

Academic Career Benchmarks & Indicators

The Academic Career Benchmarks and Indicators are the University of Melbourne's reference framework for the expectations, contributions and achievements of academic staff. These are used for classifying and describing academic positions, for establishing performance expectations and assessing performance, and for making decisions in relation to appointment, confirmation and promotion. The benchmarks and indicators elaborate on the Minimum Standards for Academic Levels (MSALs) and reflect the specific expectations for the University of Melbourne.

Academic roles and careers differ greatly across the University and across disciplines and fields of study. The indicators draw attention to customary reference points but are not intended to be a checklist or a comprehensive catalogue of all facets of academic work. Individual careers and achievements are framed holistically on relevant indicators taking into account the priorities of faculties and graduate schools and the expectations for specific academic roles.

	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 that are informed and enhanced by engagement practices and partnerships.	Leadership and citizenship for sustained change and improved capability within departments, faculties and the University overall, leadership of community, industry and policy engagement of significant public value.
Activity Indicators of the range and volume of academic activities, inputs and outputs.	<ul style="list-style-type: none"> Subject coordination and delivery Curriculum design and innovation, including cross-disciplinary approaches Development of technology-based teaching, learning and assessment programs and resources Design and delivery of overseas subjects and other student mobility programs Teaching and learning innovation grants (with emphasis on national competitive and peer-reviewed) External educational development income, including for internationalisation of teaching initiatives Publication of educational texts and resources Scholarly publications on teaching, learning, curriculum and assessment (with emphasis on refereed, international and sole or lead author) 	<ul style="list-style-type: none"> Publications <ul style="list-style-type: none"> Conference papers Journal articles Book chapters Books Creative outputs Commissioned reports and other publications Research grants and external research income (with emphasis on competitive, international and peer-reviewed) RHD supervision Editorships and curatorships Patents 	<ul style="list-style-type: none"> Active engagement with leadership and coordination roles within faculties and departments Membership of committees (department, school, faculty, University) Expert panel and committee recommendations, reports and submissions Compliance with University policy and procedural requirements Continuing professional development activities (internally, externally) Leadership in development of national and international institutional partnerships and networks Formal senior leadership roles (for example, Head of Department, Associate Dean)
Engagement Indicators of the nature and role of engagement with communities, industry and government embedded within teaching, research, leadership and service.	<ul style="list-style-type: none"> Alumni and external partner involvement in student mentoring programs Curricular and extra-curricular opportunities designed to foster student entrepreneurship Initiatives advancing equity and supporting student diversity (for example, Indigenous, low SES, rural students) Engagement with government, business, professions and communities informing curriculum design and delivery (for example, through professional advisory boards) Engagement grants and other engagement income (internal, external) Object-based and work-integrated learning design (including internships, graduate placements, volunteering and international experience programs) External teaching, learning and curriculum consultancies (international and national) Expert educational advice to government and peak bodies (local, state, national, international) 	<ul style="list-style-type: none"> Engagement with disciplinary communities and government, business, professional and community organisations (for example, influential roles within scholarly societies or professional organisations) Public engagement efforts embedded in research proposals Engagement grants and other engagement income (internal, external) Industry placements for RHD students Significant media contributions (for example, invited opinion pieces) Publications for government, professional and community bodies Collaborative development of cross-disciplinary research programs with national and international partnerships beyond the academy External research-based consultancies (international, national) 	<ul style="list-style-type: none"> Membership of committees of enquiry and expert panels Leadership in development and maintenance of community, industry and cultural partnerships Leadership in external professional and disciplinary communities (nationally and internationally, including policy development) Leadership and engagement with advancement programs and projects that develop alumni relations and fundraising Leadership of major engagement projects and leadership of engagement teams (internal and external stakeholders) Major submissions to government enquiries Membership of company boards or equivalent
Quality and impact Indicators of academic excellence, originality and recognition. Indicators of demonstrable impact and influence, within and beyond the academy, of teaching, research and leadership.	<ul style="list-style-type: none"> Student evaluation of teaching (sustained over time) Peer review of teaching and curriculum effectiveness Curriculum relevance (for example, professional-clinical, teaching-research nexus and practice, employability and work skills, graduate attributes) Originality and sustainability of curriculum redesign Educational outcomes (including evidence of graduate achievements and accomplishments) Adoption by other universities of published educational texts and resources (with emphasis on publisher standing) Invited keynotes on teaching, learning, curriculum and assessment (international, national) Awards and prizes for teaching and learning (international, national, internal) Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teacher 	<ul style="list-style-type: none"> Publication standing (peer reviewed, national, international, sole/lead author) Citation and bibliometric data, as appropriate to discipline (for example, H-index) RHD supervision (completion rates, candidate publications, graduate outcomes and achievements) Invitations to review Invited keynotes (international, national) Successful commercialisation of patents Awards and prizes for research (international, national) Translation and adoption of research Development of valued-added practices and approaches in communities, industries and government through engaged research projects Influential leadership of major cross-disciplinary research projects with external partners, leadership of research teams, mentoring of less experienced researchers 	<ul style="list-style-type: none"> Influential contributions to the vision, aspirations and state of the University Effective demonstration and promotion of the Values of the University, consistent with the principles of justice, equity and the pursuit of excellence Positive engagement in learning and career development of self and others Provision of meaningful, constructive and timely feedback to colleagues Collection of, attention to and action on feedback from a variety of sources Effective membership of committees (department, school, faculty, University) Effective promotion of diversity and cultural awareness that reflects the University's cosmopolitan character Effective promotion of a University culture that values high achievement by staff and students Effective leadership across the University Awards and prizes for leadership and service (international, national) Leadership of short- and long-term engagement programs that create social, cultural and economic value Public intellectual contributions to the advancement of culture and society

Level	Professoriate				
	A	B	C	D	E
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"> Tutor Research Fellow 1 Research Assistant Grade 2 <p>Honorary:</p> <ul style="list-style-type: none"> Clinical Tutor 	<ul style="list-style-type: none"> Lecturer Research Fellow 2 <p>Honorary:</p> <ul style="list-style-type: none"> Fellow Clinical Lecturer 	<ul style="list-style-type: none"> Senior Lecturer Senior Research Fellow Melbourne Enterprise Fellow <p>Honorary:</p> <ul style="list-style-type: none"> Senior Fellow Clinical Senior Lecturer Honorary Melbourne Enterprise Fellow 	<ul style="list-style-type: none"> Associate Professor Principal Research Fellow Melbourne Enterprise Fellow <p>Honorary:</p> <ul style="list-style-type: none"> Principal Fellow Honorary Melbourne Enterprise Fellow 	<ul style="list-style-type: none"> Professor Professorial Fellow Melbourne Enterprise Professor Redmond Barry Distinguished Professor Melbourne Laureate Professor <p>Honorary:</p> <ul style="list-style-type: none"> Professorial Fellow Professor Emeritus Honorary Melbourne Enterprise Professor Melbourne Laureate and Redmond Barry Professor Emeritus