Flinders Academic Career Framework

The Academic Career Framework is intended as a high-level 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, promotions 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. However, it should be noted that achievements may cross over domains and achievements should be considered holistically, relative to role context, areas of expertise and opportunity. The list of indicators is also a starting point, 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 will vary.

More detailed information on preparing promotion applications can be found in the Academic Promotions Policy [Link], Academic Promotions Procedure [Link Pending] 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 impact advancement and/or University culture. Acknowledgement of failures and challenges, reflection, and subsequent improvement actions are valued.

Conduct

All staff at Flinders are expected to adhere to and advance the University's Mission, 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-based 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.

Sustained

It is expected that staff are able to demonstrate sustained 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 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 [Policy to be developed].

Summary profiles for academic domains

Level	Teaching	Research	Service
A	Designs and delivers student-centred and effective teaching, curriculum design, support of learning or similar practice at activity level. Engages with 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-based, inclusive and innovative teaching, curriculum design, and/or educational support at topic or equivalent level. Engages with learning and teaching scholarship 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 institutional partnerships.
C	Designs, delivers and leads evidence-based, inclusive and innovative teaching, curriculum design and/or educational support at course, discipline, or equivalent level. Contributes to national scholarship and leads 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.

D	Demonstrates sustained scholarship and influence on educational innovation, policy and practice that is inclusive and evidence-based at College or University level. Is recognized 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 based. Is recognized for expertise and influence at national and international levels.	Demonstrates institutional, national and international research leadership, esteem and impact. 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.	Demonstrates consistently impactful strategic leadership both internal and external to the University. Contributes to a wide range of senior strategy, governance and/or partnering activities as a senior leader and University representative. Makes a sustained, significant impact on Flinders' reputation through meaningful engagement and service at the national and international level.

Example indicators

Note: additional 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	**Student experience:** Effective design and delivery of learning or support activities and materials, resulting in high quality student experience and outcomes. Responsive and evidence-based development of approaches as a result of student/peer input or feedback. Embedding of innovation and contemporary discipline expertise in own practice. Engaging peers in teaching practice developments Providing support for implementation of learning and teaching strategies. **Engagement and development:**	**Research practice:** Production of academic publications and/or other public dissemination of works as a co-author. Development of, or contribution 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 **Engagement and development:** Active participation in development of own research skills through mentoring and career development	**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. Positive contributions to working relationships with others across academic and service divisions as appropriate to role.

	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. **Evidence and recognition:** Outcomes of collaborations. External recognition, such as school/college awards or citations. Student feedback through surveys (e.g., SET's). 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.	activities Contributions to Higher Degree by Research student recruitment, experience and outcomes. Active participation in the development of new research initiatives, projects, and/or partnerships. **Evidence and Recognition:** HDR student feedback and outcomes. Feedback from senior staff or peers. External peer recognition or review outcomes. Invitations to speak at conferences or industry groups. Invitations to participate in external research-related reviews. 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.	**Broader community:** Seeking and maintaining effective relationships with industry and/or community as relevant to role. Membership of and/or contributions to industry and community groups. **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.
B	**Student experience:** Effective and/or innovative design and delivery of learning or support activities and programs over time, resulting in high quality student experience and outcomes. Evidence-based identification of educational challenges and problem-solving at topic or cohort level. Improving student experience and outcomes through application of specific areas of cultural or	**Research practice:** Production of high-quality academic publications as first author. Other public dissemination of demonstrably scholarly and impactful works including performances, artworks, industry/government papers, influential social/public media publications. Contributions to the development and completion of externally funded research-led projects. Embedding innovation in and delivering effective	**University governance, culture and operations:** Contributions to design and delivery of student and/or research engagement and support activities, such as open days, events, outreach programs. Active contributions to processes such as topic administration. Positive contributions to day-to-day governance through, e.g., memberships of local committees

cohort expertise.

Leading small teaching or support teams to achieve a consistent student experience at topic or equivalent level.

Overseeing and assuring assessment, moderation and topic quality assurance activities.

Leading local projects to deliver an enhanced student experience.

Engagement and development:

Collaborating with others to problem-solve and advance strategic learning and teaching goals at project level.

Taking part in peer mentoring processes as a mentor or mentee.

Consistent participation in learning and teaching professional development activities, including application of learnings to practice.

Contributing to educational scholarship through presentations or publications.

Employing industry and community networks and experience to enhance student experience.

Evidence and recognition:

Outcomes of collaborations.

Presenting practice innovations or approaches at institutional or national professional development events.

Credentials and awards, such as AFHEA, school or college awards, 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 SET's), independently run focus groups and/or unsolicited communications.

HDR student training and development programs.

Contributing to the design and implementation of significant research infrastructure projects.

Engagement and development:

Driving research capacity development through supporting advancements in local research culture; mentoring HDR students.

Contributing to the development of new local research projects and initiatives, including co-design and co-production of research with community, industry and government partners.

Journal review roles and/or contributions to conference committees.

National engagement, such as invited and offered conference presentations and seminars or contributions to significant industry groups/events.

Evidence and Recognition:

Invitations and records of contribution to state/national events.

Publication and citation reports.

Grant and other funding reports.

HDR 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.

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and working groups.

Taking part in professional development events as a presenter; organising development activities at local level.

Establishing and maintaining strong working relationships with others across academic and service divisions as appropriate to role.

Support for others to achieve University goals, such as delivering induction for new members of staff.

Broader community:

Establishing and maintaining effective relationships with industry and/or community as relevant to role.

Membership of and/or significant contributions to industry and community groups as relevant to role.

Delivery of professional development presentations as an academic expert to industry or community groups.

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.

	Formal feedback from senior staff or peers. External peer recognition or review outcomes. Publication in learning and teaching-focused national journals; conference publications.		
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 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. Leading professional accreditation processes for single courses. Leading course teams and/or multi-team projects to deliver an enhanced student experience. **Engagement and development:** Instigating and maintaining processes to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at team or project level. Taking part in peer mentoring processes as a senior mentor. Leading and presenting at educationally related professional development activities. Leading industry or community engagement and/or co-design and assurance activities at course level. **Evidence and recognition:** Outcomes of collaborations.	**Research practice:** Production of high-quality, impactful academic publications. 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-led projects. Delivering innovative HDR student training and development programs; recruitment and well-regarded training of Higher Degree by Research students. Contributing to the design and implementation of significant research infrastructure projects. **Engagement and development:** Driving research capacity development through influence on discipline research culture; mentoring ECR researchers and HDRs. Contributing to the development of new research projects and initiatives, including co-design and co-production of research with community, industry and government partners. Journal review roles for high-ranking journals (e.g. Q1/top 10%) and/or national committees. National engagement, such as invited and offered conference presentations and seminars, delivery of critique of significant works or contributions to	**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. 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. Establishment of group-level working relationships with others across academic and service divisions as appropriate to role. Support for others to achieve University goals, such as delivering induction and mentoring for new members of staff. **Broader community:** Seeking and maintaining effective and impactful relationships with industry and/or community as relevant to role. Membership of external review bodies. Membership of and/or significant contributions to industry and community groups. Delivery of professional development presentations as an academic expert to industry or community groups. Advisory roles in industry or community.

	Presenting practice innovations or approaches at institutional or national professional development events. Credentials and awards, such as FHEA, college awards or University-level awards, or national citations. Leadership of education-focused discipline or special interest working groups at institutional level; membership at national level. Student and stakeholder feedback through surveys (eg SET's, CEQ, GOS), independently run focus groups and/or unsolicited communications. Formal feedback from senior staff or peers. External peer recognition or review outcomes Publication in higher education-focused international journals; conference publications.	significant industry groups/events. **Evidence and Recognition:** Invitations and records of contribution to state/national events. Publication and citation reports. Grant and other funding reports. HDR 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 at the national level. Receipt of competitive national awards or prizes.	**Evidence and recognition:** Evidence of memberships/invitations. Evidence of outcomes such as student enrolments, funding or significant partnerships. Unsolicited or formal feedback from industry, senior staff or peers. Evidence of impacts such as positive change from working group actions. Other external or internal acknowledgements, such as news items, awards, nominations.
D	**Student experience:** Ongoing design, delivery and dissemination of exemplar teaching practice. Implementation of College or equivalent strategic L&T advancement projects. Leading complex and multi-course professional accreditations. Providing strategic leadership of critical cross-course teams and programs, such as for work-integrated learning. Leading strategic cross-functional projects to deliver an enhanced student experience and/or achieve institutional goals at College or University level. **Engagement and development:** Establishing and guiding collaborations with others to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at divisional level.	**Research practice:** Leading the production of substantial numbers of high-quality and highly impactful academic publications. 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. Taking a leading role in developing significant externally funded research-led projects. Delivering innovative HDR student training and development programs; recruitment and training of substantial number of Higher Degree by Research students. Contributing to the design and implementation of significant research infrastructure projects.	**University governance, culture and operations:** College and University-wide leadership and collaboration to advance student and/or research engagement, support and administration functions. 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. Organising and leading professional development activities at University level. Leadership of positive group-level working relationships across academic and service divisions. Significant contributions to policy and strategy development and implementation. Support for others to achieve University goals, such as establishing induction and mentoring

Initiating and leading mentoring and support processes. Initiating and leading learning and teaching professional development activities. Leading industry and/or community engagement processes for student experience/quality enhancement at College or equivalent level. Chairing industry and/or community advisory committees. **Evidence and recognition:** Outcomes of collaborations. Credentials and awards, such as SFHEA or national awards. Membership of executive committees for higher education-focused groups at national level; broader membership at international level. Student and stakeholder feedback through surveys (eg SET's, CEQ, GOS), independently run focus groups and/or unsolicited communications. Formal feedback from senior staff or peers. External peer recognition or review outcomes Influential publications in higher education-focused international journals.	**Engagement and development:** Driving research capacity development through influence on institutional research culture; mentoring E/MCR researchers and HDRs. Contributing to 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. Journal Editorial roles for high-ranking journals (e.g. Q1/top 10%) and/or national committees. National and international engagement, such as invited conference presentations and seminars, curation/public critique of significant works or contribution to significant industry groups/events. **Evidence and Recognition:** Invitations and records of contribution to national events. Publication and citation reports. Grant and other funding reports. HDR reports, including cohort success, completion rates, graduate outcomes, industry engagement, equity group success. Verifiable research impacts across knowledge, practice, policy and economy. Outcomes and unsolicited feedback for discipline or divisional leadership projects and programs. Outcomes of mentees and HDR students as a result of mentoring/supervision. Unsolicited or formal feedback from eminent scholars and/or industry/community/government partners on research leadership at the national level. Receipt of competitive national or international awards and prizes.	programs. **Broader community:** Establishing and maintaining effective external relationships to advance University interests and reputation. Leadership of formally constituted industry and community groups. Leadership of external professional and quality review bodies. Membership of significant standing, board, government and policy committees or working groups external to the University. Senior policy advisory roles in industry or community. **Evidence and recognition:** Invitations/membership documents. Evidence of enrolments, funding or other significant outcomes. Evidence of policy/practice change arising from service and/or engagement. Unsolicited or formal feedback from industry, senior staff or peers. Other external or internal acknowledgements, such as news items, awards, nominations.

E	Student experience:	Research practice:	University governance, culture and operations:
	Ongoing design, delivery and dissemination of exemplar teaching practice. Leadership of University-wide strategic and educationally related innovation and advancement projects, with deep and wide impact on student experience. Leading large and cross-functional teams in the advancement of student experience. Leading national discipline and/or domain activities with government and/or professional policy impact and student experience outcomes. **Engagement and development:** Establishing and ensuring continued collaborations with others to enhance learning and teaching strategy, problem-solve and achieve positive outcomes at institutional level. Initiating and leading mentoring and support processes at University and sector level. Designing and leading strategic industry and/or community engagement processes for student experience/quality enhancement at College or equivalent level. Driving positive internal and external engagement processes to achieve strategic educational outcomes. **Evidence and recognition:** Outcomes of collaborations. Credentials and awards, such as PFHEA or international awards for sustained impact. Leadership of impactful higher education-focused groups at national and/or international level.	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). 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. Initiating and leading multi-institutional or cross-disciplinary teams in large-scale externally funded research-led projects. Leading innovative HDR student training and development programs; recruitment and training of Higher Degree by Research students at scale. Leading design and implementation of significant research infrastructure projects. **Engagement and development:** Driving research capacity development through influence on institutional research culture; mentoring/ sponsoring researchers at all academic levels. Developing and overseeing new, large-scale strategic research initiatives and partnerships, including co-design and co-production of research with community, industry and government partners. Leadership of external discipline academies, high-ranking journals (e.g. Q1/top 10%) and/or major national/international committees. National and international engagement as thought leader, such as providing keynote presentations at	Strategic University-level leadership and collaboration to advance student engagement and support, and research leadership functions. 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. Leadership of programs to embed positive group-level working relationships across academic and service divisions. Significant contributions to policy and strategy development and implementation. Support for others to achieve University goals, such as establishing induction and mentoring programs. **Broader community:** Establishing and maintaining effective national and international external relationships to advance University interests and reputation. Leadership of formally constituted industry and community groups. Leadership of external professional and quality review bodies. Membership of significant standing, board, government and policy committees or working groups external to the University. Senior policy advisory roles in industry or community. **Evidence and recognition:** Invitations/membership documents.

Feedback and/or commentary from external internationally recognised experts in higher education. International recognition through broad citation, application of work or invited keynotes at major sector conferences.	high quality conferences, curation/public critique of significant works or leading major industry groups/events. **Evidence and Recognition:** Invitations and records of contribution to national/international events. Publication and citation reports. Grant and other funding reports. HDR reports, including cohort success, completion rates, graduate outcomes, industry engagement, equity group success. Verifiable research impacts across knowledge, practice, policy and economy. Outcomes from institutional/strategic leadership projects and programs. Unsolicited or formal feedback from eminent scholars and/or industry/community/government partners on research leadership at the national and international level. Outcomes of mentees and HDR students as a result of the mentoring/supervision. Receipt of prestigious and highly competitive national or international awards or prizes.	Evidence of enrolments, funding or other significant outcomes. Evidence of policy/practice change arising from service and/or engagement. Unsolicited or formal feedback from industry, senior staff or peers. Other external or internal acknowledgements, such as news items, awards, nominations.