

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

Benchmark	<p>Level C Education and Research staff typically have established mastery of academic skills and excellent performance in the domains of research, education, and leadership and service.</p> <p>Research – Level C Education and Research staff make significant original contributions to engaged research of high quality and impact, expanding knowledge in their field at the national level and enhancing the quality of research and research training at the institution. They often provide effective leadership in research including research training and supervision. Their research is recognised as influential at the national level, demonstrated by a strong record of published work or other demonstrated scholarly activities. Level C Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research.</p> <p>Education – Level C Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. They engage in educational professional development including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.</p> <p>Leadership and Service – Level C Education and Research staff also play a major role in professional activities relevant to their profession, discipline, education, and/or community and make significant contributions to administration activities of an organisational unit or an interdisciplinary area.</p> <p>Level C Research staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.</p>		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	<p>Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:</p>		
Activities and Engagement <ul style="list-style-type: none"> <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i> 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Growing portfolio of influential primary and collaborative publications in a manner expected in the discipline (the number of publications will vary with the discipline and nature of research). Leadership or co- leadership of research projects and a growing number of senior authorships or demonstrable major contributions to publications. Alternative pathways to impact may also be relevant (see below). <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. Often this would be sufficient income to sustainably lead a small team of externally-funded academic research staff or contribute toward a larger team-based research program. May be seeking personal mid-level or senior Fellowship funding. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Commencing principal supervision and continuing co-supervision of graduate research students. Member of 1 advisory panel for graduate research student not under own supervision. Timely completion of graduate research students. <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Demonstrating entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Scholarly outputs may be more relevant for some (see above). <p>Research and research training contributions are agreed at appointment and may be varied at the annual performance review.</p> <p>Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.</p>	<p>Involvement in Teaching</p> <ul style="list-style-type: none"> Active contribution to teaching and subject coordination. Design and direct involvement in student assessment. Design and direct involvement in student feedback. Provision of empathetic support and guidance for students including advising and mentoring. <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Entrepreneurship and engagement with local government, professions or communities 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> <ul style="list-style-type: none"> Documented participation in professional development activity to support personal continuing development in teaching and learning. <p>Education contributions are agreed at appointment and may be varied at the annual performance review.</p> <p>Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.</p>	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. Maturing role as a mentor of more junior colleagues. Demonstration of the University's expectations for appropriate behaviour, including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <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 and in the learning and career development of self and others. Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging entrepreneurship and engagement with government, business, professions or communities <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. <p>Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.</p>
Quality, Impact and Influence <ul style="list-style-type: none"> <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i> 	<p>Significance and Innovation within the Academy</p> <ul style="list-style-type: none"> Demonstrating consistently growing quantity of high-quality publications as measured by citation, or other measures of utilisation by other scholars. Recognition via selection for presentation locally, nationally and internationally. Research contributing to successful funding applications. Influential role within cross-disciplinary research projects and teams. <p>and/or</p> <p>Impact and Influence of Research Beyond the Academy</p> <ul style="list-style-type: none"> Evidence emerging of translational outcomes for research (eg. improved health and wellbeing, commercialisation, industry partnership, government or public engagement, or influence on policy). 	<p>Evaluation of Teaching</p> <ul style="list-style-type: none"> Contribution to peer review of teaching as both reviewee and reviewer. <p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. <p>Evidence-Informed Improvement of Education Practices</p> <ul style="list-style-type: none"> Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. Department/School/Faculty awards or prizes for teaching and learning. Teaching and learning innovation grant income. 	

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

Benchmark	<p>Level C Education Specialist staff typically have established mastery of academic skills and excellent performance in the domains of education, and leadership and service. They make significant contributions to engaged teaching and the quality of the student experience, student learning and student outcomes at the institution, including through teaching and learning innovation. Level C Education Specialist staff make original and independent scholarly contributions and play a major role in professional activities relevant to their profession, discipline and/or community. They often perform the full academic responsibilities of, and related administration for, the coordination of a large award program or a number of smaller award programs of the institution, and they also make significant contributions to administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours or postgraduate level. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.</p>		
Performance Dimension	Education	Research	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	<p>Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:</p>		
	<p>Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.</p>	<p>Original, path-setting research of international and national significance.</p>	<p>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.</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>Involvement in Teaching</p> <ul style="list-style-type: none"> Active contribution to teaching and subject coordination. Design and direct involvement in student assessment. Design and direct involvement in student feedback. Provision of empathetic support and guidance for students including advising and mentoring. <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Entrepreneurship and engagement with local government, professions or communities 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> <ul style="list-style-type: none"> Documented participation in professional development activity to support personal continuing development in teaching and learning. <p>Education contributions are agreed at appointment and may be varied at the annual performance review.</p> <p>Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.</p>	<p>Contribution to research and research training activity, engagement and quality and impact where relevant.</p>	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. Maturing role as a mentor of more junior colleagues. Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <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 and in the learning and career development of self and others. Mentor of staff and students (formal, informal, coordinator of or contributor to mentoring program). <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Emerging entrepreneurship and engagement with government, business, professions or communities. <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. <p>Leadership and service contributions are agreed at appointment and may be varied at the annual performance review.</p>
<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>Evaluation of Teaching</p> <ul style="list-style-type: none"> Contribution to peer review of teaching as both reviewee and reviewer. <p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. <p>Evidence-Informed Improvement of Education Practices</p> <ul style="list-style-type: none"> Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. Department/School/Faculty awards or prizes for teaching and learning. Teaching and learning innovation grant income. 		

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

Benchmark	<p>Level C Academic Specialists typically have established mastery of academic skills and excellent performance in the domains of leadership and service, and research and research training, and/or education. Depending on their primary focus, Level C Academic Specialists make significant original contributions to the quality, impact and public value of one or more of the following: research, research training, education, leadership and service, including through established entrepreneurial and engagement practices and partnerships at the national level and, where relevant, scholarly outputs. They make significant contributions to the administration activities of an organisational unit or interdisciplinary area, may serve as a principal or co-supervisor for graduate researchers, often contribute to applications for, and secure internal and external income, and their innovations, contributions and achievements are recognised as influential at the national level. 'Standard' expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</p>		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	<p>Mastery of academic skills and excellent performance, meeting or approaching the University benchmarks of:</p>		
	<p>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.</p>	<p>Original, path-setting research of international and national significance.</p>	<p>Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.</p>
<p>Activities and Engagement</p> <ul style="list-style-type: none"> <i>The overall volume and range of academic activities, contributions and outputs</i> <i>The patterns of scholarly engagement beyond the academy with communities, industries and public policy</i> 	<p>Citizenship and Values</p> <ul style="list-style-type: none"> Conducting research, education, and leadership and service activities in a manner consistent with the University and Faculty values at all times. Maturing role as a mentor of more junior colleagues. Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams and learning and career development of self and others; may be providing primary or secondary leadership of other academic specialists and related support staff. Demonstrable impactful service to discipline or wider university capability at department, school, faculty or University level (eg. committee membership, coordination role). <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Impactful engagement with relevant local, national or international 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. <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> Contributing to maintenance and development of relevant technical capabilities across the University and beginning to lead those capabilities more locally. 	<p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing in a significant way to influential publications or other relevant outputs led by other academics and leading impactful publications/reports/guidelines/other outputs within specialist area. Alternative pathways to impact may be relevant (see below). Contributions to research and research training programs, projects and teams (including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation) are recognised as critical elements of research success. Engaged internationally in collaboration in specialist area. <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Growing influential contributions to grant applications led by more senior academics eg. through technical advice and support. Where relevant, now making a leading contribution to applications seeking funding for research infrastructure. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Likely engaged in providing technical support or expertise for graduate researchers and potentially in direct supervision of graduate research students. <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 entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. <p>Research and research training contributions may be minimal or substantial and are agreed at appointment and may be varied at the annual performance review.</p> <p>Conducting research activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.</p>	<p>Involvement in Teaching</p> <ul style="list-style-type: none"> Active contribution to teaching and subject coordination. Design and direct involvement in student assessment. Design and direct involvement in student feedback. Provision of empathetic support and guidance for students including advising and mentoring. <p>Curriculum Materials and Educational Resources</p> <ul style="list-style-type: none"> Leadership of planning, development and evaluation of curriculum and educational resources for a subject, course or degree. <p>Engagement and Partnerships</p> <ul style="list-style-type: none"> Entrepreneurship and engagement with local government, professions or communities 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> <ul style="list-style-type: none"> Documented participation in professional development activity to support personal continuing development in teaching and learning. <p>Education contributions are agreed at appointment and may be varied at the annual performance review.</p> <p>Conducting education activities in a manner consistent with the University and Faculty values at all times is required to meet expectations.</p>
<p>Quality, Impact and Influence</p> <ul style="list-style-type: none"> <i>Indicators of scholarly excellence, originality and recognition by the academy</i> <i>Indicators of impact and influence beyond the academy</i> <i>Indicators of contributions of public value</i> 		<p>Significance and Innovation within the Academy (Expected to build to a level of national recognition of capability at Level C)</p> <ul style="list-style-type: none"> Consistently demonstrating effective contributions in specialist area to the quality, impact and public value of a growing number of research and research training programs, projects and teams. <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/knowledge translation. 	<p>Evaluation of Teaching</p> <ul style="list-style-type: none"> Contribution to peer review of teaching as both reviewee and reviewer. <p>Evidence of Educational Outcomes and Impact</p> <ul style="list-style-type: none"> Portfolio of relevant quantitative and qualitative measures of teaching quality. Measures may include peer review of teaching, the End of Semester Survey, the Mid Semester Survey, formative, self-led survey results, focus group data, industry and community reports, engagement data, student achievement etc. <p>Evidence-Informed Improvement of Education Practices</p> <ul style="list-style-type: none"> Demonstration of developments in learning and teaching practices in response to impact measures from own teaching. Demonstration of developments in learning and teaching practices informed by educational research, guidelines and communities of practice. <p>Recognition of Educational Expertise and Influence</p> <ul style="list-style-type: none"> Establishing a local leadership profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues, participation on educational journal boards, leadership of teaching teams, provision of professional development etc. Department/School/Faculty awards or prizes for teaching and learning. Teaching and learning innovation grant income.