and economic value</li> </ul>
<b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i>	<b>Significant contribution to the University's international profile in teaching and learning, including through demonstrable international impact of scholarly contributions and on teaching and learning innovation</b> Contribution to at least 1 peer review of teaching and learning, both as reviewee and reviewer Portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results (including an average score of $\geq 4.1$ in SES question 4 [overall, this subject has been well-taught] over 3 years) Documented improvements in teaching and learning through action taken in response to SES feedback, peer review and other feedback Influential role in teaching and learning agenda, programs or initiatives such as: <ul style="list-style-type: none"> <li>Formal coordination role</li> <li>Teaching and learning strategy, governance, management</li> <li>Teacher professional development</li> <li>Student support initiatives</li> <li>Mentor of less experienced teaching staff</li> </ul> <b>International</b> recognition and esteem (for example, invited keynotes, department/school/faculty/University awards and prizes for teaching and learning, teaching and learning innovation grant income)		Effective demonstration and promotion of the: <ul style="list-style-type: none"> <li>Values of the University</li> <li>University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace</li> </ul> Pre-eminence as a scholar and leader of international standing Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including: <ul style="list-style-type: none"> <li>Attract, develop and retain talented individuals</li> <li>Build diverse and inclusive teams</li> <li>Lead both academic and professional staff</li> </ul> Leader of strategic and cultural change within the institution, reflecting needs and aspirations of the faculty and University Ambassador for the faculty and University, advancing the capacity, sustainability and standing of both

\* Scholarly contributions may be in education or build on career history of disciplinary research.

<p><b>Benchmark</b></p>	<p>Level A Academic Specialists are typically acquiring academic skills and building academic achievements in the domains of Leadership &amp; Service and Research &amp; Research Training and/or Teaching &amp; Learning. Working with the support and guidance of more senior academic staff, Level A Academic Specialists are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as part of a team. Depending on their primary focus, Level A Academic Specialists contribute effectively to the quality, impact and public value of <b>one or more of the following</b>: research, research training, teaching and learning, including through emerging entrepreneurial and engagement practices and partnerships, and they often undertake administration relating primarily to their activities at the University. <b>“Standard” expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</b></p>		
<p><b>Performance dimension</b></p>	<p><b>Leadership &amp; Service</b></p>	<p><b>Research &amp; Research Training</b></p>	<p><b>Teaching &amp; Learning</b></p>
<p><b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i></p>	<p>Emerging leadership and service contributions</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p>	<p>Where relevant, contributions to research and research training programs, projects and teams, including for example, through research support or research technology or research translation or research administration</p>	<p>Where relevant, contributions to teaching and learning programs, projects and teams, including through teaching support and assessment or curriculum design and delivery or translational teaching</p>
<p><b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i></p>		<p>Emerging entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. For example:</p> <ul style="list-style-type: none"> <li>• Knowledge engagement with community or professional organisations</li> </ul>	<p>Emerging entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>
<p><b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i></p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace</li> </ul>	<p>Effective contributions to the quality, impact and public value of research and research training programs, projects and teams</p>	<p>Effective contributions to the quality, impact and public value of teaching and learning programs, projects and teams</p>

<p><b>Benchmark</b></p>	<p>Level B Academic Specialists typically have well-established academic skills and strong academic performance in the domains of Leadership &amp; Service and Research &amp; Research Training and/or Teaching &amp; Learning. Depending on their primary focus, Level B Academic Specialists make independent contributions to the quality, impact and public value of <b>one or more of the following:</b> research, research training, teaching and learning, leadership and service, including through entrepreneurship and partnerships at the local or national level and, where relevant, scholarly outputs.* They contribute effectively to programs, projects and teams at department and school levels and provide service relating primarily to their activities at the institution. <b>“Standard” expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</b></p>		
<p><b>Performance dimension</b></p>	<p><b>Leadership &amp; Service</b></p>	<p><b>Research &amp; Research Training</b></p>	<p><b>Teaching &amp; Learning</b></p>
<p><b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i></p>	<p>Leadership and service contributions <b>normally equivalent to at least 20% of activity</b></p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p>	<p>Where relevant, contributions to research and research training programs, projects and teams, including through:</p> <ul style="list-style-type: none"> <li>• <b>Research project management</b></li> <li>• <b>Laboratory management</b></li> <li>• Research translation</li> <li>• Research technology</li> </ul> <p><b>Where relevant:</b> <b>Scholarly contributions*</b></p>	<p>Where relevant, contributions to teaching and learning programs, projects and teams, including through:</p> <ul style="list-style-type: none"> <li>• <b>Teaching and learning innovations</b></li> <li>• Translational teaching</li> <li>• Curriculum design and implementation</li> </ul> <p><b>Where relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Scholarly contributions*</b></li> <li>• <b>Teaching preparation, delivery and assessment</b></li> <li>• <b>Teaching compliance (laboratory management, OH&amp;S)</b></li> </ul>
<p><b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i></p>	<p>Active leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through:</p> <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> </ul>	<p><b>Relevant</b> entrepreneurship and local <b>or national</b> engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. For example:</p> <ul style="list-style-type: none"> <li>• <b>Translation of research findings to policy</b></li> <li>• <b>Development of health promotion activities based on research findings</b></li> <li>• Knowledge engagement with community or professional organisations</li> </ul>	<p><b>Relevant</b> entrepreneurship and local <b>or national</b> engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum design and delivery</b></li> <li>• <b>Work integrated learning</b></li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>
<p><b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i></p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace</li> </ul>	<p>Effective contributions to the quality, impact and public value of research and research training programs, projects and teams</p> <p><b>Recognition and esteem (for example, department/school/faculty awards and prizes for research and research training and/or engagement)</b></p>	<p>Effective contributions to the quality, impact and public value of teaching and learning programs, projects and teams</p> <p><b>Recognition and esteem (for example, department/school/faculty/awards and prizes for teaching and learning and/or engagement)</b></p>

\* Scholarly contributions may build on career history of disciplinary research, or be in education, or relate to role-specific programs and projects (eg policy reports, submissions, best practice guidelines)

<p><b>Benchmark</b></p>	<p>Level C Academic Specialists typically have established mastery of academic skills and excellent performance in the domains of Leadership &amp; Service and Research &amp; Research Training and/or Teaching &amp; Learning. Depending on their primary focus, Level C Academic Specialists make significant original contributions to the quality, impact and public value of <b>one or more of the following:</b> research, research training, teaching and learning, leadership and service, including through established entrepreneurial and engagement practices and partnerships at the national level and, where relevant, scholarly outputs.* They make significant contributions to the administration activities of an organisational unit or interdisciplinary area, may serve as a principal or co-supervisor for graduate researchers, often contribute to applications for, and secure internal and external income, and their innovations, contributions and achievements are recognised as influential at the national level. <b>“Standard” expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</b></p>		
<p><b>Performance dimension</b></p>	<p><b>Leadership &amp; Service</b></p>	<p><b>Research &amp; Research Training</b></p>	<p><b>Teaching &amp; Learning</b></p>
<p><b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i></p>	<p>Leadership and service contributions normally equivalent to at least 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p> <p>Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role)</p>	<p>Where relevant, contributions to research and research training programs, projects and teams, including through:</p> <ul style="list-style-type: none"> <li>• <b>Leadership of research and research training team/s</b></li> <li>• <b>Research project or clinical trials management</b></li> <li>• Research translation</li> <li>• Research technology</li> </ul> <p>Where relevant: <b>Contributions to applications for and securing of research income, including category 1-4 income</b> Scholarly contributions*</p>	<p>Where relevant, contributions to teaching and learning programs, projects and teams, including through:</p> <ul style="list-style-type: none"> <li>• <b>Leadership of teaching and learning team/s</b></li> <li>• Teaching and learning innovations</li> <li>• Translational teaching</li> <li>• Curriculum design and implementation</li> </ul> <p>Where relevant: <b>Contributions to applications for and securing of teaching and learning innovation income</b></p> <ul style="list-style-type: none"> <li>• Scholarly contributions*</li> <li>• Teaching preparation, delivery and assessment</li> <li>• Teaching compliance (laboratory management, OHS)</li> </ul>
<p><b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i></p>	<p>Effective leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally, including through:</p> <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> <li>• Programs and partnerships that create social, cultural and economic value</li> </ul>	<p><b>Established</b> entrepreneurship and <b>national</b> engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. For example:</p> <ul style="list-style-type: none"> <li>• <b>Commercialising research innovations</b></li> <li>• Development of health promotion activities based on research findings</li> <li>• Translation of research findings to policy</li> <li>• Knowledge engagement with community or professional organisations</li> <li>• Industry collaboration programs</li> </ul> <p><b>Collaborative development and conduct of public-focused research programs with national and international partnerships beyond the academy</b></p>	<p><b>Established</b> entrepreneurship and <b>national</b> engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• <b>National education policy and practice</b></li> <li>• <b>Teaching innovation</b></li> <li>• Work integrated learning</li> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>
<p><b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i></p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace</li> </ul> <p>Effective service and contribution to:</p> <ul style="list-style-type: none"> <li>• Advancement of field</li> <li>• Advancement, sustainability and capacity of department, school, faculty or University</li> </ul>	<p><b>Demonstrable impact on research and research training programs, projects and teams with department/school influence and potential for broader impact</b></p> <p><b>Influential role within cross-disciplinary research projects and teams</b></p> <p>Recognition and esteem (for example, department/school/faculty/<b>University</b> awards and prizes for research and research training and/or engagement)</p>	<p><b>Demonstrable impact on teaching and learning programs, projects and teams with department/school influence and potential for broader impact</b></p> <p><b>Influential role within teaching and learning agenda, including for example through:</b></p> <ul style="list-style-type: none"> <li>• <b>Mentoring of less experienced teaching staff</b></li> <li>• <b>Contribution to peer review of teaching and learning</b></li> </ul> <p>Recognition and esteem (for example, department/school/faculty/<b>University</b> awards and prizes for teaching and learning and/or engagement)</p>

\* Scholarly contributions may build on career history of disciplinary research, or be in education, or relate to role-specific programs and projects (eg policy reports, submissions, best practice guidelines)

<p><b>Benchmark</b></p>	<p>Level D Academic Specialists typically demonstrate performance of exceptional distinction and achievements in the domains of Leadership &amp; Service and Research &amp; Research Training and/or Teaching &amp; Learning. Level D Academic Specialists make outstanding independent contributions to the advancement of research and/or teaching, and engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. Distinguished nationally or internationally, Level D Academic Specialists deliver original and wide-ranging contributions to <b>one or more of the following</b>: research, research training, teaching and learning, leadership and service, including through influential entrepreneurship and engagement practices and partnerships at the national and international level. They often lead applications for, and secure internal and external income, may serve as a principal or co-supervisor for graduate researchers, provide effective leadership of cross-disciplinary projects and teams and foster the research, teaching and scholarship of others. <b>“Standard” expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</b></p>		
<p><b>Performance dimension</b></p>	<p><b>Leadership &amp; Service</b></p>	<p><b>Research &amp; Research Training</b></p>	<p><b>Teaching &amp; Learning</b></p>
<p><b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i></p>	<p>Leadership and service contributions normally equivalent to at least 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p> <p>Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role)</p> <p>Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program)</p> <p>Facilitator of collaboration across disciplines, faculty, institution, beyond</p>	<p>Where relevant, contributions to research and research training agenda, including through:</p> <ul style="list-style-type: none"> <li>• <b>Leading clinical trials</b></li> <li>• Leadership of research and research training team/s</li> <li>• Research translation</li> <li>• Research technology</li> </ul> <p>Where relevant:</p> <ul style="list-style-type: none"> <li>• Scholarly contributions*</li> <li>• Applications for, and securing of, research income, including category 1–4 income</li> <li>• <b>Graduate researcher supervision</b></li> </ul>	<p>Where relevant, contributions to teaching and learning agenda, including through:</p> <ul style="list-style-type: none"> <li>• Leadership of teaching and learning team/s</li> <li>• <b>Program accreditation</b></li> <li>• Teaching and learning innovations</li> <li>• Curriculum design, implementation <b>and review</b></li> </ul> <p>Where relevant:</p> <ul style="list-style-type: none"> <li>• Scholarly contributions*</li> <li>• Teaching preparation, delivery and assessment</li> <li>• <b>Applications</b> for, and securing of, teaching and learning innovation income</li> </ul>
<p><b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i></p>	<p>Effective leadership and service beyond the academy, contributing to intellectual, cultural, health, social and economic life nationally, including through:</p> <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> <li>• Programs and partnerships that create social, cultural and economic value</li> </ul>	<p><b>Influential</b> entrepreneurship and contributions to national and <b>international</b> disciplinary communities and government, business, professional or community organisations and partners to enhance excellence in research and research training. For example:</p> <ul style="list-style-type: none"> <li>• <b>Contribution to professional bodies</b></li> <li>• Commercialising research innovations</li> <li>• Development of health promotion activities based on research findings</li> <li>• Translation of research findings to policy</li> <li>• Knowledge engagement with community or professional organisations</li> <li>• Industry collaboration programs</li> </ul> <p><b>Leadership of</b> collaborative, public-focused research, engagement or enterprise program with national and international partnerships beyond the academy</p>	<p><b>Influential</b> entrepreneurship and contributions to national and <b>international</b> disciplinary communities and government, business, professional or community organisations and partners to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• <b>International</b> education policy and practice</li> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Work integrated learning</li> <li>• Teaching innovation</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>
<p><b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i></p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace</li> </ul> <p>Effective service and contribution to:</p> <ul style="list-style-type: none"> <li>• Advancement of field</li> <li>• Advancement, sustainability and capacity of department, school, faculty or University</li> </ul> <p>Leader of field, distinguished nationally or internationally</p> <p>Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including:</p> <ul style="list-style-type: none"> <li>• Attract, develop and retain talented individuals</li> <li>• Build diverse and inclusive teams</li> <li>• Lead both academic and professional staff</li> </ul>	<p>Demonstrable impact on research and research training programs, projects and teams with national or international influence</p> <p><b>Effective leadership of cross-disciplinary research projects and teams</b></p> <p><b>National</b> recognition and esteem (for example, department/school/faculty/University/<b>national awards</b> and prizes for research and research training and/or engagement)</p> <p><b>Where relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Timely graduate researcher completion rate</b></li> </ul>	<p>Demonstrable impact on teaching and learning programs, projects and teams with national or international influence</p> <p><b>Effective leadership of</b> teaching and learning agenda, including for example through:</p> <ul style="list-style-type: none"> <li>• <b>Strategy, governance, management</b></li> <li>• <b>Workforce development</b></li> <li>• Mentoring of less experienced teaching staff</li> <li>• Contribution to peer review of teaching and learning</li> </ul> <p><b>National</b> recognition and esteem (for example, department/school/faculty/University/<b>national awards</b> and prizes for teaching and learning and/or engagement, <b>teaching and learning innovation income</b>)</p>

\* Scholarly contributions may build on career history of disciplinary research, or be in education, or relate to role-specific programs and projects (eg policy reports, submissions, best practice guidelines)

<p><b>Benchmark</b></p>	<p>Level E Academic Specialists typically demonstrate outstanding performance and achievements in the domains of Leadership &amp; Service and Research &amp; Research Training and/or Teaching &amp; Learning. They provide influential leadership that advances research and/or teaching, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. As scholars of international standing, they deliver original and wide-ranging contributions of international and national significance, including through leading entrepreneurship and engagement practices and partnerships nationally and internationally. They often lead applications for, and secure internal and external income and may serve as a principal or co-supervisor of graduate researcher students. They provide influential leadership of cross-disciplinary research projects and teams and foster the scholarship and development of others. Level E Academic Specialists also serve as leaders of strategic and cultural change within the institution and ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both. <b>“Standard” expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</b></p>		
<p><b>Performance dimension</b></p> <p><b>Activity</b> <i>The range and volume of academic activities, inputs and outputs</i></p>	<p><b>Leadership &amp; Service</b></p> <p>Leadership and service contributions normally equivalent to at least 20% of activity</p> <p>Positive engagement in teams and learning and career development of self and others</p> <p>Compliance with University statutes, delegations, policies and processes</p> <p>Active service to discipline and at department, school, faculty or University level (eg committee membership, coordination role)</p> <p>Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program)</p> <p>Lead collaboration across disciplines, faculty, institution, beyond</p> <p>Active engagement in formal or informal leadership role (department, school, faculty, University)</p>	<p><b>Research &amp; Research Training</b></p> <p>Where relevant, contributions to research and research training agenda, including through:</p> <ul style="list-style-type: none"> <li>• Leadership of research and research training team/s</li> <li>• Research translation</li> <li>• Research technology</li> <li>• Leading clinical trials</li> </ul> <p>Where relevant:</p> <ul style="list-style-type: none"> <li>• Scholarly contributions*</li> <li>• Graduate researcher supervision</li> <li>• Applications for, and securing of, research income, including category 1–4 income</li> </ul>	<p><b>Teaching &amp; Learning</b></p> <p>Where relevant, contributions to teaching and learning agenda, including through:</p> <ul style="list-style-type: none"> <li>• Leadership of teaching and learning team/s</li> <li>• Program accreditation</li> <li>• Teaching and learning innovations</li> <li>• Curriculum design, implementation and review</li> </ul> <p>Where relevant:</p> <ul style="list-style-type: none"> <li>• Scholarly contributions*</li> <li>• Teaching preparation and delivery</li> <li>• Applications for, and securing of, teaching and learning innovation income</li> </ul>
<p><b>Engagement</b> <i>The nature and role of engagement with communities, industry and government embedded within teaching, research and research training, leadership and service</i></p>	<p>Influential leadership and service beyond the academy, contributing to intellectual, cultural, social, health and economic life nationally or internationally, including through:</p> <ul style="list-style-type: none"> <li>• Professional leadership and expertise</li> <li>• Engaging the public in the institutional mission</li> <li>• Programs and partnerships that create social, cultural and economic value</li> </ul>	<p><b>Leading</b> entrepreneurship and contributions to national and international disciplinary communities and government, business, professional or community organisations and partners to enhance excellence in research and research training. For example:</p> <ul style="list-style-type: none"> <li>• <b>Contribution to professional bodies</b></li> <li>• Commercialising research innovations</li> <li>• Development of health promotion activities based on research findings</li> <li>• Translation of research findings to policy</li> <li>• Knowledge engagement with community or professional organisations</li> <li>• Industry collaboration programs</li> </ul> <p>Leadership of collaborative, public-focused research, engagement or enterprise program with national and international partnerships beyond the academy</p>	<p><b>Leading</b> entrepreneurship and contributions to national and international disciplinary communities and government, business, professional or community organisations and partners to enhance excellence in teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>• Curriculum design and delivery</li> <li>• Extra-curricular activities contributing to the achievement of graduate outcomes</li> <li>• Work integrated learning</li> <li>• Teaching innovation</li> <li>• International education policy and practice</li> <li>• Initiatives that advance student equity, diversity or wellbeing</li> </ul>
<p><b>Quality and impact</b> <i>The overall influence of academic work, including academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy</i></p>	<p>Effective demonstration and promotion of the:</p> <ul style="list-style-type: none"> <li>• Values of the University</li> <li>• University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace</li> </ul> <p>Pre-eminence as a scholar and leader of international standing</p> <p>Role model in relationships with students, professional staff and academics at all levels, and effective development of others, including:</p> <ul style="list-style-type: none"> <li>• Attract, develop and retain talented individuals</li> <li>• Build diverse and inclusive teams</li> <li>• Lead both academic and professional staff</li> </ul> <p>Leader of strategic and cultural change within the institution, reflecting needs and aspirations of the faculty and University</p> <p>Ambassador for the faculty and University, advancing the capacity, sustainability and standing of both</p>	<p><b>Significant contribution to the University’s international profile in research and research training</b></p> <p><b>Influential</b> leadership of major cross-disciplinary research projects and teams</p> <p><b>International</b> recognition and esteem (for example, invited keynotes, department/school/faculty/University/national and <b>international</b> awards and prizes for research and research training and/or engagement)</p> <p>Where relevant:</p> <ul style="list-style-type: none"> <li>• Timely graduate researcher completion rate</li> </ul>	<p><b>Significant contribution to the University’s international profile in teaching and learning</b></p> <p><b>Influential</b> leadership in teaching and learning agenda, including, for example, through:</p> <ul style="list-style-type: none"> <li>• Strategy, governance, management</li> <li>• Workforce development</li> <li>• Mentoring of less experienced teaching staff</li> <li>• Contribution to peer review of teaching and learning</li> </ul> <p><b>International</b> recognition and esteem (for example, invited keynotes, department/school/faculty/University/national awards and prizes for teaching and learning and/or engagement, teaching and learning innovation income)</p>

\* Scholarly contributions may build on career history of disciplinary research, or be in education, or relate to role-specific programs and projects (eg policy reports, submissions, best practice guidelines)