



Academic Career Benchmarks and Indicators

By work focus category and level

29 November 2023

Introduction

The ACBI: By Work Focus Category and Level — What it is

This *ACBI: By Work Focus Category and Level* document has been developed as an extension of the current University-level *ACBI* and adopts its same structure and definitions for academic performance across activities and engagement and quality, impact and influence.

In keeping with the current University-level *ACBI*, this *ACBI: By Work Focus Category and Level* is intended to be used as a guide when considering academic achievement and contributions, and as a reference point to assist in planning, supporting, assessing and recognising academic performance, by work focus category and level.

It seeks to clearly distinguish the changes in the areas for achievement and contributions across the different work focus categories—and vertically across each academic level (highlighted in bold text).

It embeds the principles of and should be read in conjunction with the University's:

- Framework for Educational Excellence
- Research Impact Framework
- Performance Relative to Opportunity Guidelines

All planning and assessment of education performance should be framed by the seven dimensions of the Framework for Educational Excellence:

- Well-designed and engaging learning experiences
- Evidence-based and inclusive teaching practices
- Effective assessment and feedback
- Guidance and support inside and outside the classroom
- Integration of scholarship and professional practice into teaching and learning
- Continuous improvement and professional development
- Educational collaboration, leadership and commitment to dissemination

Likewise, all planning and assessment of research performance is framed by the five facets of the Research Impact Framework:

- Scholarly and creative: to advance knowledge and ways of working
- Policy, politics and law: to inform/improve politics, policy and governance, including law and regulation
- Media and culture: to inform/facilitate public debate, perceptions and culture
- Processes and practices: to inform/advance/improve processes and practices
- Products and enterprises: to create new products, technologies, and (for profit and not-for-profit) enterprises and ventures

The ACBI: By Work Focus Category and Level — What it is not

This *ACBI: By Work Focus Category and Level* is not intended to replace local academic performance expectations, which remain important to articulating specific qualitative and quantitative expectations (eg number of publications) in the context of different disciplines, Faculties, School and Department education and research activities, and local workload model formulas.

It is also not a checklist, set of minimum expectations or comprehensive catalogue of all facets of academic performance. Academic roles and careers differ greatly across the University and across disciplines and fields of study. Individual careers and achievements are framed holistically on relevant indicators considering career stage, discipline, the priorities for faculties and expectations for specific academic roles. In addition, the University's Performance Relative to Opportunity guidelines are applied to the assessment of academic performance.

Academic staff preparing applications for promotion should refer to the University's Academic Promotions Guidelines.

Understanding major areas for academic achievement and contributions across Education, Research and Research Training, and Leadership and Service

For the purposes of clarity:

- Leadership and Service related to either education or research (eg leadership of curriculum redesign, leadership of engagement for research partnership, leadership of research grant applications, leadership of discipline) has been reflected within the respective domains of Education and Research and Research Training
- Leadership and Service related to other areas such as organisational and community-based leadership has been reflected in the Leadership and Service domain
- Peer esteem and standing as an indicator of quality, impact and influence within the discipline is captured within the respective domains of Education and Research and Research Training
- In accordance with the existing definitions of the *ACBI*, supervision of Graduate Researchers is reflected in the domain of Research and Research Training
- Research and Research Training has been framed as scholarly outputs where the content area of the scholarly work is determined jointly by the academic staff member and their supervisor; for Education Focused staff this may comprise education scholarship or discipline-based scholarship
- 'Education' refers to more than face-to-face teaching delivery as illustrated by the seven dimensions of the Framework for Educational Excellence; links to the Framework for Educational Excellence are embedded in this document where relevant
- Reference to the 'development of portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee' will align with the TALQAC recommended measures of teaching effectiveness. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, self-reflection, focus group data, industry and community reports, engagement data, student achievement etc.

The balance of activity across the domains of Education, Research and Research Training, and Leadership and Service varies greatly amongst our large and diverse cohort of continuing and fixed-term academic staff:

- An academic's balance of activity may be determined by their work focus category, position and academic level and can shift from one year to the next
- Work focus category definitions establish broad parameters for the balance of academic activity for staff classified as Education and Research, Research Focussed, Education Focussed or Academic Specialist

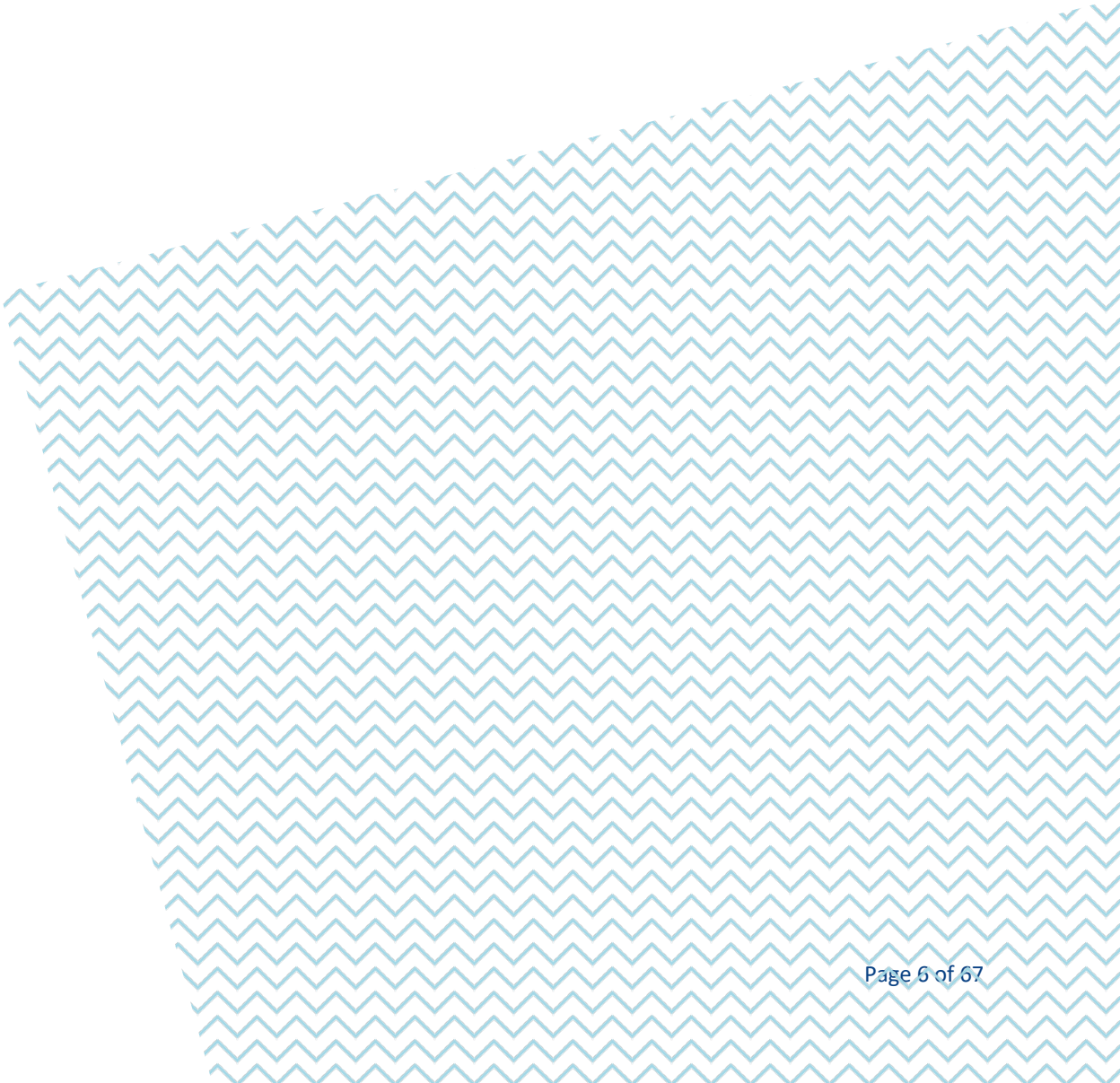
Staff agree on their actual annual balance of activity with their supervisor as a normal part of their annual Performance Development Review, taking into consideration their individual context, applicable local academic performance expectations and the University's Performance Relative to Opportunity Guidelines.

Intended application

Together, the *ACBI* and this *ACBI: By Work Focus Category and Level* are intended to inform all planning, supporting, assessing and recognising of academic performance across the academic career lifecycle, including in recruitment and selection, confirmation and PDF, promotion and other forms of recognition and reward.

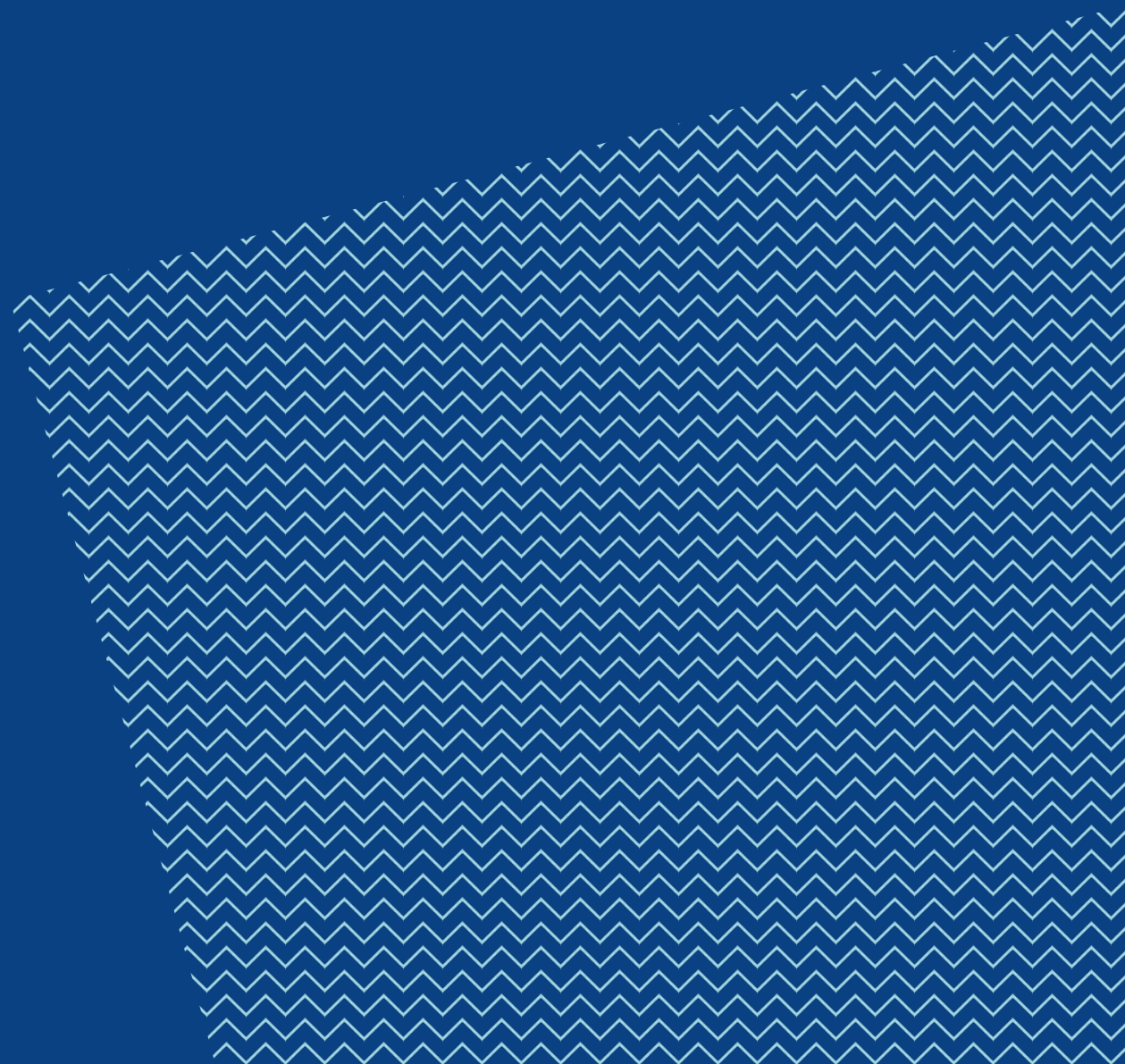
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Education Focussed

Levels A to E



<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> • Indicators of scholarly excellence, originality and recognition by the academy • Indicators of impact and influence beyond the academy • Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> • Development of portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> • Demonstration of developments in learning and teaching practices in response to education impact measures • Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> • Building a local discipline profile in education. This may be through peer review of education contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence etc. 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> • Growing evidence of quality scholarly outputs
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Education Focussed Level B

<p>Benchmark</p>	<p>Level B Education Focussed staff typically have well-established academic skills and strong and consistent academic performance, primarily in the domain of Education and the dimensions of the University’s Framework for Educational Excellence. 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 Focussed staff normally undertake full academic responsibilities and related administration for the coordination of an educational program. They contribute to quality scholarly outputs and grant applications, with a growing sphere of impact and influence within and beyond the Academy. 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.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery Extra-curricular activities contributing to the achievement of graduate outcomes. Work integrated learning 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing to scholarly presentations and publications or other relevant outputs <p>Scholarly Grants and Other Income</p> <ul style="list-style-type: none"> Contributing to relevant grant applications <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> May be engaged in supervision of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times Mentoring of colleagues, including in teaching and learning activities 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in career development of self and others Positive engagement in University activities <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community Relationships that deepen engagement and mutually benefit education and

	<ul style="list-style-type: none"> ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 		<p>research outcomes with Indigenous communities</p> <ul style="list-style-type: none"> ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes <p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Some involvement in Departmental or School committees or organisational activities, such as project leads or deputy chairs
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Development of portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of innovative developments in learning and teaching practices in response to education impact measures ● Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Consolidating a local discipline profile in education. This may include service to the discipline 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 in conferences and external workshops etc. ● Department/School/Faculty awards or prizes for teaching and learning 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Growing evidence of quality scholarly outputs <p>Impact and Influence of Research beyond the Academy</p> <ul style="list-style-type: none"> ● Growing sphere of influence beyond the Academy, for example through peer esteem in public domain and industry recognition, participation in professional associations, presentations at conferences and workshops, and invitations to speak <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Building track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	



- Teaching and learning innovation grant income

Education Focussed Level C

<p>Benchmark</p>	<p>Level C Education Focussed staff typically have established mastery of academic skills and excellent and consistent performance, primarily in the domain of Education and the dimensions of the University’s Framework for Educational Excellence. 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 Focussed 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 and related administration for the coordination of a large award program or a number of smaller award or non-award programs of the institution. They also make significant contributions to administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours or postgraduate level. They contribute to a portfolio of quality scholarly outputs and grant applications, with a growing sphere of impact and influence within and beyond the Academy. 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.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing to a portfolio of influential traditional and/or non-traditional research outputs and presentations, and leading some outputs <p>Scholarly Grants and Other Income</p> <ul style="list-style-type: none"> Contributing to relevant grant applications <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> May be engaged in supervision of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times Maturing role as a mentor of more junior colleagues, for example taking on more leadership in mentorship programs, or leading workshops for community of practice 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives or committees within Department and/or School Positive engagement in teams Active engagement in learning and career development of self and others <p>External Engagement and Public Value</p>

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 		<ul style="list-style-type: none"> ● Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Established local leadership discipline profile in education. This may include service to the discipline 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 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Evidence of quality scholarly outputs <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Growing sphere of influence beyond the Academy, for example through peer esteem in public domain and industry recognition, participation in professional associations, presentations at conferences and workshops, and invitations to speak <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Further developing track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Demonstrable involvement and influence in Departmental committees or organisational activities <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> ● Beginning to contribute to university wide committees or initiatives beyond the School or Faculty as appropriate




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 Focussed Level D

Benchmark	<p>Level D Education Focussed staff demonstrate consistent performance and achievements of exceptional distinction, primarily in the domain of Education and the dimensions of the University’s Framework for Educational Excellence. Recognised as distinguished nationally, they deliver inspirational teaching and make major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by innovation and engagement. They make outstanding independent contributions to the advancement of education, scholarship and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. They also 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.</p>		
Performance dimension	Education	Research & Research Training	Leadership & Service
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, national communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery. Extra-curricular activities contributing to the achievement of graduate outcomes. Work integrated learning. 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing and leading in a significant way to a portfolio of influential traditional and/or non-traditional research outputs and presentations <p>Scholarly Grants and Other Income</p> <ul style="list-style-type: none"> Leading and collaborating on relevant grant applications <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Engaged in supervision of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives within Department, School and/or Faculty Positive engagement in teams Active engagement in learning and career development of self and others <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Demonstrable enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community

	<ul style="list-style-type: none"> ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 		<ul style="list-style-type: none"> ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes <ul style="list-style-type: none"> ● Leader in discipline/field nationally or internationally
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Established national discipline profile in education. This may include service to the discipline 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 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Sustained evidence of quality scholarly outputs <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● National sphere of influence beyond the Academy, for example through peer esteem in public domain and industry recognition, participation in professional associations, presentations at conferences and workshops, and invitations to speak <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● 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 effective development of others <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> ● Contributing in meaningful way to university wide committees or initiatives




keynote presentations, national recognition as assessor or expert etc.

- School/Faculty/**University/National** awards or prizes for teaching and learning
- **Evidence of repeated teaching and learning innovation grant income as lead investigator**

Education Focussed Level E

<p>Benchmark</p>	<p>Level E Education Focussed staff demonstrate outstanding and consistent performance and achievements, primarily in the domain of Education and the dimensions of the University’s Framework for Educational Excellence. 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 education, 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 Focussed staff serve as leaders of strategic and cultural change within the institution and are 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.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Leading design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, international communities, or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Significant portfolio of influential traditional and/or non-traditional research outputs and presentations <p>Scholarly Grants and Other Income</p> <ul style="list-style-type: none"> Track record of leading relevant grant applications Track record as a collaborator on relevant grant applications <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Engaged in supervision of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times, upholding and symbolising the highest levels of ethical practice and academic and professional integrity 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 <p>Service</p> <ul style="list-style-type: none"> Leading substantial contributions within Department, School and/or Faculty Exemplary engagement in teams Active engagement in learning and career development of self and others

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 		<p>External Engagement and Public Value</p> <ul style="list-style-type: none"> ● Prominent enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes ● Distinguished leader in discipline/field nationally or internationally <p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Leadership role on School level Committees or organisational activities ● Exemplary role model in relationships with students, professional staff and academics at all levels, and effective development of others
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Sustained developments in learning and teaching practices in response to education impact measures ● Sustained innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Demonstrated international leadership discipline profile in education. This may include service to the discipline 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, 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Sustained evidence of quality scholarly outputs <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● International sphere of influence beyond the Academy, for example through peer esteem in public domain and industry recognition, participation in professional associations, presentations at conferences and workshops, and invitations to speak <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Sustained track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition 	<p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> ● Contributions to university wide committees or initiatives

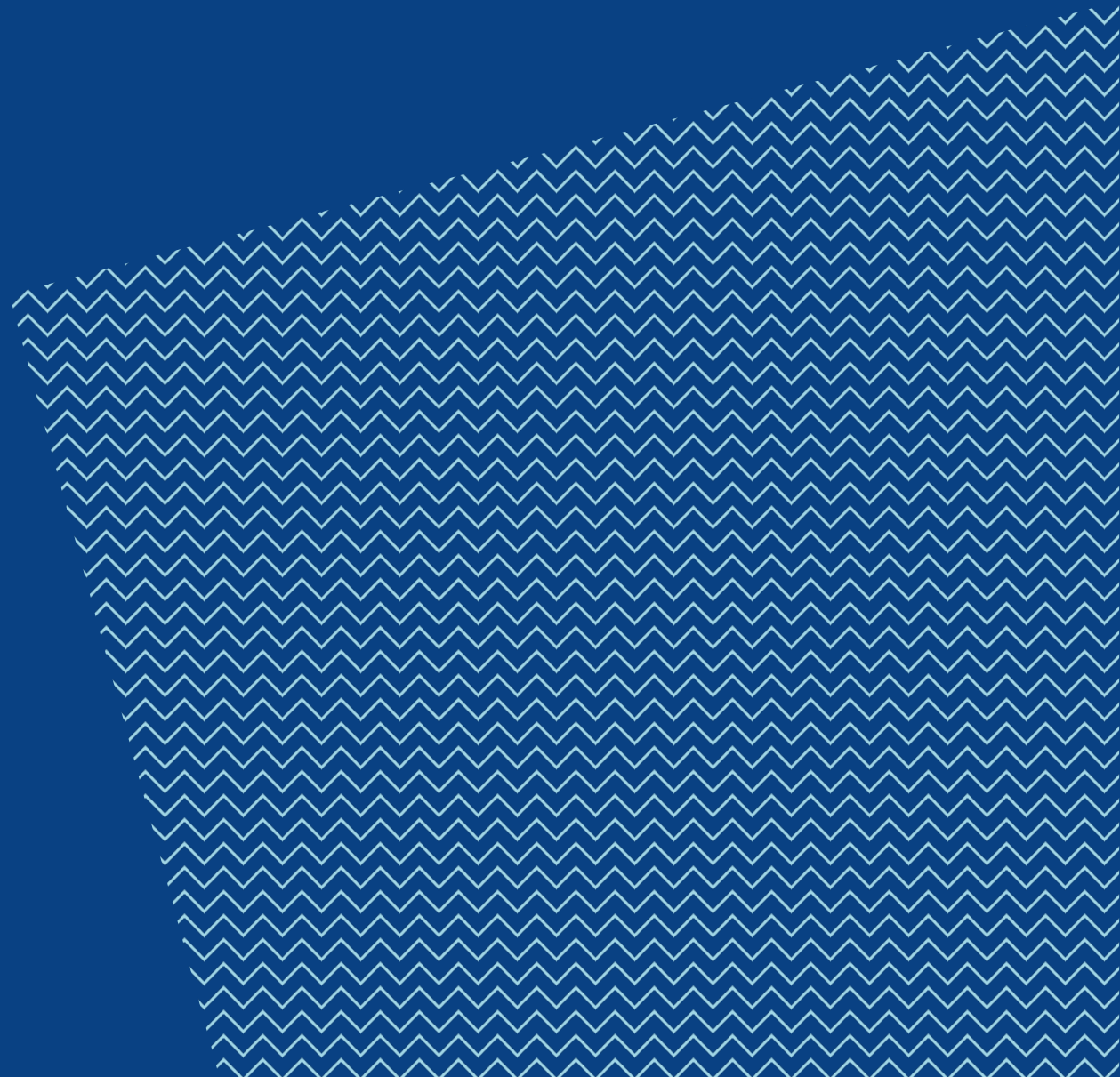


substantial outcomes of leadership roles, extensive portfolio of adoption of innovations by peers, participation and/or editorship on educational journal boards, leadership of teaching teams, provision of professional development, leading of **international** educational societies and communities of practice, **invited international keynote presentations, international recognition as assessor or expert, university-level peer reviewing, 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
- Evidence of repeated teaching and learning innovation grant income as lead investigator, **and leading teams**

Education and Research

Levels A to E



Education and Research Level A

<p>Benchmark</p>	<p>Level A Education & Research staff are typically acquiring academic skills and building academic achievements in the domains of Education, Research & Research Training and Leadership & Service. Working with the support and guidance of more senior academic staff, Level A Education & Research staff are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as part of a team. Level A Education and Research staff make varied contributions to teaching and learning, with reference to teaching practices, resource development and engagement and partnerships. They contribute effectively 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, and they often undertake administration relating primarily to their activities at the University.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching practices Involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Contributions to development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Developing relationships to benefit student experience <p>Participation in educational professional development</p> <ul style="list-style-type: none"> Documented participation in professional development activity for continuous improvement 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Building a portfolio of influential traditional and/or non-traditional research outputs and presentations as expected in the discipline <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> May make contributions to grant applications led by more senior academics May be seeking personal entry level Fellowship funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Non-lead role in supervision of Graduate Researchers and/or students undertaking research in coursework programs <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Building a demonstrable record of contribution to research with influence beyond the academy. 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in career development of self and others Positive engagement in University activities <p>University Leadership and Management</p> <ul style="list-style-type: none"> Some involvement in Departmental committees or organisational activities

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

Evidence of Educational Outcomes and Impact

- Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee

Evidence-informed improvement of Learning and Teaching Practices

- Building developments in learning and teaching practices in response to education impact measures
- Building developments in learning and teaching practices informed by scholarly inquiry, 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 etc

Significance and Innovation within the Academy

- Building evidence of quality of research outputs relevant to the discipline
- Building recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include selection for presentations locally)

Education and Research Level B

<p>Benchmark</p>	<p>Level B Education & Research staff typically have well-established academic skills and strong and consistent academic performance in the domains of Education, Research & Research Training and Leadership & Service. They make varied contributions to teaching and learning, with reference to teaching practices, resource development and engagement and partnerships, 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. Level B Education and Research staff also make independent contributions to research in their discipline or related area and the quality and impact of research, research training, teaching and learning at the institution. They contribute to research teams and projects, as well as Graduate Researcher supervision, and may make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research. 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.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> • 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> • Well-designed and engaging learning experiences • Evidence-based and inclusive teaching and subject co-ordination • Design and involvement in effective student assessment and feedback • Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> • Development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> • Emerging enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> ○ Curriculum design and delivery 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> • Building a portfolio of influential traditional and/or non-traditional research outputs and presentations as expected in the discipline • Growing leadership or co-leadership of research • Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> • Contributing to grant applications led by more senior academics • May be seeking personal entry level Fellowship funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> • Contributing to supervision of Graduate Researchers and/or students undertaking research in coursework programs, including as co-supervisor or advisory panel member <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> • Emerging enterprise and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> • Conducting academic activities in a manner consistent with the University values at all times • Mentoring of 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 <p>Service</p> <ul style="list-style-type: none"> • Positive engagement in teams • Active engagement in career development of self and others • Positive engagement in University activities <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> • Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda,

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 		<p>particularly with respect to Place and Community</p> <ul style="list-style-type: none"> ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes <p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Some involvement in Departmental committees or organisational activities
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Building a local discipline profile in education. This may include service to the discipline through peer review of education publications, contributions to learning and teaching communities of practice within the University, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistently high quality research outputs relevant to the discipline ● Recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include selection for presentations locally and/or nationally) ● Research contributing to successful funding applications ● Effective contribution to the quality and impact of research teams and projects <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Developing translational outcomes for research (eg. Commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Developing peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p>	



- roles, mentoring and support of colleagues etc.
- Department/School/Faculty awards or prizes for teaching and learning

- Building track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition



Education and Research Level C

<p>Benchmark</p>	<p>Level C Education & Research staff typically have established mastery of academic skills and excellent and consistent performance in the domains of Education, Research & Research Training and Leadership & Service. They make varied contributions to teaching and learning, with reference to teaching practices, resource development and engagement and partnerships, 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. 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, and their research is recognised as influential at the local 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. They play a major role in professional activities relevant to their profession, discipline, teaching and learning, and/or community and make significant contributions to administration activities of an organisational unit or an interdisciplinary area.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Growing portfolio of influential traditional and/or non-traditional research outputs and presentations as expected in the discipline Leadership or co-leadership of research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Gaining funding as chief or co-investigator on external competitive grants (as relevant to the discipline 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. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Commencing principal supervision and continuing co-supervision of Graduate Researchers and/or students undertaking research in coursework programs Where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives within Department and/or School Positive engagement in teams Active engagement in professional and career development of self and others <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example:

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 	<p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. 	<ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Establishing a local leadership discipline profile in education. This may include service to the discipline 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, 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistent and growing high quality research outputs relevant to the discipline ● Recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include selection for presentations nationally) ● Research contributing to successful funding applications ● Influential role within research projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg. Commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Evidence of peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p>	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Demonstrable involvement and outcomes in Departmental committees or organisational activities <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> ● Beginning to contribute to university wide committees or initiatives



leadership of teaching teams, provision of professional development etc.


- Department/School/Faculty awards or prizes for teaching and learning

- **Track record** of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Education and Research Level D

<p>Benchmark</p>	<p>Level D Education & Research staff typically demonstrate consistent performance of exceptional distinction and achievements in the domains of Education, Research & Research Training and Leadership & Service. They make varied contributions to teaching and learning, with reference to teaching practices, resource development and engagement and partnerships, 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. Distinguished nationally or internationally, Level D Education & 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 secure 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. They make outstanding independent contributions to the advancement of research, education, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, national communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Well-established and growing portfolio of nationally influential traditional and/or non-traditional research outputs and presentations as expected in the discipline Leadership or co-leadership of research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Portfolio of funding as chief and co-investigator on external competitive grants (as relevant to the discipline, 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 <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Principal and/or co-supervisor of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives within Department, School and/or Faculty Contributing to faculty or University level committees Positive engagement in teams Active engagement in professional and career development of self and others <p>External Engagement and Public Value</p>

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 	<ul style="list-style-type: none"> ● Where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise 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 	<ul style="list-style-type: none"> ● Demonstrable enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● Establishing a national discipline profile in education. This may include service to the discipline 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 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistently high quality of research outputs relevant to the discipline ● Recognition of major research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include invited presentations nationally and/or internationally) ● Research contributing to successful funding applications ● Effective leadership of cross-disciplinary research projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Evidence of peer esteem in public domain and industry recognition 	<ul style="list-style-type: none"> ● Leader in discipline/field nationally or internationally <p>University Leadership and Management</p> <ul style="list-style-type: none"> ● 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 effective development of others <p>Contributions to Sustainable Advances in the University’s Capability</p> <ul style="list-style-type: none"> ● Contributing in a meaningful way to university wide committees or initiatives



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

Graduate Research Supervision

- **Sustained** track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Education and Research Level E

<p>Benchmark</p>	<p>Level E Education & Research staff typically demonstrate outstanding and consistent performance and achievements in the domains of Education, Research & Research Training and Leadership & Service. They make varied contributions to teaching and learning, with reference to teaching practices, resource development and engagement and partnerships, 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. As eminent leaders in their discipline and scholars of international standing, Level E Education & 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, where relevant; 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. They 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 of the institution. They serve as leaders of strategic and cultural change within the institution and are ambassadors for the Faculty and University, advancing the capacity, sustainability and standing of both.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Well-designed and engaging learning experiences Evidence-based and inclusive teaching and subject co-ordination Design and involvement in effective student assessment and feedback Guidance and support for students inside and outside the classroom, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the planning, development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, international communities or alumni to enhance excellence in teaching and learning. For example: 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Internationally recognised portfolio of influential traditional and/or non-traditional research outputs and presentations as expected in the discipline Leadership and co-leadership of research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Well-established portfolio of funding as chief and co-investigator on external competitive grants (as relevant to the discipline, 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 senior Fellowship funding <p>Graduate Research Supervision</p>	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times, upholding and symbolising the highest levels of ethical practice and academic and professional integrity 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 <p>Service</p> <ul style="list-style-type: none"> Portfolio of leading sustainable contributions within Department, School and/or Faculty Exemplary engagement in teams Active engagement in professional and career development of self and others

	<ul style="list-style-type: none"> ○ 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 <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 	<ul style="list-style-type: none"> ● Principal supervisor of Graduate Researchers and/or students undertaking research in coursework programs ● Chair, or where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise 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 	<p>External Engagement and Public Value</p> <ul style="list-style-type: none"> ● Prominent enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes ● Distinguished leader in discipline/field nationally or internationally
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures ● Demonstration of innovative developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> ● [Relevant for E&R academics with a substantial involvement in education] Demonstrating an international leadership discipline profile in education. This may include service to the discipline through peer review of 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistently high quality of research outputs relevant to the discipline ● Recognition of major research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include invited presentations internationally) ● Research contributing to successful funding applications ● Effective leadership of cross-disciplinary research projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg. commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Portfolio of involvement and leading sustainable activities in Departmental/School/Faculty/University committees or organisational activities ● Exemplary role model in relationships with students, professional staff and academics at all levels, and effective development of others <p>Contributions to Sustainable Advances in the University’s Capability</p> <ul style="list-style-type: none"> ● Distinguished contributions to university wide committees or initiatives



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, 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

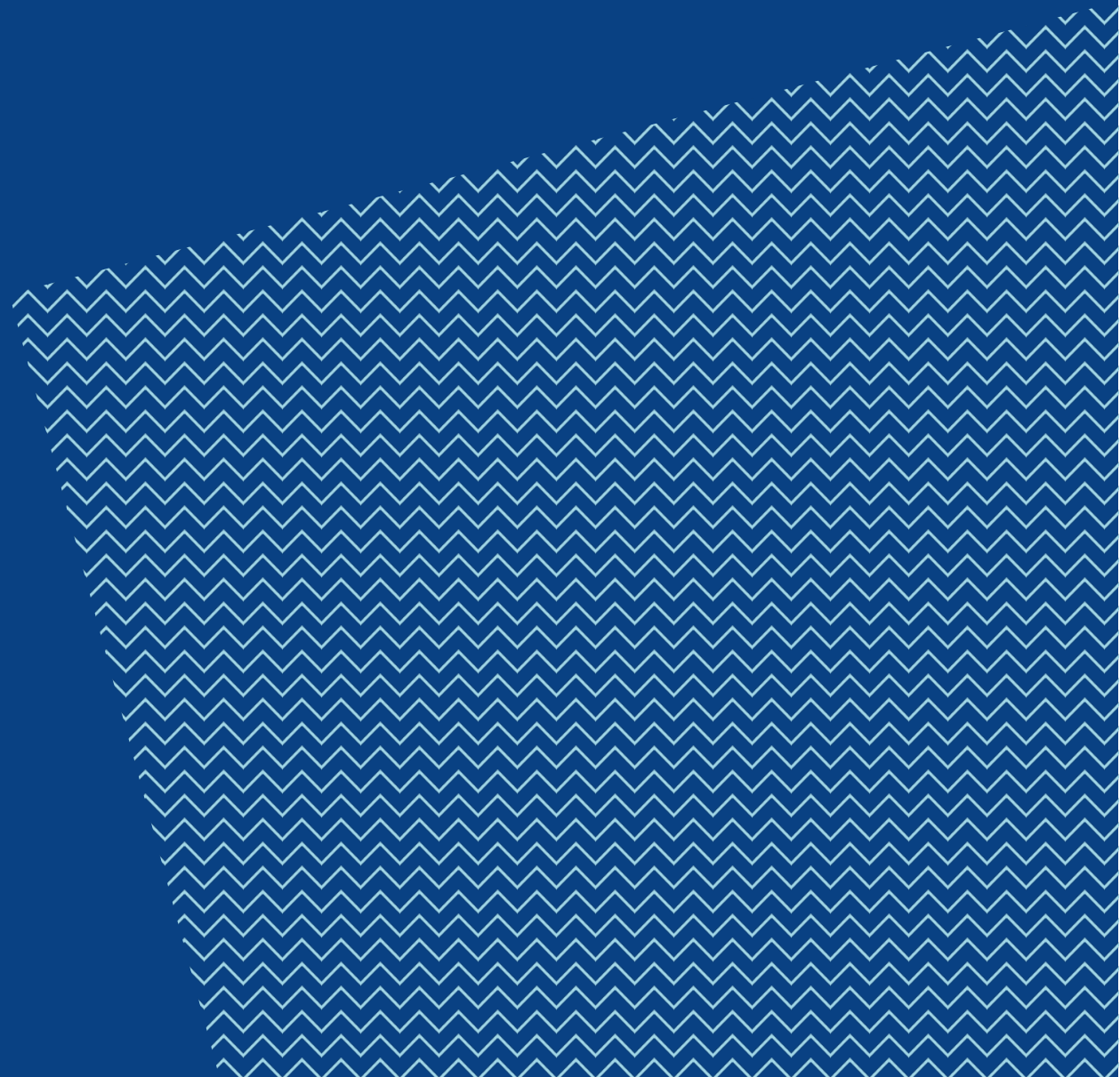
- Evidence of peer esteem in public domain and industry recognition

Graduate Research Supervision

- **Strong and sustained** track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Research Focussed

Levels A to E



Research Focussed Level A

<p>Benchmark</p>	<p>Level A Research Focussed staff are typically acquiring academic skills and building academic achievements, primarily in the domain of Research & Research Training. Working with the support and guidance of more senior academic staff, Level A Research Focussed staff are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as part of a team. They effectively contribute to engaged research and the quality and impact of research and research training; the results of their research may be published as a sole author or in collaboration, and they may also contribute to engaged teaching and learning activities. Level A Research Focussed staff often undertake administration relating primarily to their activities at the University.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> May be contributing to engaging learning experiences led by other academics May be contributing to student assessment and feedback led by other academics Provision of empathetic support and guidance for students <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> May be contributing to development and integration of scholarship and professional practice into teaching and learning led by other academics <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Developing relationships to benefit student experience, including increasing opportunities for students to engage with research culture and activity 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Building a portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> May be contributing to grant applications led by more senior academics May be seeking personal entry level Fellowship funding Collaborating in research activities where relevant <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> May assist in supervision of Graduate Researchers and/or students undertaking research in coursework programs <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Building a record of contribution to research with influence beyond the academy 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in and career development of self and others Positive engagement in University activities <p>University Leadership and Management</p> <ul style="list-style-type: none"> Some involvement in Departmental committees or organisational activities
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> Indicators of scholarly excellence, originality and recognition by the academy 	<p>Where contributing to teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> Building evidence of quality of research outputs relevant to the discipline Building recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other 	

- Indicators of impact and influence beyond the academy
- Indicators of contributions of public value

Where contributing to teaching delivery, evidence-informed improvement of Learning and Teaching Practices

- Demonstration of developments in learning and teaching practices in response to education impact measures

disciplines, these may include selection for presentations locally)

- Research contributing to successful funding applications

Graduate Research Supervision

- Building track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Research Focussed Level B

<p>Benchmark</p>	<p>Level B Research Focussed staff typically have well-established academic skills and strong and consistent academic performance, primarily in the domain of Research & Research Training. They make independent contributions to research in their discipline or related area and the quality and impact of research and research training at the institution. They contribute to research teams and projects, as well as Graduate Researcher supervision. Level B Research Focussed staff may also contribute to engaged teaching and learning activity. They enhance excellence in education through engagement and partnerships, including by increasing opportunities for students to engage in research culture and activity, and participate in professional development. Level B Research Focussed 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.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> May be contributing to engaging learning experiences led by other academics May be contributing to the design and delivery of student assessment and feedback led by other academics Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> May be contributing to development and integration of scholarship and professional practice into teaching and learning led by other academics <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with disciplinary communities and government, business, professional or community organisations or alumni to enhance excellence in teaching and learning, including increasing opportunities for students to engage with research culture and activity. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Established portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline Growing leadership or co-leadership of research Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Contributing to grant applications led by more senior academics May be seeking personal entry level Fellowship funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Contributing to supervision of Graduate Researchers and/or students undertaking research in coursework programs, including as co-supervisor or advisory panel member <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times Mentoring of colleagues, including in research and research training activities 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in professional and career development of self and others Positive engagement in University activities <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Where relevant, documented participation in professional development activity for continuous improvement 		<ul style="list-style-type: none"> ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes <p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Involvement in Departmental committees or organisational activities
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistent quality of research outputs relevant to the discipline ● Recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include selection for presentations locally and/or nationally) ● Research contributing to successful funding applications ● Effective contribution to the quality and impact of research teams and projects <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Developing translational outcomes for research (eg. commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Developing peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p>	



- Building track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Research Focussed Level C

<p>Benchmark</p>	<p>Level C Research Focussed staff typically have established mastery of academic skills and excellent and consistent performance, primarily in the domain of Research & Research Training. They make significant original contributions to engaged research of high quality and impact, expanding knowledge in their field at the national level and enhancing the quality of research 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 local or national level, demonstrated by a strong record of published work or other demonstrated scholarly activities. Level C Research Focussed staff contribute to engaged teaching and learning activities. They undertake advising and mentoring, enhance excellence in education through engagement and partnerships, including by increasing opportunities for students to engage in research culture and activity, and participate in professional development. Level C Research Focussed staff also play a major role in professional activities relevant to their profession, discipline, teaching and learning, and/or community and make significant contributions to administration activities of an organisational unit or an interdisciplinary area.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> May be contributing to engaging learning experiences led by other academics May be contributing to the design and delivery of student assessment and student feedback led by other academics Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> May be contributing to development and integration of scholarship and professional practice into teaching and learning led by other academics <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with disciplinary communities and government, business, professional or community organisations or alumni to enhance excellence in teaching and learning, including increasing opportunities for students to engage with research culture and activity. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Well established and growing portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline Leadership or co-leadership or research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Gaining funding as chief or co-investigator on external competitive grants (as relevant to the discipline, 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 or senior Fellowship funding. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Commencing principal supervision and continuing co-supervision of Graduate Researchers and/or students undertaking research in coursework programs Where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision. 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times Maturing role as a mentor of staff and students (formal, informal, coordinator of, or contributor to, mentoring program) 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives within Department and/or School Positive engagement in teams Active engagement in professional and career development of self and others <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example:

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Where relevant, documented participation in professional development activity for continuous improvement 	<p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise 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). 	<ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistent high quality of research outputs relevant to the discipline ● Recognition of research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include selection for presentations nationally) ● Research contributing to successful funding applications ● Influential role within research projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg. Commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Evidence of peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p>	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● Demonstrable involvement and influence in Departmental committees or organisational activities <p>Contributions to Sustainable Advances in the University’s Capability</p> <ul style="list-style-type: none"> ● Beginning to contribute to university wide committees or initiatives



- **Track record** of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Research Focussed Level D

<p>Benchmark</p>	<p>Level D Research Focussed staff typically demonstrate consistent performance of exceptional distinction and achievements, primarily in the domain of Research & Research Training. Distinguished nationally or internationally, Level D Research Focussed staff deliver original, path-setting research and wide-ranging contributions to the advancement of fields of study that informed and enhanced by engagement practices and partnerships. They have a leading role in applications for and secure 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 Research Focussed contribute in a significant way to engaged teaching and learning activities led by other academics. They undertake advising and mentoring, enhance excellence in education through engagement and partnerships, including by increasing opportunities for students to engage in research culture and activity, and participate in professional development. Level D Research Focussed staff make outstanding independent contributions to the advancement of research, education, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences led by other academics Contributing to the design and delivery of student assessment and student feedback led by other academics Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Contributing to development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with disciplinary communities and government, business, professional or community organisations or alumni to enhance excellence in teaching and learning, including increasing opportunities for students to engage with research culture and activity. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Substantial and growing portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline Leadership or co-leadership of research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Substantial portfolio of funding as chief and co-investigator on external competitive grants (as relevant to the discipline, 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 <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Principal and/or co-supervision of Graduate Researchers and/or students undertaking research in coursework programs Where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Making meaningful service contributions and leading some initiatives within Department, School and/or Faculty Positive engagement in teams Active engagement in professional and career development of self and others <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Demonstrable enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example:

	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Where relevant, documented participation in professional development activity for continuous improvement 	<p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise 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 	<ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes <ul style="list-style-type: none"> ● Leader in discipline/field nationally or internationally
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistent high quality of research outputs relevant to the discipline ● Recognition of major research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include invited presentations nationally and/or internationally) ● Research contributing to successful funding applications ● Effective leadership of research projects and teams <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg. Commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Evidence of peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Sustained track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● 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 effective development of others <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> ● Contributing in meaningful way to university wide committees or initiatives



employment outcomes, supervisory awards or other forms of recognition

Research Focussed Level E

<p>Benchmark</p>	<p>Level E Research Focussed staff typically demonstrate outstanding and consistent performance and achievements, primarily in the domain of Research & Research Training. As eminent leaders in their discipline and scholars of international standing, Level E Research Focussed 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, where relevant; they also provide influential leadership of cross-disciplinary research projects and teams and foster the research and scholarship of others. Level E Research Focussed staff contribute in a significant way to engaged teaching and learning activities. They undertake advising and mentoring, enhance excellence in education through engagement and partnerships, including by increasing opportunities for students to engage in research culture and activity, and participate in professional development. Level E Research Focussed 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 of the institution. They serve as leaders of strategic and cultural change within the institution and are ambassadors for the faculty and University, advancing the capacity, sustainability and standing of both.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>In conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences led by other academics Contributing to the design and delivery of student assessment and student feedback led by other academics Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Contributing to development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with disciplinary communities and government, business, professional or community organisations or alumni to enhance excellence in teaching and learning, including increasing opportunities for students to engage with research culture and activity. For example: <ul style="list-style-type: none"> Curriculum design and delivery 	<p>Research & Research Training</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Internationally recognised portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline Leadership and co-leadership of research projects Collaborating in research activities where relevant <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Substantial portfolio of funding as chief and co-investigator on external competitive grants (as relevant to the discipline, 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 senior Fellowship funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Principal and/or co-supervision of Graduate Researchers and/or students undertaking research in coursework programs 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times, upholding and symbolising the highest levels of ethical practice and academic and professional integrity 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 <p>Service</p> <ul style="list-style-type: none"> Leading substantial contributions within Department, School and/or Faculty Exemplary engagement in teams Active engagement in professional and career development of self and others <p>External Engagement and Public Value</p>

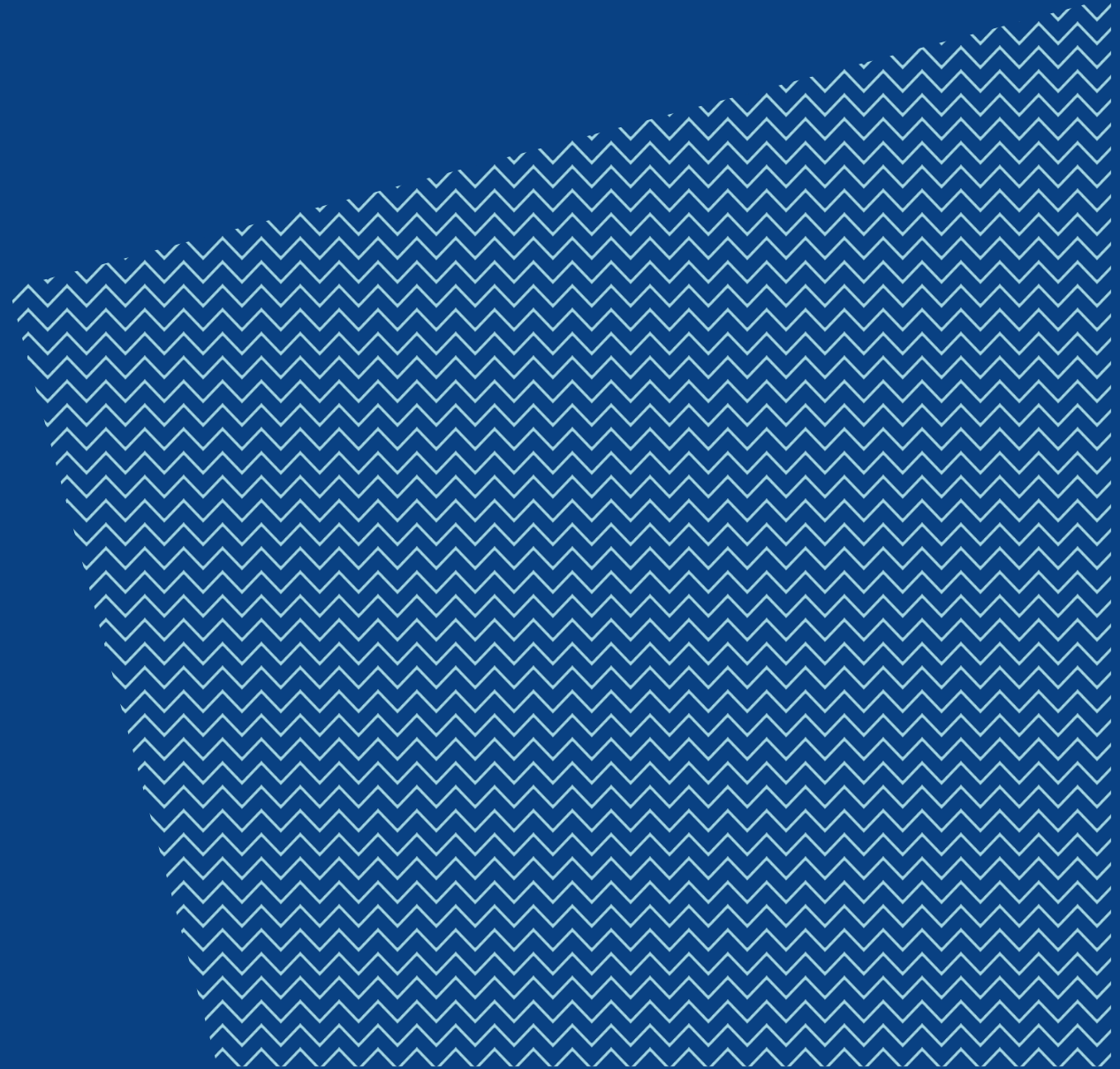
	<ul style="list-style-type: none"> ○ Extra-curricular activities contributing to the achievement of graduate outcomes ○ Work integrated learning ○ Collaborative practice ○ Initiatives that advance student equity, diversity and wellbeing <p>Participation in educational professional development</p> <ul style="list-style-type: none"> ● Documented participation in professional development activity for continuous improvement 	<ul style="list-style-type: none"> ● Chair, or where appropriate, member of advisory panel/s for Graduate Researchers not under own supervision <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> ● Demonstrating enterprise 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 	<ul style="list-style-type: none"> ● Prominent enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes ● Distinguished leadership in discipline/field nationally or internationally
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> ● Indicators of scholarly excellence, originality and recognition by the academy ● Indicators of impact and influence beyond the academy ● Indicators of contributions of public value 	<p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> ● Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Evidence-informed improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> ● Demonstration of developments in learning and teaching practices in response to education impact measures 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> ● Demonstrating consistent high quality of research outputs relevant to the discipline ● Recognition of major research outputs as deemed by peer esteem (for arts and creative disciplines, these could include evidence-based measures on production and reception; for other disciplines, these may include invited presentations internationally) ● Research contributing to successful funding applications ● Effective leadership of research projects and teams <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> ● Evidence of translational outcomes for research (eg. commercialisation, industry partnership, government or public engagement, community benefit or influence on policy) ● Evidence of peer esteem in public domain and industry recognition <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> ● Strong and sustained track record of positive outcomes for supervised Graduate Researchers 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> ● 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 effective development of others <p>Contributions to Sustainable Advances in the University’s Capability</p> <ul style="list-style-type: none"> ● Distinguished contributions to university wide committees or initiatives



and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition

Academic Specialist

Levels A to E



Academic Specialist Level A

Benchmark	<p>Level A Academic Specialists are typically acquiring academic skills and building academic achievements in any one or more of the domains of Research & Research Training, Education, and Leadership & Service. Working with the support and guidance of more senior academic staff, Level A Academic Specialists are expected to develop their expertise with an increasing degree of autonomy and work with limited supervision as well as part of a team. Depending on their primary focus, Level A Academic Specialists contribute effectively to the quality, impact and public value of one or more of the following: research, research training, education, and through emerging entrepreneurial and engagement practices and partnerships, and they often undertake administration relating primarily to their activities at the University.</p>		
Performance dimension	Education	Research & Research Training	Leadership & Service
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Where engaged in Education and in conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> May be contributing to engaging learning experiences led by other academics May be contributing to student assessment and feedback led by other academics Provision of empathetic support and guidance for students <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> May be contributing to development and integration of scholarship and professional practice led by other academics <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Developing relationships to benefit student experience <p>Participation in educational professional development</p> <ul style="list-style-type: none"> Where relevant, documented participation in professional development activity for continuous improvement 	<p>Where engaged in Research & Research Training—</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contribute to a portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> May contribute to grant applications led by more senior academics, for example through technical advice and support May contribute to applications seeking research funding <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> May facilitate impact of other academics through provision of specialist support for research or its translational impact Emerging enterprise and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in professional and career development of self and others Positive engagement in University activities <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> May be some engagement with relevant local or national groups that facilitate quality of academic specialist activities <p>University Leadership and Management</p> <ul style="list-style-type: none"> Beginning to engage across expertise and discipline within the university

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

Where engaged in teaching delivery, evidence of Educational Outcomes and Impact

- Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee

Where engaged in teaching delivery, evidence-informed improvement of Learning and Teaching Practices

- Demonstration of developments in learning and teaching practices in response to education impact measures
- Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice

Where engaged in teaching delivery, 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.

Significance and Innovation within the Academy

- Beginning to demonstrate effective contributions in specialist area to the quality, impact and public value of research and research training programs, projects and teams

Academic Specialist Level B

<p>Benchmark</p>	<p>Level B Academic Specialists typically have well-established academic skills and strong and consistent academic performance in any one or more of the domains of Research & Research Training, Education, and Leadership & Service. 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 enterprise 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.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>Where engaged in Education and in conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences Contributing to the design and delivery of student assessment and feedback Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Contributing to development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Emerging enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> 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 <p>Participation in educational professional development</p>	<p>Research & Research Training</p> <p>Where engaged in Research & Research Training—</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contribute to a portfolio of influential traditional and/or non-traditional research outputs, including presentations as expected in the discipline, led by other academics, and leading some publications/reports/guidelines/other outputs in specialist area May contribute 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 <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> May contribute to grant applications led by more senior academics, for example, through technical advice and support May contribute to applications seeking research funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> May provide technical support or expertise for Graduate Researchers or in direct supervision of Graduate Researchers and/or students undertaking research in coursework programs <p>Engagement, Partnerships and Pathways to Impact</p>	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times Mentoring of colleagues, where relevant 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in professional and career development of self and others Beginning to develop active service to discipline or wider university capability at department, school, faculty or University level (eg committee membership, coordination role) <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Developing engagement with relevant local or national groups that facilitate quality of academic activities Emerging enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example:

	<ul style="list-style-type: none"> Where relevant, documented participation in professional development activity for continuous improvement 	<ul style="list-style-type: none"> May be facilitating impact of other academics through provision of specialist support for research or its translational impact. Developing enterprise and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<ul style="list-style-type: none"> Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> Indicators of scholarly excellence, originality and recognition by the academy Indicators of impact and influence beyond the academy Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> Demonstration of developments in learning and teaching practices in response to education impact measures Demonstration of developments in learning and teaching practices informed by scholarly inquiry guidelines and communities of practice <p>Where engaged in teaching delivery, recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> Building a local discipline profile in education. This may include service to the discipline 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 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of research and research training programs, projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> Facilitating translation of research of other academics into real-world impact and/or commercialisation <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Where relevant, emerging track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> Beginning to engage across expertise and discipline within the university



- Teaching and learning innovation grant income

Academic Specialist Level C

<p>Benchmark</p>	<p>Level C Academic Specialists typically have established mastery of academic skills and excellent and consistent performance in any one or more of the domains of Research & Research Training, Education, and Leadership & Service. 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 local or 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 local or national level.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>Where engaged in Education and in conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences Contributing to the design and delivery of student assessment and student feedback Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the development and integration of scholarship and professional practice into teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with local government, professions, communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> 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 	<p>Research & Research Training</p> <p>Where engaged in Research & Research Training—</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing in a significant way to a portfolio of influential traditional and/or non-traditional research outputs, including presentations as expected in the discipline, and/or publications/reports/guidelines/other outputs in specialist area 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) Engaged locally with key stakeholders in specialist area <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Growing contributions to grant applications led by more senior academics, for example, through technical advice and support Where relevant, making a leading contribution to applications seeking research funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Likely providing technical support or expertise for Graduate Researchers or in direct supervision 	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in professional and career development of self and others May be providing primary or secondary leadership of other academics 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) <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Impactful engagement with relevant local, national groups that facilitate quality of academic specialist activities

	<p>Participation in educational professional development</p> <ul style="list-style-type: none"> • Where relevant, documented participation in professional development activity for continuous improvement 	<p>of Graduate Researchers and/or students undertaking research in coursework programs</p> <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> • Growing evidence for facilitating impact of other academics through provision of specialist support for research or its translational impact. • Further developing enterprise and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<ul style="list-style-type: none"> • Enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University’s strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> • Indicators of scholarly excellence, originality and recognition by the academy • Indicators of impact and influence beyond the academy • Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> • Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> • Demonstration of developments in learning and teaching practices in response to education impact measures • Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Where engaged in teaching delivery, evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> • Establishing a local leadership profile in education. This may include service to the discipline 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 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> • Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of growing number of research and research training programs, projects and teams <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> • Consistently facilitating translation of research of other academics into demonstrable real-world impact and/or commercialisation <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> • Where relevant, emerging track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> • Beginning to engage across expertise and discipline within the university <p>Contributions to Sustainable Advances in the University’s Capability</p> <ul style="list-style-type: none"> • Contributing to maintenance of relevant capabilities across the university and beginning to lead those capabilities locally



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

<p>Benchmark</p>	<p>Level D Academic Specialists typically demonstrate consistent performance of exceptional distinction and achievements in any one or more of the domains of Research & Research Training, Education, and Leadership & Service. 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 the governance and collegial life inside and outside of the institution. Distinguished nationally or internationally, Level D Academic Specialists deliver original and wide-ranging contributions to one or more of the following: research, research training, education, leadership and service, including through influential enterprise and engagement practices and partnerships at the national or 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, education and scholarship of others.</p>		
<p>Performance dimension</p>	<p>Education</p>	<p>Research & Research Training</p>	<p>Leadership & Service</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Where engaged in Education and in conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences Contributing to the design and delivery of student assessment and student feedback Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the development and integration of scholarship and professional practice in teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, national communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> 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 	<p>Where engaged in Research & Research Training—</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Significant portfolio of influential traditional and/or non-traditional research outputs, and presentations as expected in the discipline, and/or publications/reports/guidelines/other outputs in specialist area 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) Engaged nationally with key stakeholders in specialist area <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Significant contributions to funded major grants led by other academics (for example, through technical advice and support) Where relevant, making a leading contribution to applications seeking research funding <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Likely providing technical support or expertise for Graduate Researchers or in direct supervision 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University 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 <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams Active engagement in professional and career development of self and others Providing leadership of other academics and related support staff Demonstrable impactful service to and leadership of discipline or wider university capability at department, school, faculty or University level (eg committee membership, coordination role) <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Impactful engagement with and some leadership within relevant local, national or

	<p>Participation in educational professional development</p> <ul style="list-style-type: none"> • Where relevant, documented participation in professional development activity for continuous improvement 	<p>of Graduate Researchers and/or students undertaking research in coursework programs</p> <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> • Substantial evidence for facilitating impact of other academics through provision of specialist support for research or its translational impact • High-level enterprise and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training 	<p>international groups that facilitate quality of academic specialist activities</p> <ul style="list-style-type: none"> • Enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> • Indicators of scholarly excellence, originality and recognition by the academy • Indicators of impact and influence beyond the academy • Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> • Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> • Demonstration of developments in learning and teaching practices in response to education impact measures • Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> • Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of growing number of research and research training programs, projects and teams having national impact <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> • Consistently facilitating translation of research of other academics into demonstrable real-world impact and/or commercialisation • Demonstrable impact on research and research training programs, projects and teams with national influence 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> • Engaging across expertise and discipline within the university • Involvement in university level committees or working groups <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> • Contributing to maintenance of relevant capabilities across the university and beginning to lead those capabilities nationally
	<p>Where engaged in teaching delivery, recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> • Establishing a national discipline profile in education. This may include service to the discipline 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 	<p>Graduate Research Supervision</p> <ul style="list-style-type: none"> • Where relevant, track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	



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

<p>Benchmark</p>	<p>Level E Academic Specialists typically demonstrate outstanding and consistent performance and achievements in any one or more of the domains of Research & Research Training, Education, and Leadership & Service. They provide influential leadership that advances research and/or education, engagement and administration through their department, school or interdisciplinary area, as well as the governance and collegial life inside and outside of the institution. As scholars of international standing, they deliver original and wide-ranging contributions of international and national significance, including through leading enterprise 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 Researchers. 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 are ambassadors for the Faculty and University, advancing the capacity, sustainability and standing of both.</p>		
<p>Performance dimension</p> <p>Activities and Engagement</p> <ul style="list-style-type: none"> 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 	<p>Education</p> <p>Where engaged in Education and in conjunction with the seven dimensions of the Framework for Educational Excellence—</p> <p>Involvement in Teaching</p> <ul style="list-style-type: none"> Contributing to engaging learning experiences Contributing to the design and delivery of student assessment and student feedback Provision of empathetic support and guidance for students, including advising and mentoring <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leading the development and integration of scholarship and professional practice in teaching and learning <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Enterprise and engagement with government, professions, international communities or alumni to enhance excellence in teaching and learning. For example: <ul style="list-style-type: none"> 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 	<p>Research & Research Training</p> <p>Where engaged in Research & Research Training—</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Substantial portfolio of influential traditional and/or non-traditional research outputs as expected in the discipline, and/or publications/reports/guidelines/other outputs in specialist area 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 with key stakeholders in specialist area <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Substantial record of contributions to funded major grants led by other academics (for example, through technical advice and support) and investigator on funded grants Where relevant a record of leading successful applications for research funding <p>Graduate Research Supervision</p>	<p>Leadership & Service</p> <p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting academic activities in a manner consistent with the University values at all times, upholding and symbolising the highest levels of ethical practice and academic and professional integrity 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 <p>Service</p> <ul style="list-style-type: none"> Exemplary engagement in teams Active engagement in professional and career development of self and others Providing substantial leadership of other academics and related support staff Substantial impactful service to and leadership of discipline or wider university capability at department, school, faculty or University level (eg committee membership, coordination role)

	<p>Participation in educational professional development</p> <ul style="list-style-type: none"> • Where relevant, documented participation in professional development activity for continuous improvement 	<ul style="list-style-type: none"> • Likely providing technical support or expertise for Graduate Researchers or in direct supervision of Graduate Researchers and/or students undertaking research in coursework programs <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> • Substantial evidence for facilitating impact of other academics through provision of specialist support for research or its translational impact • High level enterprise and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. 	<p>External Engagement and Public Value</p> <ul style="list-style-type: none"> • Impactful engagement with and influential leadership within relevant local, national and international groups that facilitate quality of academic specialist activities • Prominent enterprise and engagement with stakeholders (eg government, business, professions, communities or alumni). For example: <ul style="list-style-type: none"> ○ Initiatives that advance the University's strategic agenda, particularly with respect to Place and Community ○ Relationships that deepen engagement and mutually benefit education and research outcomes with Indigenous communities ○ Relationships with University alumni, friends and benefactors that lead to mutually beneficial Advancement programs and outcomes
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> • Indicators of scholarly excellence, originality and recognition by the academy • Indicators of impact and influence beyond the academy • Indicators of contributions of public value 	<p>Where engaged in teaching delivery, evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> • Portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching as a reviewer and reviewee <p>Where engaged in teaching delivery, evidence-informed Improvement of Learning and Teaching Practices</p> <ul style="list-style-type: none"> • Demonstration of developments in learning and teaching practices in response to education impact measures • Demonstration of developments in learning and teaching practices informed by scholarly inquiry, guidelines and communities of practice <p>Where engaged in teaching delivery, recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> • Demonstrating an international leadership profile in education. This may include service to the discipline through peer review of education publications, contributions to learning and teaching communities of practice, 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> • Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of growing number of research and research training programs, projects and teams having national and international impact <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> • Consistently facilitating translation of research of other academics into demonstrable real-world impact and/or commercialisation • Demonstrable impact on research and research training programs, projects and teams with national or international influence <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> • Track record of positive outcomes for supervised Graduate Researchers and/or students, for example, timely completions, employment outcomes, supervisory awards or other forms of recognition, where relevant 	<p>University Leadership and Management</p> <ul style="list-style-type: none"> • Engaging across expertise and discipline within the university • Substantial involvement in university level committees or working groups <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> • Distinguished leadership of relevant capabilities across the university and ensuring capabilities are nationally or internationally relevant



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, leadership of learning and teaching committees, contributions to national and international statements on learning and teaching etc.**

- Faculty/University/National **or International** awards or prizes for teaching and learning
- Teaching and learning innovation grant income

