



THE UNIVERSITY OF
MELBOURNE

—
Faculty of
Medicine, Dentistry
and Health Sciences

COLLABORATE + INNOVATE + NURTURE = IMPACT

ACADEMIC PERFORMANCE FRAMEWORK GUIDELINES

REVISED JANUARY 2024



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The Faculty of Medicine, Dentistry and Health Sciences acknowledges the Wurundjeri people of the Kulin Nation and the Yorta Yorta Nation, the Traditional Owners of the lands on which our campuses are situated.

We pay our respect to Elders past and present. We are committed to honouring Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society, particularly their knowledge of health and wellbeing, that we will continue to learn from.

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Notes on the artwork

The traditions of the 65,000 years of healing practice that existed in Australia before the introduction of European medicine, and that continue today, are reflected in the faculty's Aboriginal and Torres Strait Islander art collection held by the Medical History Museum.

In 2019, *The art of healing: Australian Indigenous bush medicine* exhibition toured a selection of these works internationally to Bush House, King's College London (15 May to 28 June 2019), to coincide with the visit of participants from the Melbourne Poche Leadership Fellows Program for emerging Indigenous leaders. The exhibition then travelled to the Berlin Museum of Medical History (Berliner Medizinhistorisches Museum der Charité) (24 October 2019 to 2 February 2020), which is operated by Charité – universitätsmedizin Berlin, one of the largest university hospitals in Europe.

The artworks are now on display in student spaces to create culturally safe environments for Indigenous students, and an enriching, uniquely Australian learning opportunity for all students at the University.

The artworks enhance this strategic plan's themes of collaborate, innovate and nurture. The power of collaboration is shown in *Bush medicine: a collaborative work by women from Wirrimanu (Balgo)*. Seven senior women, experts in bush medicine, share their cultural knowledge and understanding of bush medicine. Innovation is illustrated in Louise Pandella's work *Minimindi-Waterlilies* which departs from traditional approaches by using etching and figurative depiction. The minimindi also exemplifies innovation in healing practices developed over thousands of generations to incorporate culture, spirituality and caring for Country, where all parts of the plant are used including the flowers, seeds, stems and tubers.

In ochre on canvas, Gija elder Shirley Purdie, passes knowledge to her children and grandchildren through documenting the bush medicine of her Country in the Kimberley in *Thalngarri / Snappy Gum / Eucalyptus brevifolia*. Purdie's work was selected by Aboriginal and Torres Strait Islander students in the Faculty. Second-year medical student Joel Bones commented: "This work symbolises the flourishing body of knowledge that First Nations Peoples in Australia have so successfully nurtured through the passing of knowledge from elders to young people. As First Nations students, we should aspire to continue to learn, nourish and contribute knowledge as done by our ancestors."



Miriam Baadjo (b. 1957), **Tossie Baadjo** (b. 1958), **Jane Gimme** (b. 1958), **Gracie Mosquito** (b. 1955), **Helen Nagomara** (b. 1953), **Ann Frances Nowee** (b. 1964), **Imelda Yukenbarri** (b. 1954)
language: Kukatja
artist location: Wirrimanu (Balgo), Western Australia
Bush medicine: a collaborative work by women from Wirrimanu (Balgo), 2018
acrylic on linen, 120.0 × 180.0 cm
MHM2018.32, Medical History Museum
© Warlayirti Artists



Louise Pandella (b. 1957)
language: Ngen'giwumirri, Country: Malfiyi
artist location: Nauiyu (Daly River), Northern Territory
Minimindi—Waterlilies, 2016
single-plate etching, edition 4/30, 24.5 × 32.0 cm
MHM2017.37, Medical History Museum
© Merrepen Arts



Shirley Purdie (b. 1947)
language: Gija / Kimberley Kriol, Country: Gilburn (Mabel Downs Station)
artist location: Warmun, Western Australia
Thalngarri / Snappy Gum / Eucalyptus brevifolia, 2016
natural ochre and pigments on canvas, 45.0 × 45.0 cm
MHM2017.20, Medical History Museum
© artist and Warmun Art Centre

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Our Purpose

To make a difference to the health and wellbeing of our communities by collectively meeting the challenges of a changing world

Our Vision for 2030

With students at the heart of everything we do, we are a global leader in health, driving excellence and innovation through our contemporary partnerships, exceptional graduates and impactful research that spans discovery to translation

Our Values

Collaboration and Teamwork,
Compassion, Respect, Integrity,
Accountability



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Summary



“If we are to continue to make a real difference to the health and wellbeing of our communities, we must be ready to meet the challenges of a changing world. Aligning the development of our academic staff, and our recognition and reward processes, with our strategy is the key to achieving the goals of Advancing Health 2030.”

Professor Jane Gunn AO, Dean of the Faculty of Medicine, Dentistry and Health Sciences

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 two key components which should be considered together in discussions on academic contributions and achievements:

1. These guidelines, together with the University Academic Career Benchmarks and Indicators (ACBI), provide 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, work focus categories and diverse disciplines are consistent with the University’s aspiration to be counted among the finest universities in the world. Assessment of performance against expectations should inform the planning of promotion, assist the crafting of promotion applications and will be a key element of leadership support and panel assessments for academic promotion and triennial review.

Academic performance expectations articulated within this framework, developed by the Faculty and its Schools, exemplify 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.

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 in the context of an understanding of, and accounting for, the individual’s relative opportunity considerations.

Our Faculty, its Departments, Schools, and related Centres and Institutes, are committed to supporting our staff to achieve high performance and to develop their careers, including through tailored professional development and resources.



Impact Panel Discussion focusing on nurturing staff and students, with (L-R) Professor Jane Gunn AO (Dean), Professor Sandra Eades AO (Deputy Dean Indigenous), Jonathan Glenning, Associate Professor Shom Goel, and Professor Natalie Hannan (Associate Dean Diversity and Inclusion).

Performance Development – Responsibilities and Benefits

FOR STAFF	+	FOR SUPERVISORS	+	FOR LEADERSHIP
RESPONSIBILITIES				
• Take time for self reflection and goal-setting • Align annual performance goals with expectations of supervisors and leadership in a manner consistent with Department, School, Faculty and University strategies • Identify areas for enhancement and professional development opportunities • Identify pathways to promotion and/or distinct internal or external career opportunities		• Nurture the development of staff members • Assist staff members to set agreed goals for the year ahead and longer- term • Provide open, honest and proactive feedback on performance • Assist in planning for career progression and promotion • Identify and address any behaviour that does not align with Faculty values		• Support supervisors to hold high-quality career discussions • Foster a supportive and nurturing culture aligned with Faculty values • Provide opportunities for professional development and pathways for career progression
BENEFITS				
• Greater clarity of expectations and clear goals for success • A mentored pathway to promotion or career progression • Assistance to overcome hurdles (where required) • Planned professional development		• Alignment of staff effort with expectations and strategy • More efficient and effective staff • Enhanced teamwork and productivity • Greater harmony and less conflict within teams		• Alignment of staff with the Advancing Health 2030 strategy • Development of a nurturing culture that promotes teamwork and efficiency, delivering impact • Greater staff engagement, less conflict and fewer complaints

Our Faculty's Academic Performance Framework

The Faculty's strategic plan, Advancing Health 2030, sets ambitious targets across research, education and engagement. The strategy seeks impact through all our activities and aims to achieve this by innovating, collaborating and nurturing our staff. The strategy commits us to supporting and developing our academic staff to achieve high performance, to advance their careers and secure the Faculty's standing as a national and international leader in health and wellbeing research and education.

Our APF ensures that 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.

The academic performance expectations articulated within this framework, developed by the Faculty and its Schools, exemplify 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, with support from their supervisors, to develop clear goals and plan for promotion. They have been designed in a way that the sum of individual and collective contributions allows the Faculty to pursue its strategy and meet its own goals and the expectations and strategy of the University.

The expectations also reflect the diversity of roles, disciplines and career pathways of our staff, and recognise the increasing importance of effective teamwork in research and education, and in the provision of underpinning capabilities that support these endeavours. As such, these academic performance expectations must be interpreted and allowances made as appropriate to individual positions, academic levels, work focus categories, time fractions and relative to opportunity considerations.

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

Performance in our Faculty is also to be assessed with strong consideration of how individuals express the Faculty values of collaboration and teamwork, compassion, respect, integrity and accountability in all aspects of their work. Achievement of research or education goals in a manner that doesn't entirely fit with our values does not meet expectations of good performance.

Our goal is to build a diverse Faculty that is rich with talent and known for its supportive, innovative and high-performing culture. To achieve this, we must invest in our people and be accountable for the equity, diversity, inclusion and culture of our Faculty.

Adhering to our Faculty values of collaboration, compassion, respect, integrity and accountability will permit us all to bring our best and do our best work. We will advance the inclusion of Aboriginal and Torres Strait Islander students and staff, and place Indigenous knowledges and reciprocal learning with Indigenous peoples and communities at the heart of what we do.

Advancing Health 2030



Schools led by Dr Ngaree Blow that developed the Ways of Knowing interprofessional learning program that introduces clinical students to cultural safety and collaborative practice in Indigenous health.

Aligning with the University's Academic Employment Framework

Our APF is formed in the context of the University's Academic Employment Framework.

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 Education, Research, and Leadership and Service, as well as the two core dimensions of academic performance:

- **Activities and Engagement:** The overall volume and range of academic activities, contributions and outputs; and the patterns of scholarly engagement beyond the academy with communities, industries and public policy.
- **Quality, impact and influence:** Indicators of scholarly excellence, originality and recognition by the academy; indicators of influence beyond the academy; and indicators of contributions of public value.

Realising the bold ambitions of our strategy will require the mindsets and behaviours of our people to be aligned to our vision, values and priorities. Because of this, scaling our supportive, innovative and high-performing culture will be a key enabler of our success.

Advancing Health 2030

Supporting the Performance Development Framework (PDF)

The annual performance review should be seen as one key element in a continuous development and mentoring pathway for each academic.

Identifying areas requiring further development is a critical element of the process, and should be viewed by academics as helpful rather than punitive, and as a call to action for both the academic and their supervisor. We must acknowledge that failure to identify and address areas that require development is harmful to careers. The annual performance review should be seen as one key element in a continuous development and mentoring pathway for each academic.



Faculty staff at the Women Clinicians in Academic Leadership Symposium 2023.



2022 Deans Innovation Grant recipients Adam Wheatley, Dr Cathal O'Connell, Dr Leanne Teoh, Dr Doris Cao and Associate Professor Garron Dodd with Professor Jane Gunn AO (Dean) and Professor Peter Choong AO (Associate Dean Innovation and Enterprise).

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 plan for, and engage in, valuable professional development, including through existing University offerings and targeted programs offered as part of the Advancing Health 2030 strategic plan.

The expectations provide a clear indication for assessments of academic performance in the PDF. The framework and guidelines should support 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 who 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 Dame Kate Campbell Fellowships, distinguished academic titles, awards and prizes.

At the same time, our expectations will assist supervisors and leadership to identify staff members who may need specific support in particular areas of their academic work and careers. The current system limits summarizing outcomes to a binary ratings schema (meeting or exceeding expectations or not meeting expectations). However, even if an academic is meeting expectations, it is important to identify any areas requiring development in the supervisor comments sections and forward plan.

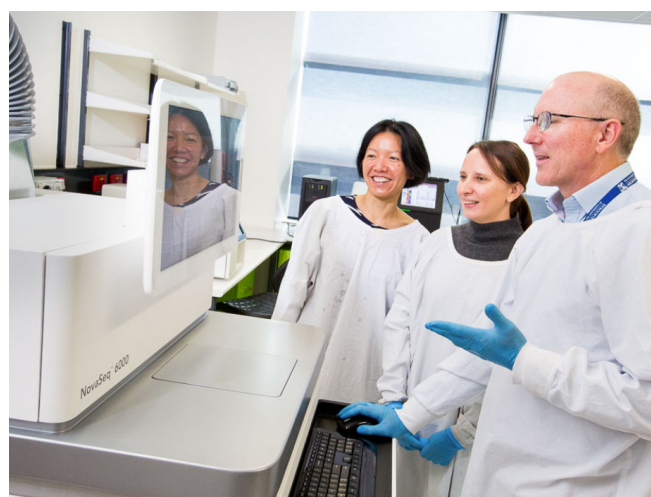
The intent of the process is to enhance future success, so appropriate professional development and support for staff will be provided where performance expectations are not being met. Persistent failure to meet performance expectations, including failure to demonstrate alignment with Faculty values, despite the provision of additional support, may result in engagement in formal performance management in accordance with normal University policy and processes.



Dr Ngaree Blow (Director of the Wurrurru Health Unit) and Professor Sandra Eades AO (Deputy Dean Indigenous) at the launch of the Wurrurru Health Unit.



Meeting of the leadership of the MDHS Early Career Academic Network.



Karey Cheong, Voula Dimitriadis and Professor Sean Grimmond using an Illumina DNA sequencer.

The Individual Context

The Faculty is committed to developing a diverse and inclusive workforce and it supports and recognises the wide range of academic work and careers that exist across our disciplines, Centres and Institutes, Departments, and Schools. Our ‘exemplar’ academic performance expectations must be interpreted and allowances made appropriate to individual positions, academic levels, work focus categories, time fractions and relative to opportunity considerations.

For instance, for our externally-funded fixed-term research staff, this includes interpreting the ‘standard’ expectations in the context of the terms of their employment contract and relevant research grants and contracts. The pandemic has had unequal adverse influences on academic careers that, in some cases, may be enduring. These should be considered when assessing performance.

Our academic performance expectations, articulated across the domains and dimensions of academic performance and 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.

The University is a signatory to the San Francisco Declaration on Research Assessment (DORA), which entails multiple recommendations designed to drive a meaningful and comprehensive assessment of research quality. Consequently, the Faculty endorses the careful and considered use of a broad range of research metrics and measures of success, cautions against simplistic application of metrics to assess research performance, and dissuades against use of journal-based metrics such as impact factors. MDHS has removed references to H-indices in these Guidelines, but continues to provide a dashboard containing multiple metrics including measures of publications, funding and graduate research supervision for careful use by individual academics and their supervisors.

Data from the dashboard should be used to help an informed holistic discussion of performance, not as a simplistic definitive measure of success as the data do not account for disciplinary differences, specific author contributions, career stage within academic levels, or career disruptions and other relative to opportunity considerations. Additionally, under the new ACBI, a broader interpretation of impact should be applied.

“We are placing the use of metrics in a clear context where the social and economic value of research is viewed holistically and not simplistically. We are the first university in Australia to do so, and sit alongside other leading global research organisations, including the Australian Academy of Science and the Australian National Health and Medical Research Council.”

Prof Jim McCluskey, Former Deputy Vice-Chancellor Research

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 [MDHS Academic Careers @ Melbourne](#) 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.

The quality of our people and our community drives our success. Our people are our students, staff and honorary community.

Advancing Health 2030



Professor Jodie McVernon speaking about prioritisation of vaccines during the pandemic.

Education and Research; Research Focused

Within our research-intensive University, Education and Research staff are expected to make contributions often equivalent to 40% of activity in Research and Research Training, 40% in Education and 20% in Leadership and Service. However, the balance between academic domains of Education 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. For example, in MDHS Education and Research academics may obtain external Fellowship support that changes their focus toward Research, or focus more for a period on Education to contribute to major revisions to curricula or courses, or assume leadership roles that extend their Leadership and Service. It is expected that Research Focused staff will make greater contributions in Research which includes Research Training (often 80%). As such, it is expected that the standard Research performance expectations articulated for Education and Research staff be scaled relevant to opportunity for Research Focused staff.

Education Specialists

Education Specialist roles vary greatly across the Faculty and we support a diversity of academic work and pathways in this work focus category. Indeed, early-career or senior Education 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 impact. Nonetheless, Education Specialist staff will most often make contributions equivalent to 80% of activity in the domain of Education.

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, although often this is much greater due to substantial provision of service that builds our capabilities and enables other academics. Beyond this, many contribute significantly to our Research and Education 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 and 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.

We aim to champion diversity, inclusivity, innovation and excellence in a supportive environment where careers flourish and our people drive our success.

Advancing Health 2030

Previous School-Specific Guidance

The Faculty's 2018 Academic Performance Framework included additional School-Specific Guidance on understanding and interpreting the expectations in the context of school, departmental and discipline norms.

The new 2024 Academic Performance Guidelines have been developed to accommodate the breadth of academic activities across our Schools and therefore, these School Specific Guidance notes are no longer required.

Relevant Links and Resources

- [MDHS Academic Careers @ Melbourne](#)
- [Career Discussions](#)
- [Support and Development Hub](#)
- [Recognition and Reward](#)
- [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](#)



Professor Liz Molloy (Deputy Dean Education) (second from left) with 2022 University Excellence Award winners (L-R) Associate Professor Lauren Ayton, Associate Professor Kwang Cham, and Associate Professor Anthea Cochrane.

Education and Research / Research Level A (please also refer to the University ACBI)

Benchmark	Level A Education and Research staff are typically acquiring academic skills and building academic achievements in the domains of research, education, and leadership and service. Working with the support and guidance of more senior academic staff, Level A Education and Research staff are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as being part of a team. Research – Level A Education and Research staff effectively contribute to engaged research and the quality and impact of research and research training. The results of their research may be published as a sole author or in collaboration. Education – Level A Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. Leadership and Service – Level A Education and Research staff often undertake administration relating primarily to their activities at the University. Level A Research Focused staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Acquiring academic skills and building academic achievements, oriented towards the University benchmarks of:		
	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Scholarly Outputs - Progressively building a portfolio of influential publications in a manner expected in the discipline. Alternative pathways to impact may be relevant (see below). Research Grants and Other Research Income - Beginning to make contributions to grant applications led by more senior academics. Progressing through Level A to potentially seeking small internal or external grants as an investigator. - May be seeking personal entry level Fellowship funding. Graduate Research Supervision - Beginning with an assisting role to graduate research students. Progressing through Level A to recognised roles with Honours students, and potentially co-supervision of students. Engagement, Partnerships and Pathways to Impact - Beginning to build a demonstrable record of contribution to research with influence beyond the academy. Scholarly outputs may be more relevant for some (see above). Research and research training contributions are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching. - Direct involvement in student assessment. - Direct involvement in student feedback. - Provision of empathetic support and guidance for students. Curriculum Materials and Educational Resources - Contributions to development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Developing relationships to benefit student experience. Participation in Educational Professional Development - Documented participation in professional development activity to support your continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Demonstration of the University’s expectations for appropriate behaviour, including respect, and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and in the learning and career development of self and others. External Engagement and Public Value - Limited expectation at Level A. University Leadership and Management - No expectation at Level A. Contributions to Sustainable Advances in the University’s Capability - No expectation at Level A. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Significance and Innovation within the Academy (Expected to build progressively through Level A) - Beginning to demonstrate quality of publications as measured by citation, or other measures of utilisation by other scholars. - Recognition via selection for presentation locally and nationally. - Research contributing to successful funding applications. and/or Impact and influence of research beyond the Academy - Limited expectation at Level A.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Beginning to demonstrate developments in learning and teaching practices in response to impact measures from own teaching. - Beginning to demonstrate developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Beginning to build a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence etc.	

Education and Research / Research Level B (please also refer to the University ACBI)

Benchmark	Level B Education and Research staff typically have well-established academic skills and strong academic performance in the domains of research, education, and leadership and service. Research – Level B Education and Research staff make independent contributions to research in their discipline or related area and the quality and impact of research, research training, and education at the institution. They contribute to research teams and projects, as well as graduate research supervision. Level B Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research. Education – Level B Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. Level B Education and Research staff engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact. Leadership and Service – Level B Education and Research staff may also make independent contributions through professional practice and expertise and coordinate and/or lead the activities of other staff. They often perform administrative duties relating primarily to their activities at the institution. Level B Research Focused staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Well-established academic skills and strong academic performance, approaching or progressing towards the University benchmarks of:		
	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Scholarly Outputs - Progressively building a portfolio of influential publications in a manner expected in the discipline (the number of publications will vary with discipline and nature of research). Progressing through Level B towards leadership or co-leadership of some research projects and some senior authorships. Alternative pathways to impact may be relevant (see below). Research Grants and Other Research Income - Making contributions to grant applications led by more senior academics. Seeking small internal or external grants as an investigator, progressing through Level B to seek funding as chief or co- investigator on external competitive grants. - May be seeking personal entry level Fellowship funding. Graduate Research Supervision - Contribution to graduate research supervision including as co-supervisor or advisory panel member. Engagement, Partnerships and Pathways to Impact - Emerging entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Scholarly outputs may be more relevant for some (see above). Research and research training contributions are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Beginning to mentor others. - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and career development of self and others. External Engagement and Public Value - Emerging entrepreneurship and engagement with government, business, professions or communities. University Leadership and Management - Some involvement in Departmental committees or organisational activities. Contributions to Sustainable Advances in the University’s Capability - No expectation at Level B. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Significance and Innovation within the Academy (Expected to build progressively through Level B) - Demonstrating consistent quality of publications as measured by citation, or other measures of utilisation by other scholars. - Recognition via selection for presentation locally and nationally, or internationally. - Research contributing to successful funding applications - Effective contribution to the quality and impact of research teams and projects. and/or Impact and influence of research beyond the Academy - Working toward translational outcomes for research (eg. improved health and wellbeing, commercialisation, industry partnership, government or public engagement, or influence on policy)	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice Recognition of Educational Expertise and Influence - Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. - Department/School/Faculty awards or prizes for teaching and learning - Teaching and learning innovation grant income	

Education and Research / Research Level C (please also refer to the University ACBI)

Benchmark	Level C Education and Research staff typically have established mastery of academic skills and excellent performance in the domains of research, education, and leadership and service. Research – Level C Education and Research staff 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 and research training at the institution. They often provide effective leadership in research including research training and supervision. Their research is recognised as influential at the national level, demonstrated by a strong record of published work or other demonstrated scholarly activities. Level C Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research. Education – Level C Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. They engage in educational professional development including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact. Leadership and Service – Level C Education and Research staff also play a major role in professional activities relevant to their profession, discipline, education, and/or community and make significant contributions to administration activities of an organisational unit or an interdisciplinary area. Level C Research staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:		
	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Scholarly Outputs - Growing portfolio of influential primary and collaborative publications in a manner expected in the discipline (the number of publications will vary with the discipline and nature of research). Leadership or co- leadership of research projects and a growing number of senior authorships or demonstrable major contributions to publications. Alternative pathways to impact may also be relevant (see below). Research Grants and Other Research Income - Gaining funding as chief or co-investigator on external competitive grants. Often this would be sufficient income to sustainably lead a small team of externally-funded academic research staff or contribute toward a larger team-based research program. - May be seeking personal mid-level or senior Fellowship funding. Graduate Research Supervision - Commencing principal supervision and continuing co-supervision of graduate research students. - Member of 1 advisory panel for graduate research student not under own supervision. - Timely completion of graduate research students. Engagement, Partnerships and Pathways to Impact - Demonstrating entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Scholarly outputs may be more relevant for some (see above). Research and research training contributions are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Maturing role as a mentor of more junior colleagues. - Demonstration of the University’s expectations for appropriate behaviour, including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Making meaningful service contributions and leading some initiatives within Department and/or School. - Positive engagement in teams and in the learning and career development of self and others. - Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). External Engagement and Public Value - Emerging entrepreneurship and engagement with government, business, professions or communities University Leadership and Management - Demonstrable involvement and influence in Departmental committees or organisational activities. Contributions to Sustainable Advances in the University’s Capability - Beginning to contribute to university wide committees or initiatives. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Significance and Innovation within the Academy - Demonstrating consistently growing quantity of high-quality publications as measured by citation, or other measures of utilisation by other scholars. - Recognition via selection for presentation locally, nationally and internationally. - Research contributing to successful funding applications. - Influential role within cross-disciplinary research projects and teams. and/or Impact and Influence of Research Beyond the Academy - Evidence emerging of translational outcomes for research (eg. improved health and wellbeing, commercialisation, industry partnership, government or public engagement, or influence on policy).	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. - Department/School/Faculty awards or prizes for teaching and learning. - Teaching and learning innovation grant income.	

Education and Research / Research Level D (please also refer to the University ACBI)

Benchmark	Level D Education and Research staff typically demonstrate performance of exceptional distinction and achievements in the domains of research, education, and leadership and service. Research – Distinguished nationally or internationally, Level D Education and Research staff deliver original, path-setting research and wide-ranging contributions to the advancement of fields of study that are informed and enhanced by engagement practices and partnerships. They have a leading role in applications for, and securing external support for, research; they also provide effective leadership of collaborative and cross-disciplinary research projects and teams and foster the research and scholarship of others. Level D Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research. Education – Level D Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. They engage in educational professional development including peer review of teaching and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact. Leadership and Service – Level D Education and 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 to the governance and collegial life inside and outside of the institution. Level D Research Focused staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally, meeting the University benchmarks of:		
	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Scholarly Outputs - Well established and growing portfolio of influential primary and collaborative publications in a manner expected in the discipline (the number of publications will vary with the discipline and nature of research). Leadership or co-leadership of research projects and broader programs and a consistent number of senior authorships or demonstrable major contributions to influential publications. Alternative pathways to impact are also expected to be relevant (see below). Research Grants and Other Research Income - Portfolio of funding as chief and co-investigator on external competitive grants. Often this would be sufficient income to sustainably lead a substantial team of externally-funded academic research staff or contribute substantially toward a larger team-based research program. - May be seeking personal mid-level to senior Fellowship funding. Graduate Research Supervision - Principal supervisor of 2–3 graduate research students. - Timely completion of PhD students under supervision. - Member of at least 1 advisory panel for graduate research student not under own supervision. Engagement, Partnerships and Pathways to Impact - Demonstrating 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. Research and research training contributions are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with government, professions or national communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Significant role in mentoring of others and exemplary role model in the workplace - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Making meaningful service contributions and leading some initiatives within Department, School and/or Faculty. - Positive engagement in teams and in the learning and career development of self and others. - Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). External Engagement and Public Value - Demonstrable entrepreneurship and engagement with government, business, professions or communities. - Leader in discipline/field nationally or internationally. University Leadership and Management - Demonstrable involvement and leadership in Departmental/School/Faculty committees or organisational activities. - Role model in relationships with students, professional staff and academics at all levels, and in the effective development of others. Contributions to Sustainable Advances in the University’s Capability - Contributing in a meaningful way to university-wide committees or initiatives. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Significance and Innovation within the Academy - Demonstrating consistently growing quantity of high-quality publications as measured by citation, or other metrics of utilisation by other scholars. - Recognition via selection for presentation locally, nationally and internationally. - Research contributing to successful funding applications. - Effective leadership of cross-disciplinary research projects and teams. and/or Impact and Influence of Research Beyond the Academy - Evidence of translational outcomes for research (eg. improved health and wellbeing, commercialisation, industry partnership, government or public engagement, or influence on policy).	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a national discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of national educational societies and communities of practice, invited keynote presentations, national recognition as assessor or expert etc. - School/Faculty/University/National awards or prizes for teaching and learning. - Teaching and learning innovation grant income.	

Education and Research / Research Level E (please also refer to the University ACBI)

Benchmark	Level E Education and Research staff typically demonstrate outstanding performance and achievements in the domains of research, education, and leadership and service. Research – As eminent leaders in their discipline and scholars of international standing, Level E Education and 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. They lead applications for, and secure, substantial resources to sustain teams of researchers; they also provide influential leadership of cross-disciplinary research projects and teams and foster the research and scholarship of others. Level E Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research. Education – Level E Education and Research staff make varied contributions to education with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact. Leadership and Service – Level E Education and Research staff provide influential leadership that advances research, education, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside the institution. Level E Education and Research staff serve as leaders of strategic and cultural change within the institution and as ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both. Level E Research Focused staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Outstanding performance and pre-eminence as a scholar of international standing, meeting or surpassing the University benchmarks of:		
	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Scholarly Outputs - Internationally recognised portfolio of influential primary and collaborative publications in a manner expected in the discipline (the number of publications will vary with discipline and nature of research). Leadership and co-leadership of research projects and broader programs and a substantial and consistent number of senior authorships or demonstrable major contributions to highly influential publications. Alternative pathways to impact are also expected to be relevant (see below). Research Grants and Other Research Income - Well-established portfolio of funding as chief and co-investigator on external competitive grants. Often this would be sufficient income to sustainably lead a substantial team of externally-funded academic research staff, including those progressing their own careers, or to contribute substantially toward a larger team-based research program. - May be seeking personal senior Fellowship funding. Graduate Research Supervision - Principal supervisor of 2–3 graduate research students. - Timely completion of PhD students under supervision. - Member of at least one advisory panel for graduate research student not under own supervision. Engagement, Partnerships and Pathways to Impact - Demonstrating 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. Research and research training contributions are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with government, professions or international communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Strong record of development of more junior colleagues with ongoing significant role in mentoring of others and exemplary role model in the workplace. - Demonstration of the University's expectations for appropriate behaviour including respect, and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Leading substantial contributions within Department, School and/or Faculty. - Positive engagement in teams and learning and career development of self and others. - Mentor of staff and students (formal, informal, or a coordinator of or contributor to a mentoring program). External Engagement and Public Value - Demonstrable entrepreneurship and engagement with government, business, professions or communities. - Leader in discipline/field nationally and internationally. University Leadership and Management - Demonstrable involvement and leadership in Departmental/School/Faculty committees or organisational activities. - Exemplary role model in relationships with students, professional staff and academics at all levels, and in the effective development of others. Contributions to Sustainable Advances in the University's Capability - Contributing in a meaningful way to university wide committees or initiatives. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.

Education and Research / Research Level E (please also refer to the University ACBI)

Quality, Impact and Influence • <i>Indicators of scholarly excellence, originality and recognition by the academy</i> • <i>Indicators of impact and influence beyond the academy</i> • <i>Indicators of contributions of public value</i>	Significance and Innovation within the Academy • Demonstrating a consistently growing quantity of high-quality publications as measured by citation, or other metrics of utilisation by other scholars. • Recognition via selection for presentation locally, nationally and internationally. • Research contributing to successful funding applications. • Effective leadership of cross-disciplinary research projects and teams. • Timely completion of RHD students. and/or Impact and Influence of Research Beyond the Academy • Evidence of translational outcomes for research (eg. improved health and wellbeing, commercialisation, industry partnership, government or public engagement, or influence on policy).	Evaluation of Teaching • Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact • Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices • Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. • Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence • [Relevant for Education and Research academics with a substantial involvement in teaching] Demonstrating an international leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of international educational societies and communities of practice, invited international keynote presentations, international recognition as assessor or expert, university-level peer reviewing as a member of the College of Reviewers, leadership of learning and teaching committees, contributions to national and international statements on learning and teaching etc. • Faculty/University/National/International awards or prizes for teaching and learning. • Teaching and learning innovation grant income.	
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Education Specialist Level A (please also refer to the University ACBI)

Benchmark	Level A Education Specialist staff are typically acquiring academic skills and building academic achievements in the domains of education, and leadership and service. Working with the support and guidance of more senior academic staff, Level A Education 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. Level A Education Specialist staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Acquiring academic skills and building academic achievements, oriented towards the University benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Involvement in Teaching - Active contribution to teaching. - Direct involvement in student assessment. - Direct involvement in student feedback. - Provision of empathetic support and guidance for students. Curriculum Materials and Educational Resources - Contributions to development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Developing relationships to benefit student experience. Participation in Educational Professional Development - Documented participation in professional development activity to support your continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Contribution to research and research training activity, engagement and quality and impact where relevant.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and career development of self and others. External Engagement and Public Value - Limited expectation at Level A. University Leadership and Management - No expectation at Level A. Contributions to Sustainable Advances in the University's Capability - No expectation at Level A. Positive Engagement in Teams and Learning and Career Development of Self and Others Compliance with University statutes, delegations, policies and processes. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Beginning to build a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence etc.		

Education Specialist Level B (please also refer to the University ACBI)

Benchmark	Level B Education Specialist staff typically have well-established academic skills and strong academic performance in the domains of education, and leadership and service. They make significant 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 Education Specialist staff normally undertake full academic responsibilities and related administration for the coordination of an award program. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Well-established academic skills and strong academic performance, approaching or progressing towards the University benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Contribution to research and research training activity, engagement and quality and impact where relevant.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Beginning to mentor others. - Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and in the career development of self and others. External Engagement and Public Value - Emerging entrepreneurship and engagement with government, business, professions or communities. University Leadership and Management - Some involvement in Departmental committees or in organisational activities. Contributions to Sustainable Advances in the University's Capability - No expectation at Level B. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. - Department/School/Faculty awards or prizes for teaching and learning. - Teaching and learning innovation grant income.		

Education Specialist Level C (please also refer to the University ACBI)

Benchmark	Level C Education Specialist staff typically have established mastery of academic skills and excellent performance in the domains of education, and leadership and 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 Education 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. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Contribution to research and research training activity, engagement and quality and impact where relevant.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Maturing role as a mentor of more junior colleagues. - Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Making meaningful service contributions and leading some initiatives within Department and/or School. - Positive engagement in teams and in the learning and career development of self and others. - Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). External Engagement and Public Value - Emerging entrepreneurship and engagement with government, business, professions or communities. University Leadership and Management - Demonstrable involvement and influence in Departmental committees or organisational activities. Contributions to Sustainable Advances in the University's Capability - Beginning to contribute to University-wide committees or initiatives. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. - Department/School/Faculty awards or prizes for teaching and learning. - Teaching and learning innovation grant income.		

Education Specialist Level D (please also refer to the University ACBI)

Benchmark	Level D Education Specialist staff demonstrate performance and achievements of exceptional distinction in the domains of education, and leadership and 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. Level D Education Specialist staff make outstanding independent contributions to the advancement of teaching, scholarship and administration through their department, school or interdisciplinary area, as well as to the governance and collegial life inside and outside of the institution. They also make and lead innovations in teaching and foster the teaching and scholarship of others. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research and Research Training	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally, meeting the University benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with government, professions or national communities to enhance excellence in learning and teaching. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Contribution to research and research training activity, engagement and quality and impact where relevant.	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Significant role in mentoring of others and exemplary role model in the workplace. - Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Making meaningful service contributions and leading some initiatives within Department, School and/or Faculty. - Positive engagement in teams and learning and in the career development of self and others. - Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). External Engagement and Public Value - Demonstrable entrepreneurship and engagement with government, business, professions or communities. - Leader in discipline/field nationally or internationally. University Leadership and Management - Demonstrable involvement and leadership in Departmental/School/Faculty committees or organisational activities. - Role model in relationships with students, professional staff and academics at all levels, and in the effective development of others.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. - Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a national discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of national educational societies and communities of practice, invited keynote presentations, national recognition as assessor or expert etc. - School/Faculty/University/National awards or prizes for teaching and learning. - Teaching and learning innovation grant income.		Contributions to Sustainable Advances in the University's Capability Contributing in a meaningful way to university wide committees or initiatives. Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.

Education Specialist Level E (please also refer to the University ACBI)

Benchmark	Level E Education Specialist staff demonstrate outstanding performance and achievements in the domains of education, and leadership and 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 Education Specialist 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. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research and Research Training	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally, meeting the university benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement	Original, path-setting research of international and national significance	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with government, professions or international communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Contribution to research and research training activity, engagement and quality and impact where relevant	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Strong record of development of more junior colleagues with ongoing significant role in mentoring of others and exemplary role model in the workplace. - Demonstration of the University's expectations for appropriate behaviour, including respect, and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Leading substantial contributions within Department, School and/or Faculty. - Positive engagement in teams and learning and career development of self and others. - Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). External Engagement and Public Value - Demonstrable entrepreneurship and engagement with government, business, professions or communities. - Leader in discipline/field nationally or internationally.
<i>Quality, Impact and Influence Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Demonstrating an international leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, Participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of international educational societies and communities of practice, invited international keynote presentations, international recognition as assessor or expert, university-level peer reviewing as a member of the College of Reviewers, leadership of learning and teaching committees, contributions to national and international statements on learning and teaching etc. - Faculty/University National/International awards or prizes for teaching and learning. - Teaching and learning innovation grant income.		University Leadership and Management - Demonstrable involvement and leadership in Departmental/School/Faculty committees or organisational activities. - Exemplary role model in relationships with students, professional staff and academics at all levels, and in the effective development of others. Contributions to Sustainable Advances in the University's Capability - Contributing in a meaningful way to university wide committees or initiatives. - Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.

Academic Specialist Level A (please also refer to the University ACBI)

Benchmark	Level A Academic Specialists are typically acquiring academic skills and building academic achievements in the domains of leadership and service, and research and/or education. 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 to 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 one or more of the following : research, research training, education, including through emerging entrepreneurial and engagement practices and partnerships, and they often undertake administration relating primarily to their activities at the University. ‘Standard’ expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	Acquiring academic skills and building academic achievements, oriented towards the University benchmarks of:		
	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.	Original, path-setting research of international and national significance.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and in the career development of self and others. External Engagement and Public Value - Limited expectation at Level A – should be some engagement with relevant local or national groups that facilitate quality of academic specialist activities. University Leadership and Management - No expectation at Level A. Contributions to Sustainable Advances in the University’s Capability - No expectation at Level A.	Scholarly Outputs - Beginning to contribute to influential publications or other relevant outputs led by other academics and leading some publications or outputs in specialist area. Alternative pathways to impact may be relevant (see below). Research Grants and Other Research Income - May be making contributions to grant applications led by more senior academics, for example through technical advice and support. - May be contributing to applications seeking funding for research infrastructure. Graduate Research Supervision - Not an expectation of Academic Specialists at Level A. Engagement, Partnerships and Pathways to Impact - May be facilitating impact of other academics through provision of specialist support for research or its translational impact. - Emerging entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching. - Direct involvement in student assessment. - Direct involvement in student feedback. - Provision of empathetic support and guidance for students. Curriculum Materials and Educational Resources - Contributions to development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Developing relationships to benefit student experience. Participation in Educational Professional Development - Documented participation in professional development activity to support your continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>		Significance and Innovation within the Academy (Expected to build progressively through Level A) - Beginning to demonstrate effective contributions in specialist area to the quality, impact and public value of research and research training programs, projects and teams. and/or Impact and Influence of Research Beyond the Academy - Limited expectation at Level A.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Beginning to build a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence etc.

Academic Specialist Level B (please also refer to the University ACBI)

Benchmark	Level B Academic Specialists typically have well-established academic skills and strong academic performance in the domains of leadership and service, and research and research training, and/or education. Depending on their primary focus, Level B Academic Specialists make independent contributions to the quality, impact and public value of one or more of the following: research, research training, education, 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. ‘Standard’ expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	Well-established academic skills and strong academic performance, approaching or progressing towards the University benchmarks of:		
	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.	Original, path-setting research of international and national significance.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Beginning to mentor others. - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams, and learning and in the career development of self and others. - Beginning to develop active service to discipline or wider university capability at department, school, faculty or University level (for example committee membership, coordination role). External Engagement and Public Value - Developing engagement with relevant local or national groups that facilitates quality of academic specialist activities. University Leadership and Management - Beginning to engage across expertise and discipline within the University. Contributions to Sustainable Advances in the University’s Capability - May be contributing to maintenance and development of technical capabilities across the University.	Scholarly Outputs - Contributing to influential publications or other relevant outputs led by other academics and leading some publications/reports/guidelines/other outputs in specialist area. Alternative pathways to impact may be relevant (see below). - Contributing to research and research training programs, projects and teams including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation. Research Grants and Other Research Income - Beginning to make contributions to grant applications led by more senior academics, such as through technical advice and support. - Where relevant, making a supporting contribution to applications seeking funding for research infrastructure. Graduate Research Supervision - Potentially engaged in providing technical support or expertise for graduate researchers or in direct supervision of graduate research students. Engagement, Partnerships and Pathways to Impact - Facilitating impact of other academics through provision of specialist support for research or its translational impact. - Developing entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>		Significance and Innovation within the Academy (Expected to build progressively through Level B) - Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of research and research training programs, projects and teams. and/or Impact and Influence of Research Beyond the Academy - Facilitating translation of research of other academics into real-world impact/knowledge translation.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. - Department/School/Faculty awards or prizes for teaching and learning. - Teaching and learning innovation grant income.

Academic Specialist Level C (please also refer to the University ACBI)

Benchmark	Level C Academic Specialists typically have established mastery of academic skills and excellent performance in the domains of leadership and service, and research and research training, and/or education. Depending on their primary focus, Level C Academic Specialists make significant original contributions to the quality, impact and public value of one or more of the following : research, research training, education, 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. ‘ Standard ’ expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:		
	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.	Original, path-setting research of international and national significance.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Maturing role as a mentor of more junior colleagues. - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and career development of self and others; may be providing primary or secondary leadership of other academic specialists and related support staff. - Demonstrable impactful service to discipline or wider university capability at department, school, faculty or University level (eg. committee membership, coordination role). External Engagement and Public Value - Impactful engagement with relevant local, national or international groups that facilitate quality of academic specialist activities. University Leadership and Management - Beginning to engage across expertise and discipline within the University. Contributions to Sustainable Advances in the University’s Capability - Contributing to maintenance and development of relevant technical capabilities across the University and beginning to lead those capabilities more locally.	Scholarly Outputs - Contributing in a significant way to influential publications or other relevant outputs led by other academics and leading impactful publications/reports/guidelines/other outputs within specialist area. Alternative pathways to impact may be relevant (see below). - Contributions to research and research training programs, projects and teams (including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation) are recognised as critical elements of research success. - Engaged internationally in collaboration in specialist area. Research Grants and Other Research Income - Growing influential contributions to grant applications led by more senior academics eg. through technical advice and support. - Where relevant, now making a leading contribution to applications seeking funding for research infrastructure. Graduate Research Supervision - Likely engaged in providing technical support or expertise for graduate researchers and potentially in direct supervision of graduate research students. Engagement, Partnerships and Pathways to Impact - Growing evidence for facilitating impact of other academics through provision of specialist support for research or its translational impact. - Further developing entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with local government, professions or communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>		Significance and Innovation within the Academy (Expected to build to a level of national recognition of capability at Level C) - Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of a growing number of research and research training programs, projects and teams. and/or Impact and Influence of Research Beyond the Academy - Consistently facilitating translation of research of other academics into demonstrable real-world impact/knowledge translation.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. - Department/School/Faculty awards or prizes for teaching and learning. - Teaching and learning innovation grant income.

Academic Specialist Level D (please also refer to the University ACBI)

Benchmark	Level D Academic Specialists typically demonstrate performance of exceptional distinction and achievements in the domains of leadership and service, and research and research training, and/or education. Level D Academic Specialists make outstanding independent contributions to the advancement of research and/or education, and engagement and administration through their department, school or interdisciplinary area, as well as to the governance and collegial life inside and outside the institution. Distinguished nationally or internationally, Level D Academic Specialists deliver original and wide-ranging contributions to one or more of the following : research, research training, education, 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. ‘Standard’ expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally, meeting the University benchmarks of:		
	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.	Original, path-setting research of international and national significance.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.
Activities and Engagement <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i>	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Significant role in the mentoring of others and as an exemplary role model in the workplace. - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Positive engagement in teams and learning and in the career development of self and others; providing leadership of other academic specialists and related support staff. - Demonstrable impactful service to, and leadership of, discipline or wider university capability at department, school, faculty or University level (for example committee membership, coordination role). External Engagement and Public Value - Impactful engagement with and some leadership within relevant local, national or international groups that facilitate quality of academic specialist activities. University Leadership and Management - Engaging across expertise and discipline within the University. - Involvement in university level committees or working groups. Contributions to Sustainable Advances in the University’s Capability - Contributing to maintenance and development of relevant technical capabilities across the University and leading those capabilities more locally.	Scholarly Outputs - Leading impactful publications/reports/ guidelines/other outputs within specialist area. Contributing in a significant way to influential publications or other relevant outputs led by other academics. Alternative pathways to impact may be relevant (see below). - Impactful contributions to research and research training programs, projects and teams (including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation) are recognised as critical elements of research success. - Engaged internationally in collaboration in specialist area. Research Grants and Other Research Income - Significant contributions to funded major grants led by junior and senior academics (for example through technical advice and support) and possibly as a co- or principal investigator on some funding applications. - Where relevant, making a leading contribution to successful applications for funding of research infrastructure. Graduate Research Supervision - Likely engaged in providing technical support or expertise for graduate researchers. - Direct supervision of graduate research students. Engagement, Partnerships and Pathways to Impact - Substantial evidence for facilitating impact of other academics through provision of specialist support for research or its translational impact. - High level entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Entrepreneurship and engagement with government, professions or national communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.
Quality, Impact and Influence <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i>		Significance and Innovation within the Academy (Expected to be building to a level of international recognition of capability at Level D) - Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of a growing number of research and research training programs, projects and teams having national and international impact. and/or Impact and Influence of Research Beyond the Academy - Consistently facilitating translation of research of other academics into demonstrable real-world impact/knowledge translation. - Demonstrable impact on research and research training programs, projects and teams with national or international influence.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence - Establishing a national discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of national educational societies and communities of practice, invited keynote presentations, national recognition as assessor or expert etc. - School/Faculty/University/National awards or prizes for teaching and learning. - Teaching and learning innovation grant income.

Academic Specialist Level E (please also refer to the University ACBI)

Benchmark	Level E Academic Specialists typically demonstrate outstanding performance and achievements in the domains of leadership and service, and research and research training, and/or education. They provide influential leadership that advances research and/or education, engagement and administration through their department, school or interdisciplinary area, as well as to the governance and collegial life inside and outside 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 as ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both. ‘Standard’ expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	Outstanding performance and pre-eminence as a scholar of international standing, meeting or surpassing the University benchmarks of:		
	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.	Original, path-setting research of international and national significance.	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.
Activities and Engagement - The overall volume and range of academic activities, contributions and outputs - The patterns of scholarly engagement beyond the academy with communities, industries and public policy	Citizenship and Values - Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. - Strong record of development of more junior colleagues with ongoing significant role in mentoring of others and as an exemplary role model in the workplace. - Demonstration of the University’s expectations for appropriate behaviour including respect and upholding the University’s commitment to a safe, diverse and inclusive workplace. - Compliance with University statutes, delegations, policies and processes. Service - Exemplary engagement in teams and learning and in the career development of self and others. - Providing substantial leadership of other academic specialists and related support staff. - Substantial impactful service to, and leadership of, discipline or wider university capability at department, school, faculty or University level (for example committee membership, coordination role). External Engagement and Public Value - Impactful engagement with, and influential leadership within, relevant local, national and international groups that facilitate quality of academic specialist activities. University Leadership and Management - Engaging across expertise and discipline within the University. - Substantial impactful involvement in University-level committees or working groups. Contributions to Sustainable Advances in the University’s Capability - Leading maintenance and development of relevant technical capabilities across the University and ensuring capabilities are nationally and internationally networked where relevant.	Scholarly Outputs - Record of leading impactful publications/reports/ guidelines/other outputs within specialist area. Substantial portfolio of influential publications or other relevant outputs led by other academics. Alternative pathways to impact may be relevant (see below). - Contributions to research and research training programs, projects and teams (including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation) are recognised as critical elements of research success. - Engaged internationally in collaboration in specialist area benefitting the University. Research Grants and Other Research Income - Substantial record of contributions to funded major grants led by junior and senior academics (eg. through technical advice and support) and also as a co- or principal investigator on funded grants. - Where relevant, a record of leading successful applications for funding of research infrastructure. Graduate Research Supervision - Likely engaged in providing technical support or expertise for graduate researchers. - Record of successful direct supervision of graduate research students. Engagement, Partnerships and Pathways to Impact - Substantial evidence for facilitating the impact of other academics through provision of specialist support for research or its translational impact. - High level entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review. Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.	Involvement in Teaching - Active contribution to teaching and subject coordination. - Design and direct involvement in student assessment. - Design and direct involvement in student feedback. - Provision of empathetic support and guidance for students including advising and mentoring. Curriculum Materials and Educational Resources - Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. Engagement and Partnerships - Emerging entrepreneurship and engagement with government, professions or international communities to enhance excellence in teaching and learning. For example: - Curriculum design and delivery. - Extra-curricular activities contributing to the achievement of graduate outcomes. - Work integrated learning. - Collaborative practice. - Initiatives that advance student equity, diversity and wellbeing. Participation in Educational Professional Development - Documented participation in professional development activity to support personal continuing development in teaching and learning. Education contributions are agreed at appointment and may be varied at the annual performance review. Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.
Quality, Impact and Influence - Indicators of scholarly excellence, originality and recognition by the academy - Indicators of impact and influence beyond the academy - Indicators of contributions of public value		Significance and Innovation within the Academy (Expected to be at a level of international recognition of capability at Level E) - Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of a growing number of research and research training programs, projects and teams having national and international impact. and/or Impact and Influence of Research Beyond the Academy - Consistently facilitating translation of research of other academics into demonstrable real-world impact/knowledge translation. - Demonstrable impact on research and research training programs, projects and teams with national and international influence.	Evaluation of Teaching - Contribution to peer review of teaching as both reviewee and reviewer. Evidence of Educational Outcomes and Impact - Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. Evidence-Informed Improvement of Education Practices - Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. - Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. Recognition of Educational Expertise and Influence [Relevant for Academic Specialists with a substantial involvement in teaching] Demonstrating an international leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development, leading of international educational societies and communities of practice, invited international keynote presentations, international recognition as assessor or expert, university-level peer reviewing as a member of the College of Reviewers, leadership of learning and teaching committees, contributions to national and international statements on learning and teaching etc. - Faculty/University/National/International awards or prizes for teaching and learning. - Teaching and learning innovation grant income.



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