

Academic Career Benchmarks & Indicators (ACBI)

- **The ACBI is the University of Melbourne’s reference framework for the achievements, contributions and expectations of academic staff.** The framework is used as a guide to major areas for academic achievement and contributions, and a reference point to assist in the assessment of individual performance. Further resources and guidelines to supplement aspects of the ACBI framework are available on the University website. The ACBI benchmarks and indicators elaborate on the Minimum Standards for Academic Levels (MSALs).
- **The ACBI draws attention to important reference points but is not a checklist 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 academic divisions and expectations for specific academic roles. In addition, the University’s *Performance Relative to Opportunity* guidelines are applied to the assessment of academic performance.



	TEACHING AND LEARNING	RESEARCH AND RESEARCH TRAINING	LEADERSHIP AND SERVICE
BENCHMARKS	Inspirational teaching and major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study and society that are informed and enhanced by engagement and partnerships.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
ACTIVITIES AND ENGAGEMENT <ul style="list-style-type: none"><li>• The overall volume and range of academic activities, contributions and outputs.</li><li>• The patterns of scholarly engagement beyond the academy with communities, industries and public policy.</li></ul>	<b>Personal teaching and subject coordination</b> <ul style="list-style-type: none"><li>• Subjects taught and coordinated</li><li>• Curriculum and assessment innovation, including cross-disciplinary approaches and internationalisation</li><li>• Participation in University curriculum enhancement initiatives</li><li>• Development and implementation of technology-based teaching, learning and assessment</li><li>• Approaches to teaching and curriculum design informed by recent research and developments</li><li>• Advising and mentoring students through dedicated programs (eg Academic Advising Program)</li><li>• Advancement of equity and student diversity (for example, Indigenous students, students with disabilities, students from low socioeconomic status backgrounds, rural students)</li><li>• Teaching and learning innovation grants (external and internal)</li></ul> <b>Curriculum materials and educational resources</b> <ul style="list-style-type: none"><li>• Creation of original curriculum materials, publication of educational texts and resources</li><li>• Scholarly publications on teaching, learning, curricula and assessment</li><li>•</li></ul> <b>Engagement and partnerships</b> <ul style="list-style-type: none"><li>• Work-integrated learning and Object-based learning (including internships, placements, volunteering, international experience programs, cultural collections, museums)</li><li>• External partner and alumni involvement in educational and student mentoring programs</li><li>• Curricular and extra-curricular opportunities designed to foster student entrepreneurship</li><li>• Contributions to Professional and Continuing Education and lifelong learning</li><li>• Educational and scholarly partnerships with communities, government, industry and professions</li><li>• Major gifts/donations to support teaching, learning and the student experience</li></ul>	<b>Scholarly outputs</b> <ul style="list-style-type: none"><li>• Journal articles, book chapters, books, non-traditional research outputs, creative outputs (including performances and exhibitions), conference papers (volume and range)</li><li>• Substantial reports for government, professional and community bodies</li><li>• Commissioned research reports and other scholarly outputs</li><li>• Editorships and curatorships, creative performances</li></ul> <b>Research grants and other research income</b> <ul style="list-style-type: none"><li>• Competitive Category 1 grants and Category 2-4 research income, research-based consultancies and commissions, including for interdisciplinary research</li><li>• Record of applying for competitive research funding (internal, external, international)</li></ul> <b>Graduate research supervision</b> <ul style="list-style-type: none"><li>• Contribution to supervision and graduate education and training</li></ul> <b>Engagement, partnerships and pathways to impact</b> <ul style="list-style-type: none"><li>• Partnerships for research and development, including with communities, government, business, professions and other research organisations</li><li>• Significant public engagement, including contributions through public and social media</li><li>• Collaborative development of interdisciplinary and/or impact-directed research programs (with partners beyond the academy and cross-faculty)</li><li>• Invention disclosures, proof of concept funding, start-up companies created, clinical trials</li><li>• Patent disclosures submitted, patent filings</li><li>• Co-authorship of grant applications or publications with industry/community groups/government</li><li>• Major gifts/donations to support research</li></ul>	<b>Citizenship and values</b> <ul style="list-style-type: none"><li>• Influential, sustained contributions to the vision and strategy of the University</li><li>• Demonstration and promotion of the values of the University</li><li>• Active support for people to thrive and promotion of a culture that values high achievement by students and staff</li><li>• Mentoring and professional development of less experienced colleagues</li><li>• High standards of interpersonal behaviour with students and staff and in external engagements</li><li>• Advocacy and leadership for high standards of academic integrity</li><li>• Respect for and compliance with University policy and procedural requirements</li><li>• Promotion of diversity and cultural awareness</li><li>• Contributions to ensuring safe and inclusive campuses and workplaces, including the elimination of bullying, discrimination, sexual harassment and assault</li><li>• Leadership enabling development and success for students, individual staff and teams</li><li>• Influential contributions to the career development of colleagues</li><li>• Participation in continuing professional development</li></ul> <b>Service</b> <ul style="list-style-type: none"><li>• Active membership of University committees (department, school, faculty, University)</li><li>• Public intellectual contributions to the advancement of culture and society</li><li>• Submissions to government enquiries or policy consultations</li><li>• Membership of expert panels and committees</li><li>• Scholarly services to community organisations</li><li>• Membership of company or not-for-profit association boards or equivalent</li><li>• Awards and prizes for service</li></ul>
QUALITY, IMPACT AND INFLUENCE <ul style="list-style-type: none"><li>• Indicators of scholarly excellence, originality and recognition by the academy.</li><li>• Indicators of impact and influence beyond the academy.</li><li>• Indicators of contributions of public value.</li></ul>	<b>Evaluation of teaching and subject quality and innovation</b> <ul style="list-style-type: none"><li>• Findings from student evaluation of teaching and peer review of teaching and curricula</li><li>• Curriculum relevance (for example, professional-clinical, teaching-research nexus and practice, employability and work skills, graduate attributes)</li><li>• Originality and sustainability of curriculum redesign</li></ul> <b>Evidence of educational outcomes and impact</b> <ul style="list-style-type: none"><li>• Graduate achievements and accomplishments, graduate employment outcomes and careers</li><li>• Evidence of influence on colleagues’ educational practices</li><li>• Evidence of impact and outcomes of advising and mentoring students through dedicated programs (eg Academic Advising Program)</li><li>• Evidence of the impact on communities and other partners of educational and scholarly partnerships</li></ul> <b>Recognition of educational expertise and influence</b> <ul style="list-style-type: none"><li>• National and international keynotes and invited presentations on teaching, learning, and assessment</li><li>• Awards and prizes for teaching and learning</li><li>• Adoption by other universities of curricula, educational texts and resources</li><li>• External teaching, learning and curriculum consultancies (international and national)</li><li>• Expert educational advice to government and peak bodies (local, state, national, international)</li></ul> <b>Contributions to sustainable advances in the University’s teaching and learning capability</b>	<b>Significance and innovation within the academy</b> <ul style="list-style-type: none"><li>• Evidence of scholarly quality, including standing of publications, scholarly reviews and recognition</li><li>• Indicators of publication quality and esteem (including citation indices, publisher status and prizes)</li><li>• Successful research funding applications and outcomes from funded research</li><li>• Influential outcomes from research collaborations and partnerships, nationally and internationally</li><li>• Invitations or elections to peak research and scholarly associations</li><li>• Evidence of the benefits for student learning of teaching and curricula informed by recent research and developments in the field/discipline</li></ul> <b>Impact and influence of research beyond the academy</b> <ul style="list-style-type: none"><li>• Evidence of the sustained positive influence of partnerships with communities, industries, and government, including translation and adoption of research with external partners</li><li>• Evidence of emerging pathways to future research impact and influence</li><li>• Pathways to and outcomes of commercialisation: patents granted, executed IP licenses, license income, venture capital/investment funds raised, employment created, innovations adopted</li><li>• Awards and prizes for research impact and technology transfer</li><li>• Membership of external advisory boards, company directorships and other invitations denoting esteem</li></ul> <b>Graduate research candidate outcomes</b> <ul style="list-style-type: none"><li>• Candidate completion times/rates, publications, career outcomes and achievements</li></ul> <b>Contributions to sustainable advances in the University’s research capability</b>	<b>External engagement and public value</b> <ul style="list-style-type: none"><li>• Leadership in developing and maintaining community, industry and cultural partnerships of public value</li><li>• Leadership of committees of enquiry and expert panels</li><li>• Leadership of professional and disciplinary communities</li><li>• Leadership of Advancement programs and the development of alumni relations</li><li>• Leadership of engagement programs that create social, cultural and economic value</li><li>• Evidence of sustained influence on communities, industries and government</li></ul> <b>University leadership and management</b> <ul style="list-style-type: none"><li>• Formal leadership and coordination roles within faculties, schools and departments</li><li>• Formal senior leadership roles (for example, Head of Department, Associate Dean)</li><li>• Leadership of large-scale teaching programs and large teaching teams</li><li>• Leadership of large-scale research projects and teams, including with external partners</li><li>• Leadership in development of national and international partnerships and networks</li><li>• Leadership of major multidisciplinary/interdisciplinary initiatives or institutes</li><li>• Leadership in the management and mitigation of risks for the University and faculties</li></ul> <b>Contributions to sustainable advances in the University’s capability</b>

	Level A	Level B	Level C	Level D (Professoriate)	Level E (Professoriate)
EXPECTATIONS	Acquiring academic skills and building academic achievements (oriented towards the benchmarks)	Well-established academic skills and strong academic performance (approaching or progressing towards the benchmarks)	Mastery of academic skills and excellent performance (meeting or approaching the benchmarks)	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally (meeting the benchmarks)	Outstanding performance and pre-eminence as a scholar of international standing (meeting or surpassing the benchmarks)
APPOINTMENT TITLES	<ul style="list-style-type: none"><li>• Tutor</li><li>• Research Fellow 1</li><li>• Research Assistant Grade 2</li></ul> Honorary: <ul style="list-style-type: none"><li>• Clinical Tutor</li></ul>	<ul style="list-style-type: none"><li>• Lecturer</li><li>• Research Fellow 2</li></ul> Honorary: <ul style="list-style-type: none"><li>• Fellow</li><li>• Clinical Lecturer</li></ul>	<ul style="list-style-type: none"><li>• Senior Lecturer</li><li>• Senior Research Fellow</li><li>• Melbourne Enterprise Fellow</li></ul> Honorary: <ul style="list-style-type: none"><li>• Senior Fellow</li><li>• Clinical Senior Lecturer</li><li>• Honorary Melbourne Enterprise Fellow</li></ul>	<ul style="list-style-type: none"><li>• Associate Professor</li><li>• Principal Research Fellow</li><li>• Melbourne Enterprise Fellow</li></ul> Honorary: <ul style="list-style-type: none"><li>• Principal Fellow</li><li>• Honorary Melbourne Enterprise Fellow</li></ul>	<ul style="list-style-type: none"><li>• Professor</li><li>• Professorial Fellow</li><li>• Melbourne Enterprise Professor</li><li>• Redmond Barry Distinguished Professor</li><li>• Melbourne Laureate Professor</li></ul> Honorary: <ul style="list-style-type: none"><li>• Professorial Fellow</li><li>• Professor Emeritus</li><li>• Honorary Melbourne Enterprise Professor</li><li>• Melbourne Laureate &amp; Redmond Barry Prof Emeritus</li></ul>