

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

Benchmark	<p>Level B Education and Research staff typically have well-established academic skills and strong academic performance in the domains of research, education, and leadership and service.</p> <p>Research – Level B Education and Research staff make independent contributions to research in their discipline or related area and the quality and impact of research, research training, and education at the institution. They contribute to research teams and projects, as well as graduate research supervision. Level B Education and Research staff may also make significant and high-quality contributions to the scholarship of teaching and learning and/or educational research.</p> <p>Education – Level B Education and Research staff make varied contributions to education, with reference to teaching practices, resource development and engagement and partnerships. The expectations below are indicative of the varied contributions but are neither minimum expectations, nor statements of all contributions that can be made. Level B Education and Research staff engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.</p> <p>Leadership and Service – Level B Education and Research staff may also make independent contributions through professional practice and expertise and coordinate and/or lead the activities of other staff. They often perform administrative duties relating primarily to their activities at the institution.</p> <p>Level B Research Focused staff, while focused primarily on research, should contribute to leadership and service and are strongly encouraged to also make some contribution to education.</p>		
Performance Dimension	Research	Education	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	<p>Well-established academic skills and strong academic performance, approaching or progressing towards 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"> Progressively building a portfolio of influential publications in a manner expected in the discipline (the number of publications will vary with discipline and nature of research). Progressing through Level B towards leadership or co-leadership of some research projects and some senior authorships. Alternative pathways to impact may be relevant (see below). <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Making contributions to grant applications led by more senior academics. Seeking small internal or external grants as an investigator, progressing through Level B to seek funding as chief or co- investigator on external competitive grants. May be seeking personal entry level Fellowship funding. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Contribution to graduate research supervision including as co-supervisor or advisory panel member. <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Emerging entrepreneurship and engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. Scholarly outputs may be more relevant for some (see above). <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"> 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"> Emerging 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. Beginning to mentor others. Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams and learning and career development of self and others. <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"> Some involvement in Departmental committees or organisational activities. <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> No expectation at Level B. <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 (Expected to build progressively through Level B)</p> <ul style="list-style-type: none"> Demonstrating consistent quality of publications as measured by citation, or other measures of utilisation by other scholars. Recognition via selection for presentation locally and nationally, or internationally. Research contributing to successful funding applications Effective contribution to the quality and impact of research teams and projects. <p>and/or</p> <p>Impact and influence of research beyond the Academy</p> <ul style="list-style-type: none"> Working toward 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"> Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. Department/School/Faculty awards or prizes for teaching and learning Teaching and learning innovation grant income 	

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

Benchmark	Level B Education Specialist staff typically have well-established academic skills and strong academic performance in the domains of education, and leadership and service. They make significant contributions to engaged teaching and the quality of the student experience, student learning and student outcomes, teaching in their discipline or related area, undertaking scholarly activities and coordinating and/or leading the activities of other staff. Level B Education Specialist staff normally undertake full academic responsibilities and related administration for the coordination of an award program. They engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.		
Performance Dimension	Education	Research	Leadership and Service
University Academic and Career Benchmarks and Indicator Goals	Well-established academic skills and strong academic performance, approaching or progressing towards the University benchmarks of:		
	Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance.	Citizenship, service and leadership for sustained change and improved capability within departments, faculties and the University overall. Leadership and service with communities and industries and policy engagement of public value.
Activities and Engagement <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"> 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"> Emerging 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>	Contribution to research and research training activity, engagement and quality and impact where relevant.	<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. Beginning to mentor others. Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams and learning and in the career development of self and others. <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"> Some involvement in Departmental committees or in organisational activities. <p>Contributions to Sustainable Advances in the University's Capability</p> <ul style="list-style-type: none"> No expectation at Level B. <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"> 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"> Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. Department/School/Faculty awards or prizes for teaching and learning. Teaching and learning innovation grant income. 		

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

Benchmark	<p>Level B Academic Specialists typically have well-established academic skills and strong academic performance in the domains of leadership and service, and research and research training, and/or education. Depending on their primary focus, Level B Academic Specialists make independent contributions to the quality, impact and public value of one or more of the following: research, research training, education, leadership and service, including through entrepreneurship and partnerships at the local or national level and, where relevant, scholarly outputs. They contribute effectively to programs, projects and teams at department and school levels and provide service relating primarily to their activities at the institution. 'Standard' expectations below must be interpreted in the context of individual position descriptions and the bespoke nature of Academic Specialist roles.</p>		
Performance Dimension	Leadership and Service	Research	Education
University Academic and Career Benchmarks and Indicator Goals	<p>Well-established academic skills and strong academic performance, approaching or progressing towards 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>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. Beginning to mentor others. Demonstration of the University's expectations for appropriate behaviour including respect and upholding the University's commitment to a safe, diverse and inclusive workplace. Compliance with University statutes, delegations, policies and processes. <p>Service</p> <ul style="list-style-type: none"> Positive engagement in teams, and learning and in the career development of self and others. Beginning to develop active service to discipline or wider university capability at department, school, faculty or University level (for example committee membership, coordination role). <p>External Engagement and Public Value</p> <ul style="list-style-type: none"> Developing engagement with relevant local or national groups that facilitates 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"> May be contributing to maintenance and development of technical capabilities across the University. 	<p>Original, path-setting research of international and national significance.</p> <p>Scholarly Outputs</p> <ul style="list-style-type: none"> Contributing to influential publications or other relevant outputs led by other academics and leading some publications/reports/guidelines/other outputs in specialist area. Alternative pathways to impact may be relevant (see below). Contributing to research and research training programs, projects and teams including through: technical research support or advice; providing research technology; research project management; laboratory management; or supporting research translation. <p>Research Grants and Other Research Income</p> <ul style="list-style-type: none"> Beginning to make contributions to grant applications led by more senior academics, such as through technical advice and support. Where relevant, making a supporting contribution to applications seeking funding for research infrastructure. <p>Graduate Research Supervision</p> <ul style="list-style-type: none"> Potentially engaged in providing technical support or expertise for graduate researchers or in direct supervision of graduate research students. <p>Engagement, Partnerships and Pathways to Impact</p> <ul style="list-style-type: none"> Facilitating impact of other academics through provision of specialist support for research or its translational impact. Developing entrepreneurship and local engagement with disciplinary communities and government, business, professional or community organisations to enhance excellence in research and research training. <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>Inspirational teaching and major contributions to the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.</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"> 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"> Emerging 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>
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 (Expected to build progressively through Level B)</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/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"> Building a local discipline profile in education. This may be through peer review of education publications, contributions to learning and teaching communities of practice, adoption of innovations by peers, peer recognition of teaching and learning excellence, learning and teaching leadership roles, mentoring and support of colleagues etc. Department/School/Faculty awards or prizes for teaching and learning. Teaching and learning innovation grant income.