

Flinders Academic Career Framework

The Academic Career Framework is intended as a guiding tool which describes expectations at different academic career stages, regardless of employment category. The Framework provides an overview of University expectations and a set of indicative benchmarks and indicators at each academic level to inform academic career development, promotion preparation and decision-making. It may also be applied to recruitment, appointment, transition and induction, probation, performance and development discussions to enable shared understanding.

Benchmarks provide a high-level summary view of expectations at each level and across academic domains of Teaching, Research and Service. The list of indicators serves as a guide, rather than an exhaustive or compulsory list. As academic roles and careers differ, the relative emphasis given to specific indicators and the types of indicators may vary.

More detailed information on preparing promotion applications can be found in the [Academic Promotions Policy](#), [Academic Promotions Procedure](#) and supporting resources found on the Academic Career Framework Hub [[Link Pending](#)]. The Academic Career Framework Hub also includes a more detailed guide to the meaning of key concepts in the Framework.

Overarching expectations

The Framework is centred on concepts of Leadership, Innovation and Impact. It is expected that all staff can articulate how they have demonstrated leadership relative to their academic level and role; been innovative in problem-solving whether that be incremental or bold; and achieved a positive impact in student experience, knowledge and/or University culture. Acknowledgement of failures and challenges, reflection, and subsequent improvement actions are valued.

Conduct

All staff at Flinders are expected to advance the University's Mission and align with the University's Values and Ethos, as set out in the University's

Code of Conduct and strategic plans. This includes elements of equity and cultural inclusion, such as advancing the University's Reconciliation Action Plan. In academic appointments, development and promotions, consideration will be given to the ways in which staff demonstrate these contributions through their work across domains.

Leadership

Staff at each academic level are required to undertake a wide range of activity across relevant domains with increasing spans of leadership influence as they progress through academic levels. Reflective practice, collaboration, accountability and evidence-informed decision-making are expected at all levels, with evidence of growth through the broadening impact from leadership of one's own work to the pro-active role-modelling of professional values and achieving positive influence in the University community and beyond.

Innovation

Innovation is defined as change that adds value in teaching, research or service activities; including improvements to processes, student experience or research outcomes; research discovery or trialling new methods of teaching. Innovations may be large and novel, or incremental improvements. It is expected that staff are able to demonstrate problem-solving, reflection and translation of knowledge to practice with a mindset of continuous improvement.

Sustained achievements

It is expected that staff are able to demonstrate sustained excellence through positive contributions across relevant domains. 'Sustained' is defined as the culmination of professional growth that has occurred or been built on over time, with impact and outcomes that endure beyond an initial activity. Some achievements may in themselves be considered in themselves evidence of a culmination of professional growth and sustained leadership to that point, such as for a competitive grant or award.

Preparedness for promotion

Staff applying for promotion to the next level are expected to demonstrate capability for that level. That is, can demonstrate that they are equipped to take on the additional leadership responsibilities and expectations of a higher academic level. Staff should have sufficient knowledge of the requirements at each level such that they can realistically articulate how their experience and achievements to date meet these expectations across the relevant domains.

Qualifications

Staff at level B or above are expected to hold a Doctorate qualification or equivalent. Equivalencies and their recognition processes can be found in the Equivalence of Academic Staff Qualifications Policy [\[Link Pending\]](#).

Summary profiles for academic domains

Level	Teaching	Research	Service
A	Designs and delivers student-centred, effective teaching, curriculum design, support of learning or similar practice at activity level. Engages with learning and teaching scholarship and professional development.	Demonstrates understanding of research methods and tools, and contributes to the conduct of foundational research, research-informed creative activity or industry innovation.	Engages with and supports local projects and advancement activities aligned with role, establishes and maintains relevant connections within, and external to, the University.
B	Designs, delivers and leads evidence-informed, inclusive and innovative teaching, curriculum design, and/or educational support at topic or equivalent level. Engages with learning and teaching scholarship, mentoring, support and development of others.	Makes high-quality contributions to research and/or application in industry/creative contexts. Engages in research leadership through contributions to funded projects, mentoring, development and support of more junior staff.	Demonstrates leadership in local activities aligned with role. Contributes to discipline or College level projects, strategies and governance, and makes positive contributions to external partnerships.
C	Designs, delivers and leads evidence-informed, inclusive and innovative teaching, curriculum design and/or educational support at course, discipline, or equivalent level. Contributes to scholarship and leads mentoring, support and development of groups.	Leads contributions to research and/or research application in industry/creative contexts. Engages in research leadership through contributions to research culture, leadership of funding applications and funded projects, mentoring and development of research students and teams.	Makes contributions to, and leads components of, enhancement or strategic programs at the College, University or wider, discipline level. Delivers impactful contributions to institutional reputation and growth through external engagement.

Level	Teaching	Research	Service
D	Demonstrates sustained scholarship and influence on educational innovation, policy and practice that is inclusive and evidence-informed at College or University level. Establishes frameworks for the development of others. Is recognised for expertise and influence at a national level.	Demonstrates institutional and national research leadership, influence and impact. Contributes to and leads national, funded activities associated with research-led practice; mentors and sponsors researcher development at all levels.	Delivers impactful strategic leadership and engagement at the College and University level, with high level leadership of external discipline and/or national, industry and community activities.
E	Demonstrates pre-eminent scholarship of learning and teaching with recognition for strategic leadership and/or influence in teaching and related activities, within and beyond the institution that are innovative, inclusive and evidence-informed. Is recognised for expertise and influence at national and international levels.	<p>Demonstrates institutional, national and international research leadership, esteem and impact.</p> <p>Contributes to and leads significant funded activities impacting policy and/or practice at scale nationally and internationally; mentors and sponsors researcher development at all levels and/or across disciplines.</p>	<p>Demonstrates consistently impactful strategic leadership both internal and external to the University.</p> <p>Contributes to a wide range of strategy, governance and/or partnering activities as a senior leader and University representative.</p> <p>Makes a sustained, significant, positive impact on Flinders' reputation through meaningful engagement and service at the national and international level.</p>

Example indicators

The indicators provided below serve as examples and are not meant to be exhaustive or applied rigidly. Identification of the appropriate number and nature of indicators that are relevant for each staff member requires consideration of role context and opportunities, work focus and areas of expertise. For example, for staff with highly focused roles, there may only be a few indicators but these are repeated in different activities; for those with wider roles, there may be a broader range of indicators but demonstrating more integration of these across activities. Discussions between supervisors and staff regarding appropriate indicators for each role and circumstance should occur regularly as part of performance and development support.

Notes on learning and teaching indicators: ¹Fellowships of the Higher Education Academy are abbreviated (AFHEA, FHEA, SFHEA, PFHEA); ²Additional example indicators for teaching practice can be found in the Australian University Teaching Criteria and Standards Framework (<http://uniteachingcriteria.edu.au/>).

Level	Learning and Teaching	Research	Service
A	<p>Student experience: Effective design and delivery of learning or support activities and/or materials, resulting in high-quality student experience and outcomes. Responsive and evidence-informed development of approaches as a result of student/peer input or feedback. Embedding of innovation and contemporary discipline expertise in own practice. Engaging with peers in teaching practice developments.</p> <p>Providing support for implementation of learning and teaching strategies.</p> <p>Engagement and development: Collaborating with others to problem-solve and contribute to learning and teaching goals at activity level. Taking part in peer mentoring processes as a mentee. Participation in learning and teaching professional development activities. Supporting topic-level monitoring and review processes. Engagement with industry and community in support of student experience.</p> <p>Evidence and recognition: Outcomes of collaborations. External recognition, such as college awards or citations; AFHEA. Student feedback through surveys (e.g., SETs). Student feedback through independently run focus groups or unsolicited communications. Formal feedback from senior staff or peers. External peer recognition or review outcomes. Dissemination of practice locally or through contributions to publication/s.</p>	<p>Research practice: Production of academic publications and/or other public dissemination of works as a co-author. Contributions to impactful research-derived outputs, such as practice guides, policy documents, artworks. Support for and/or individual submission of applications for competitive funding. Contributions to positive research practice as a team member or individual.</p> <p>Engagement and development: Active participation in development of own research skills through mentoring and career development activities. Contributions to Higher Degree by Research student experience and outcomes. Active participation in the development of new research initiatives, projects, and/or partnerships.</p> <p>Evidence and Recognition: Feedback from Higher Degree in Research students, senior staff or peers. External peer recognition or review outcomes. Publication and citation reports. Positive outcomes/reviews of grant/funding applications. Other dissemination and impact evidence, such as clinical outcomes, policy change, commercial outcomes, professional practice, and general public/community impact. Prizes, awards, nominations for research-focused activities.</p>	<p>University governance, culture and operations: Participation in student and/or research engagement and support activities, such as open days, events, outreach programs. Active contributions to processes such as topic administration, student recruitment, industry-related projects and/or collaborations. Positive contributions to day-to-day governance activities such as practice presentations to local committees. Active contribution to working parties/groups that advance priority areas at the college level.</p> <p>Broader community: Seeking and maintaining effective relationships with industry and/or community as relevant to role. Contributing to professional practice relevant to role. Membership of and/or contributions to industry and community groups.</p> <p>Evidence and recognition: Invitations from industry or community groups. Evidence of memberships/invitations. Evidence of contributions and outcomes of activities. Unsolicited or formal feedback from industry, senior staff or peers. Other external or internal acknowledgements, such as news items, awards, nominations.</p>

Level	Learning and Teaching	Research	Service
B	<p>Student experience:</p> <p>Effective and/or innovative design and delivery of learning activities or support programs over time, resulting in high-quality student experience and outcomes.</p> <p>Evidence-based identification of educational challenges and problem-solving at topic or cohort level.</p> <p>Delivery of high-quality, interdisciplinary and interprofessional teaching activities.</p> <p>Improving student experience and outcomes through application of specific areas of cultural or cohort expertise.</p> <p>Leading small teaching or support teams to achieve a consistent student experience at topic or equivalent level.</p> <p>Overseeing and assuring assessment, moderation and topic quality assurance activities.</p> <p>Leading local projects to deliver an enhanced student experience.</p> <p>Engagement and development:</p> <p>Collaborating with others to problem-solve and advance strategic learning and teaching goals or develop teaching innovations at project level.</p> <p>Taking part in peer mentoring processes as a mentor or mentee.</p> <p>Consistent participation in learning and teaching professional development activities, including application of learnings to practice.</p> <p>Contributing to educational scholarship through presentations or publications.</p> <p>Employing industry and community networks and experience to enhance student experience.</p>	<p>Research practice:</p> <p>Production of high-quality academic publications as first author.</p> <p>Other public dissemination of scholarly and impactful works including performances, artworks, industry/government papers, influential social/public media publications.</p> <p>Contributions to the development and completion of externally-funded research projects. Contributions to or leadership of small transdisciplinary research teams.</p> <p>Embedding innovation in and delivering effective Higher Degree in Research student training and development programs.</p> <p>Contributing to the design and implementation of significant research infrastructure projects.</p> <p>Engagement and development:</p> <p>Driving research capacity development through supporting advancements in local research culture; mentoring Higher Degree in Research students.</p> <p>Collaborating in the development of new local research projects and initiatives, including co-design and co-production of research with community, industry and government partners.</p> <p>Journal review roles and/or contributions to conference committees.</p> <p>National engagement, such as invited and proffered conference presentations and seminars or contributions to significant industry groups/events.</p>	<p>University governance, culture and operations:</p> <p>Contributions to design and delivery of student and/or research engagement and support activities, such as open days, events, outreach programs.</p> <p>Active contributions to processes such as topic coordination.</p> <p>Positive contributions or leadership of small groups to achieve meaningful outcomes, e.g., memberships of local committees and working groups.</p> <p>Taking part in professional development events as a presenter; organising development activities at local level.</p> <p>Establishing and maintaining strong working relationships with others across academic and service divisions as appropriate to role.</p> <p>Support for others to achieve University goals, such as delivering induction for new members of staff.</p> <p>Broader community:</p> <p>Establishing and maintaining effective relationships with industry and/or community as relevant to role.</p> <p>Contributing to professional practice developments relevant to role.</p> <p>Membership of and/or major contributions to industry and community groups as relevant to role.</p> <p>Delivery of professional development presentations as an academic expert to industry or community groups.</p>

Level	Learning and Teaching	Research	Service
	Evidence and recognition: Outcomes of collaborations. Presenting practice innovations or approaches at institutional or national professional development events. Credentials and awards, such as FHEA, college or University teaching awards. Membership of education-focused discipline or special interest working groups at institutional level. Student or stakeholder feedback through surveys (e.g. topic-level SETs), independently run focus groups and/or unsolicited communications. Formal feedback from senior staff or peers. External peer recognition or review outcomes. Publication in learning and teaching-focused national journals; conference publications.	Evidence and Recognition: Invitations and records of contribution to local/state/national events. Publication and citation reports. Grant and other funding reports. Higher Degree in Research reports, including cohort success, completion rates, graduate outcomes, industry engagement, equity group success. Outcomes from discipline projects and programs. Unsolicited or formal feedback from peers or industry/community/government partners on research leadership. Receipt of competitive institutional or discipline awards and prizes, or external early-career awards.	Evidence and recognition: Invitations from industry or community groups. Evidence of memberships/invitations. Evidence of contributions and outcomes of activities. Unsolicited or formal feedback from industry, senior staff or peers. Other external or internal acknowledgements, such as news items, awards, nominations.
C	Student experience: Effective and/or innovative design and delivery of large-scale learning or support programs over time, resulting in high-quality student experience and outcomes. Evidence-based identification of educational challenges and problem-solving at course or discipline level. Leading high-quality, interdisciplinary and interprofessional teaching activities. Leading advancement of student experience and outcomes through application of specific areas of cultural or cohort expertise. Overseeing and assuring assessment, moderation and course quality assurance activities.	Research practice: Production of high-quality, impactful academic publications; editorial roles. Other national public dissemination of scholarly works with demonstrable impact on and recognition in the field, including performances, artworks, industry/government policy, influential social/public media publications. Influential contributions to the development and completion of externally-funded research projects. Contributions to or leadership of transdisciplinary research teams. Delivering innovative Higher Degree in Research student training and development programs; recruitment and well-regarded training of Higher Degree by Research students.	University governance, culture and operations: Oversight and assurance of student and/or research engagement and support activities, such as open days, events, outreach programs. Oversight and assurance of processes such as course administration, or Higher Degree in Research coordination and support. Positive contributions to day-to-day governance through, e.g., memberships of College level committees and working groups. Leadership of local working groups. Organising and leading professional development activities at College or similar level.

Level	Learning and Teaching	Research	Service
	<p>Leading professional accreditation processes for single courses.</p> <p>Leading course teams and/or multi-team projects to deliver an enhanced student experience.</p> <p>Engagement and development:</p> <p>Instigating and/or improving processes to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at team or project level.</p> <p>Collaborating across areas/disciplines to develop teaching/curricula innovations.</p> <p>Taking part in peer mentoring processes as a senior mentor.</p> <p>Leading and presenting at educationally related professional development activities.</p> <p>Leading industry or community engagement and/or co-design and assurance activities at course level.</p> <p>Evidence and recognition:</p> <p>Outcomes of collaborations.</p> <p>Presenting practice innovations or approaches at institutional or national professional development events.</p> <p>Credentials and awards, such as FHEA or SFHEA, college awards or University-level awards, or national citations.</p> <p>Leadership of education-focused discipline or special interest working groups at institutional level; membership at national level.</p>	<p>Contributing to the design and implementation of significant research infrastructure projects.</p> <p>Engagement and development:</p> <p>Driving research capacity development through influence on discipline research culture; mentoring ECR researchers and Higher Degree in Research</p> <p>Collaborating in the development of research projects and initiatives, including co-design and co-production of research with community, industry and government partners.</p> <p>Contributions to research commercialisation through patents, IP, start ups.</p> <p>Peer review roles for high-impact journals (e.g. Q1/top 10%).</p> <p>National engagement, such as invited and proffered conference presentations and seminars, delivery of critique of significant works or contributions to significant industry groups/events.</p> <p>Evidence and Recognition:</p> <p>Invitations and records of contribution to state/national events.</p> <p>Publication and citation reports.</p> <p>Grant and other funding reports.</p> <p>Higher Degree in Research reports, including student success, timely completion rates, graduate outcomes, industry engagement, equity group success.</p> <p>Outcomes from discipline projects and programs.</p>	<p>Establishment of group-level working relationships with others across academic and service divisions as appropriate to role.</p> <p>Support for others to achieve University goals, such as delivering induction and mentoring for new members of staff.</p> <p>Broader community:</p> <p>Seeking and maintaining effective and impactful relationships with industry and/or community as relevant to role.</p> <p>Leading professional practice developments relevant to role.</p> <p>Membership of external review bodies or relevant committees.</p> <p>Membership of and/or significant contributions to industry and community groups.</p> <p>Delivery of professional development presentations as an academic expert to industry or community groups.</p> <p>Advisory roles in industry or community.</p> <p>Evidence and recognition:</p> <p>Evidence of memberships/invitations.</p> <p>Evidence of outcomes such as student enrolments, funding or significant partnerships.</p> <p>Unsolicited or formal feedback from industry, senior staff or peers.</p> <p>Evidence of impacts such as positive change from working group actions.</p>

Level	Learning and Teaching	Research	Service
	<p>Student and stakeholder feedback through surveys (eg SETs, CEQ, GOS), independently run focus groups and/or unsolicited communications.</p> <p>Formal feedback from senior staff or peers.</p> <p>External peer recognition or review outcomes.</p> <p>Publication in higher education-focused international journals; conference publications.</p>	<p>Unsolicited or formal feedback from peers or industry/community/government partners on research leadership at the national level.</p> <p>Receipt of competitive national awards or prizes.</p>	<p>Other external or internal acknowledgements, such as news items, awards, nominations.</p>
D	<p>Student experience:</p> <p>Ongoing design, delivery and dissemination of exemplar teaching practice.</p> <p>Implementation of College or equivalent strategic L&T advancement projects.</p> <p>Leading interdisciplinary and interprofessional educational strategies.</p> <p>Leading complex and multi-course professional accreditations.</p> <p>Providing strategic leadership of critical cross-course teams and programs, such as for work-integrated learning.</p> <p>Leading strategic cross-functional projects to deliver an enhanced student experience and/or achieve institutional goals at College or University level.</p> <p>Engagement and development:</p> <p>Establishing and/or leading collaborations with others to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at discipline or College/Portfolio level.</p> <p>Initiating and/or leading group level mentoring and support processes.</p>	<p>Research practice:</p> <p>Leading the production of substantial numbers of high-quality and highly impactful academic publications; lead editorial roles.</p> <p>Other high-profile national public dissemination of scholarly works with demonstrable and substantial impact on the field, including performances, artworks, industry/government policy, influential social/public media publications.</p> <p>Leadership in significant externally funded research projects.</p> <p>Leadership of transdisciplinary research teams in completing impactful research.</p> <p>Delivering innovative Higher Degree in Research student training and development programs; recruitment and training of substantial number of Higher Degree by Research students.</p> <p>Leadership contributions to the design and implementation of significant research infrastructure projects.</p>	<p>University governance, culture and operations:</p> <p>College and University-wide leadership and collaboration to advance student and/or research engagement, support and administration functions.</p> <p>Positive contributions to day-to-day governance through, e.g., memberships of University level committees and working groups; leading College level assurance/quality improvement groups.</p> <p>Organising and leading professional development activities at University level.</p> <p>Leadership of positive group-level working relationships across Colleges and Portfolios.</p> <p>Significant contributions to policy and strategy development and implementation.</p> <p>Support for others to achieve University goals, such as establishing induction and mentoring programs.</p>

Level	Learning and Teaching	Research	Service
	<p>Initiating and leading significant initiatives to enable and support student growth.</p> <p>Initiating and/or leading learning and teaching professional development activities.</p> <p>Leading industry and/or community engagement processes for student experience/quality enhancement at College or equivalent level.</p> <p>Chairing industry and/or community advisory committees.</p> <p>Evidence and recognition:</p> <p>Outcomes of collaborations that extend beyond the local level.</p> <p>Credentials and awards, such as SFHEA, PFHEA or national awards.</p> <p>Membership of executive committees for higher education-focused groups at national level; broader membership at international level.</p> <p>Student and stakeholder feedback through surveys (eg SETs, CEQ, GOS), independently run focus groups and/or unsolicited communications.</p> <p>Formal feedback from senior staff or peers.</p> <p>External peer recognition or review outcomes.</p> <p>Influential publications in higher education-focused international journals.</p>	<p>Engagement and development:</p> <p>Driving research capacity development through influence on institutional research culture; mentoring E/MCR researchers and Higher Degree in Research.</p> <p>Leading collaborations in the development of new, large-scale strategic research initiatives and partnerships, including co-design and co-production of research with community, industry and government partners.</p> <p>Developing research commercialisation opportunities through patents, IP, start ups.</p> <p>Journal Editorial roles for high-impact journals (e.g. Q1/top 10%)..</p> <p>National and international engagement, such as invited conference presentations and seminars, curation/public critique of significant works or contribution to significant industry groups/events.</p> <p>Evidence and Recognition:</p> <p>Invitations and records of contribution to national events.</p> <p>Publication and citation reports.</p> <p>Grant and other funding reports.</p> <p>Media engagement reports.</p> <p>Higher Degree in Research reports, including cohort success, completion rates, graduate outcomes, industry engagement, equity group success.</p> <p>Verifiable research impacts across knowledge, practice, policy and economy.</p> <p>Outcomes and unsolicited feedback for discipline or College/Portfolio leadership projects and programs.</p>	<p>Broader community:</p> <p>Establishing and maintaining effective external relationships to advance University interests and reputation.</p> <p>Leading professional practice development at group level, and as relevant to role.</p> <p>Leadership of formally constituted industry and community groups.</p> <p>Leadership of external professional and quality review bodies.</p> <p>Membership of significant standing, board, government and policy committees or working groups external to the University, with demonstratable impact and outcomes.</p> <p>Senior policy advisory roles in industry or community.</p> <p>Evidence and recognition:</p> <p>Invitations/membership documents.</p> <p>Evidence of enrolments, funding or other significant outcomes.</p> <p>Evidence of policy/practice change arising from service and/or engagement.</p> <p>Unsolicited or formal feedback from industry, senior staff or peers.</p> <p>Other external or internal acknowledgements, such as news items, awards, nominations.</p>

Level	Learning and Teaching	Research	Service
		<p>Outcomes of mentees and Higher Degree in Research students as a result of mentoring/supervision.</p> <p>Unsolicited or formal feedback from eminent scholars and/or industry/community/government partners on research leadership at the national level.</p> <p>Receipt of competitive national or international awards and prizes.</p>	
E	<p>Student experience:</p> <p>Ongoing design, delivery and dissemination of exemplar teaching practice.</p> <p>Leadership of University-wide strategic and interdisciplinary/ interprofessional innovation and advancement projects, with deep and wide impact on student experience.</p> <p>Leading large and cross-functional teams in the advancement of student experience.</p> <p>Leading national discipline and/or domain activities with government and/or professional policy impact and student experience outcomes.</p> <p>Engagement and development:</p> <p>Establishing and ensuring continued collaborations with others to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at institutional level.</p> <p>Initiating and leading significant initiatives to enable or support student growth.</p> <p>Initiating and leading mentoring and support processes at University and sector level.</p>	<p>Research practice:</p> <p>Leading the production of significant numbers of high-quality, highly impactful academic publications, (e.g. achieving Hi-Cite publications, Hi-Cite Researcher status, Stanford Top 2% status where relevant, lead editorship high impact publications).</p> <p>Other high-profile national and international public dissemination of scholarly works with demonstrable and significant impact on the field, including performances, artworks, industry/government policy, influential social/public media publications.</p> <p>Initiating and leading multi-institutional or transdisciplinary teams in large-scale externally funded research projects.</p> <p>Leading innovative Higher Degree in Research student training and development programs; recruitment and training of Higher Degree by Research students at scale.</p> <p>Leading design and implementation of significant research infrastructure projects.</p>	<p>University governance, culture and operations:</p> <p>Strategic University-level leadership and collaboration to advance student engagement and support, and research leadership functions.</p> <p>Positive contributions to day-to-day governance through, e.g., memberships of University level committees and working groups; leading College level assurance/quality improvement groups.</p> <p>Leadership of programs to embed positive group-level working relationships across academic and service divisions. Significant contributions to policy and strategy development and implementation.</p> <p>Support for others to achieve University goals, such as establishing induction and mentoring programs.</p> <p>Broader community:</p> <p>Establishing and maintaining effective national and international external relationships to advance University interests and reputation.</p> <p>Leadership of formally constituted industry and community groups.</p>

Level	Learning and Teaching	Research	Service
	<p>Designing and leading strategic industry and/or community engagement processes for student experience/quality enhancement at College or equivalent level.</p> <p>Driving positive internal and external engagement processes to achieve strategic educational outcomes.</p> <p>Evidence and recognition:</p> <p>Outcomes of collaborations that extend beyond the local level.</p> <p>Credentials and awards, such as PFHEA or international awards for sustained impact.</p> <p>Leadership of impactful higher education-focused groups at national and/or international level.</p> <p>Feedback and/or commentary from external internationally recognised experts in higher education.</p> <p>International recognition through broad citation, application of work or invited keynotes at major sector conferences.</p> <p>Other esteem factors at the national and international levels (reputation and profile).</p>	<p>Engagement and development:</p> <p>Driving research capacity development through influence on institutional research culture; Mentoring/ sponsoring researchers at all academic levels.</p> <p>Leading high impact research commercialization through patents, IP, start ups.</p> <p>Developing and overseeing large-scale strategic research initiatives and partnerships, including co-design and co-production of research with community, industry and government partners.</p> <p>Leadership of external discipline academies, high-impact journals (e.g. Q1/top 10%) and/or major national/international committees.</p> <p>National and international engagement as thought leader, such as providing keynote presentations at high-quality conferences, curation/public critique of significant works or leading major industry groups/events.</p> <p>Evidence and Recognition:</p> <p>Invitations and records of contribution to national/international events.</p> <p>Publication and citation reports.</p> <p>Grant and other funding reports.</p> <p>Media engagement reports.</p> <p>Higher Degree in Research reports, including student success, completion rates, graduate outcomes, industry engagement, equity group success.</p> <p>Verifiable research impacts across knowledge, practice, policy and economy.</p>	<p>Leadership of external professional and quality review bodies.</p> <p>Leadership of significant standing, board, government and policy committees or working groups external to the University, with demonstratable outcomes.</p> <p>Senior policy advisory roles in industry or community.</p> <p>Evidence and recognition:</p> <p>Invitations/membership documents.</p> <p>Evidence of enrolments, funding or other significant outcomes.</p> <p>Evidence of policy/practice change arising from service and/or engagement.</p> <p>Unsolicited or formal feedback from industry, senior staff or peers.</p> <p>Other external or internal acknowledgements, such as news items, awards, nominations.</p>

Level	Learning and Teaching	Research	Service
		<p>Outcomes from institutional/strategic leadership projects and programs.</p> <p>Unsolicited or formal feedback from eminent scholars and/or industry/community/government partners on research leadership at the national and international level.</p> <p>Outcomes of mentees and Higher Degree in Research students as a result of the mentoring/supervision.</p> <p>Receipt of prestigious and highly competitive national or international awards or prizes.</p> <p>Other esteem factors at the national and international levels (reputation, ranking and profile).</p>	