



POSITION DESCRIPTION

School of Chemistry
Faculty of Science

Lecturer / Senior Lecturer in Exciton Science

ONLY INDIGENOUS AUSTRALIANS AND FEMALE IDENTIFYING APPLICANTS ARE ELIGIBLE TO APPLY AS THIS POSITION IS EXEMPT UNDER THE SPECIAL MEASURE PROVISION, SECTION 12 (1) OF THE EQUAL OPPORTUNITY ACT 2011 (VIC)

POSITION NO	0056387
CLASSIFICATION	Lecturer Level B / Senior Lecturer Level C
SALARY	Level B \$110,236 - \$130,900 per annum (pro rata for part-time) Level C \$135,032 - \$155,698 per annum (pro rata for part-time) Level of appointment is subject to qualification and experience
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time. The University of Melbourne is strongly committed to supporting diversity and flexibility in the workplace. Applications for part-time or other flexible working arrangements will be welcomed and will be fully considered subject to meeting the inherent requirements of the position.
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Paul Mulvaney Tel. +61383442429 Email. mulvaney@unimelb.edu.au <i>Please do not send your application to this contact</i>

Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of country throughout Australia. The University recognises the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of country and their continued connection to the land, waterways, songlines and culture. The University respects all Aboriginal and Torres Strait Islander People and warmly embrace those students, staff, Elders and collaborators who identify as First Nations.

Position Summary

The School of Chemistry is seeking to appoint a new staff member within the broad area of Exciton Science.

This is a continuing teaching and research position, and the appointment will be at Level B or Level C.

This position will be partially funded for a period of two years by the ARC Centre of Excellence in Exciton Science. The successful applicant will be able to show that they have the expertise to collaborate across the Centre's five University nodes to form on-going and substantial research relationships. After the Centre completes its funding period, and subject to performance, the position will transition full time into the School of Chemistry.

1.1 ABOUT THE ARC CENTRE OF EXCELLENCE IN EXCITON SCIENCE

The ARC Centre of Excellence in Exciton Science is a multi-disciplinary and multi-institutional research centre working to understand, examine and manipulate the way light energy is absorbed, transported and transformed in advanced molecular materials. The Centre has nodes at The University of Melbourne, Monash University, RMIT, The University of Sydney and UNSW Sydney. The Centre is funded by the Australian Government through the Australian Research Council with funding through to the end of 2024.

The Centre programmes span advanced material design and synthesis, solar energy conversion, high-throughput computational screening, single molecule photochemistry and ultrafast spectroscopy. The Centre also carries out innovative outreach and commercial translation activities. The expected outcomes and benefits include new Australian technologies in solar energy conversion, energy-efficient lighting and displays, security labelling and optical sensor platforms for defence. The successful applicant to this position will be required to work collaboratively across the Centre nodes and research areas.

More information about the ARC Centre of Excellence in Exciton Science can be found at www.excitonscience.com

1.2 POSITION DETAILS

The University seeks to increase the diversity of the workforce and the representation of women in areas where they have been historically under-represented. Consistent with this, the School of Chemistry is seeking to increase the representation of women in its academic workforce.

Pursuant to a special measure under Section 12 (1) of the Equal Opportunity Act 2010 (Vic), the School will, therefore, appoint a suitably qualified candidate for this position, who identifies as female, including cis and transgender women, as well as Indigenous Australians of any gender orientation.

The appointee is expected to develop an outstanding research program that will attract postgraduate students, and secure external research funding from national competitive research schemes and/or industry partners. They will have a commitment to research, supervising research students at undergraduate, MSc and PhD levels, and will also teach within the School's undergraduate and graduate programs. The appointee will be based in the School of Chemistry and report to the Director of the ARC Centre in Exciton Science and the Head of School.

Candidates are asked to nominate whether they are applying at the Academic Level B or Level C, and the successful candidate will be appointed at the appropriate level based upon the Selection Panel's assessment of the individual's application. The panel will consider performance relative to opportunity (ROPE), when evaluating the quality and impact of a candidate's achievements (see Appendix A for the University's ROPE guidelines).

In applying for this role applicants are asked to identify a specific research area related to the Centre's work. The Centre Director will assist and guide the successful applicant to form new collaborations with our other Centre members at our five university nodes.

1. Key Responsibilities

The position description should be read alongside [Academic Career Benchmarks and Indicators](#).

A level B academic demonstrates well developed academic skills and a strong academic performance, relative to opportunity (approaching or progressing towards the benchmarks as identified in Appendix B below).

A level C academic demonstrates a proficiency of academic skills and excellent academic performance, relative to opportunity (meeting or approaching the benchmarks as identified in Appendix B below).

1.1 RESEARCH AND RESEARCH TRAINING

The appointee will be expected to:

- ▶ Conduct research that contributes and is complementary to the School and Centre's diverse research portfolio in the broad areas of Exciton Science. This can encompass a wide range of research to solve problems in chemistry and related areas, including materials and molecular chemistry, solar energy conversion, solar fuels, nanophotonics, high-throughput computational screening, single molecule photochemistry and ultrafast spectroscopy.
- ▶ Publish research findings in international refereed journals and present results at seminars, conferences, and meetings in accordance with the research expectations of

the ARC Centre of Excellence in Exciton Science.

- ▶ Prepare research proposals for submission to external funding bodies to obtain external funding to support their research.
- ▶ Provide effective supervision of research students (at undergraduate, Honours, MSc and PhD levels).
- ▶ Contribute to research projects including leadership of research teams and management of projects.
- ▶ Develop research collaborations with internal and external researchers.
- ▶ Exchange ideas and knowledge with the larger community via interactions with government, industry, community groups, alumni, the media, public lectures, and/or outreach activities.
- ▶ Significantly contribute to research projects including leadership of research teams and management of projects where applicable

1.2 TEACHING AND LEARNING

The appointee will be expected to:

- ▶ Actively participate in the School's undergraduate and graduate teaching programs, including the preparation and delivery of lectures, tutorials, workshops and practical classes.
- ▶ Actively contribute to the development and review of curriculum and develop high-quality, innovative subject material.
- ▶ Set, participate in, and mark student assessments and exams.
- ▶ Teach subjects to a standard that delivers a high-quality learning experience.
- ▶ Provide academic mentoring and assistance to students.

1.3 LEADERSHIP AND SERVICE

The appointee will be expected to:

- ▶ Actively participate in Centre and School/Faculty meetings and seminars and with guidance, contribute to planning activities or committee work to support capacity building in the discipline, and including those connected with teaching responsibilities and the conduct of the academic affairs of the School.
- ▶ Contribute to, or present research to the public to elevate public awareness of educational and scientific developments, and promote critical enquiry and public debate within the community where appropriate
- ▶ Effective demonstration and promotion of your home University's values including diversity and inclusion and high standards of ethics and integrity
- ▶ Actively contribute to Centre activities to promote student and public engagement.
- ▶ Actively contribute to Centre, School, Faculty and University committees as appropriate.
- ▶ Actively contribute to School activities such as Open day to promote student engagement.

1.4 OTHER

The appointee will be expected to:

- ▶ Actively participate in the University Performance Development Framework.
- ▶ Ensure an up-to-date record of University compliance courses, such as, but not limited to, Appropriate Workplace Behaviour, PDF for Staff and Supervisors, OH &S training courses.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD in Chemistry or a related discipline
- ▶ A track record of high-quality publications in leading international journals, relative to opportunity, in the area of Exciton Science.
- ▶ Evidence of the potential to attract research funding from national competitive research bodies and other sources, including industry, relative to opportunity.
- ▶ Ability to attract and supervise postgraduate (research higher degree) students, relative to opportunity.
- ▶ Ability and enthusiasm for teaching chemistry at all levels.
- ▶ Excellent oral and written communication skills in English.
- ▶ Demonstrated interpersonal and organisational skills including the ability to project manage and meet deadlines.
- ▶ Ability to interact productively with other academic staff and to contribute to the external engagement and administration activities of the School.
- ▶ Research interests that are compatible with other members of the Centre and potential for collaborations with other scientists at the University, in Australia and internationally.

2.2 IN ADDITION TO 2.1, TO BE APPOINTED AT LEVEL C, APPLICANTS MUST BE ABLE TO DEMONSTRATE:

- ▶ Relative to opportunity, an aptitude for independent research with a strong record of publication, a record of gaining external competitive research grants, commensurate with experience and opportunities, and the ability to develop research links with other departments/groups nationally and/or internationally.
- ▶ Evidence of the ability to attract research funding from national competitive research bodies and other sources, including industry, relative to opportunity.
- ▶ A track record of success in teaching at university level, the ability to teach large undergraduate classes, and the ability to develop and teach relevant discipline subjects at a graduate level.

- ▶ A demonstrated ability to be an emerging national research leader.
- ▶ A demonstrated ability to work collaboratively and to contribute to the organisational development of the School, Faculty and the University as a whole.

2.3 DESIRABLE

- ▶ An interest in innovative approaches to teaching at undergraduate and graduate levels.
- ▶ Enthusiasm and ability to promulgate scientific ideas and ideals to a broader public including school students.

2.4 OTHER JOB-RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check.

3. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion, and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Advancing Melbourne strategy that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

4. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 SCHOOL OF CHEMISTRY

www.chemistry.unimelb.edu.au

The School of Chemistry at The University of Melbourne is one of the largest and oldest in Australia with a distinguished history in teaching and research. The first lectures in chemistry in The University of Melbourne were given in 1856, only three years after the University was founded. Since then the School has grown and developed and there are presently over 2500 undergraduates enrolled in Chemistry subjects, with more than 150 BSc (Hons), MSc and PhD research students. Teaching and undertaking research in the School are 23 continuing research and teaching staff, and over 30 research only staff, supported by a team of technical and administrative personnel.

The School has an excellent international reputation in research and an outstanding record of achievement in attracting external research funding. There is an ongoing program to keep its research facilities at world standard and to focus our research efforts. This has involved progressive upgrading of the School's laboratories, the purchase of state-of-the-art instrumentation and recruitment of academics with a strong research profile.

The School of Chemistry is a key participant in the Bio21 Institute, a major world-class biotechnology initiative in Victoria. New purpose-built research laboratories for research groups in the School are housed in the Chemistry Building and the Bio21 Institute of Molecular Science and Biotechnology. In addition, we are building stronger links with other disciplines within the University and with other research institutions locally and internationally.

Research in the School of Chemistry covers a wide spectrum from the design, synthesis and properties of new materials through to protein structure and chemistry. Many research programs sit at interdisciplinary boundaries with physics, engineering and biology. The School has a collegial environment, where the contributions of all academic, research and professional staff are valued equally. The School values Diversity and Inclusion deeply and has an active and visible D&I committee, which reports directly to the School Executive.

5.2 FACULTY OF SCIENCE

<http://www.science.unimelb.edu.au>

Science at the University of Melbourne is the most highly ranked Faculty of Science in Australia. Science is defined by its research excellence in the physical and life sciences and is at the forefront of research addressing major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

We have over 150 years of experience in pioneering scientific thinking and analysis, leading to outstanding teaching and learning and offer a curriculum based on highly relevant research, which empowers our STEM students and graduates to understand and address complexities that impact real world issues and the challenges of tomorrow.

We aspire to engage the broader community with the impact that Science has on our

everyday lives. Through the strength of our internships and research project offerings, our students are provided opportunities to engage with industry partners to solve real-world issues.

The Faculty of Science has over 50,000 alumni and is one of the largest faculties in the University comprising six schools: BioSciences, Chemistry, Ecosystem and Forest Sciences, Mathematics and Statistics, Physics and the School of Geography, Earth and Atmospheric Sciences.

The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, the Indigenous Knowledge Institute, the Melbourne Energy Institute, the Office for Environmental Programs and home to numerous Centres.

Science manages more than \$301 million of income per annum, with a staff base in the order of 250 FTE professional staff, and more than 662 FTE academic staff.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling over 10,800 undergraduate and 2,500 graduate students. The Faculty of Science is the custodial Faculty for the BSc (Bachelor of Science). The Faculty of Science is highly research focused, performing strongly in the Australian Research Council competitive grants schemes. The Faculty of Science is currently growing its competitiveness and standing in the National Health and Medical Research Council and health space.

The Faculty of Science provides community services and industry partnerships based on a solid foundation of research in the pure and applied sciences. The Faculty has an endowment of approximately \$100 million. The annual income from the endowment supports more than 140 prizes, scholarships and research awards, and numerous academic positions. The Faculty offers a range of support to early and mid-career researchers, such as the Science Early Career Academic Network (SECAN).

5.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded. Furthermore, the University provides long day care and kindergarten programs for children of staff, students and alumni, as well as children from the wider community.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>

5.4 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally

connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>

Appendix A

Assessing Academic Performance Relative to Opportunity: Guidelines



1. Objective

- 1.1 In keeping with *Advancing Melbourne*, the aspiration of the University is to encourage and support staff to fulfil their potential. Academic Performance Relative to Opportunity (PRO) is a positive acknowledgment that the University is an inclusive workplace that supports fairness and equity in relation to the appointment, confirmation, promotion and career progression of academic staff.
- 1.2 Personal circumstances relevant in assessing PRO include care relationships, medical conditions and part-time and flexible working arrangements. Relevant career interruptions include parental leave and extended sick leave. Relevant leave of absence may include leave authorised to enable an academic to undertake an industry secondment or similar career development activity outside the academy. Other circumstances may include natural disasters (such as the Australian bushfires in 2019-2020), global health issues (such as the COVID-19 pandemic) and emergency situations with significant or longer-term impacts. The COVID-19 pandemic will have both short- and long-term effects on academic work and academic achievements, and possibly the balance between teaching and research during the pandemic, and these may differ for individuals. Academic PRO will take these into account.

2. Principles

- 2.1 The Academic PRO principles are designed to apply a fair and equitable approach to the achievements of staff relative to the opportunities available.
- 2.2 The overall quality and impact of academic achievements should be fairly and equitably recognised whenever there is an assessment of individual academic performance. This applies to the assessment of achievements in relation to the time available for academic work, the capacity to undertake certain types of work and the overall academic contributions and achievements of individuals.
- 2.3 The [Academic Appointment, Performance and Promotion Policy](#) requires that performance relative to opportunity will determine appointment, confirmation and promotion decisions. The University's commitment to assessing performance relative to opportunity is consistent with its obligations under employment and equal opportunity law.

3. Factors to take into account when assessing academic performance relative to opportunity in appointments, confirmations and promotions

- 3.1 Consideration of Academic PRO facilitates positive acknowledgement of what has been achieved by academic staff given the opportunities available.
- 3.2 When staff are preparing a case for Academic PRO they should clearly state the specific impacts on their academic work and achievements due to their particular personal circumstances.

Assessing Academic Performance Relative to Opportunity: Guidelines



- 3.3 The consideration of Academic PRO does not assume or expect lesser standards of performance, rather it involves assessing the quality and impact of academic achievements relative to the opportunities available. The PRO approach provides for a nuanced and contextual assessment of achievements relative to personal circumstances that may have had an adverse effect.
- 3.4 The PRO approach considers the effects of personal circumstances, career interruptions, authorised leave of absence and other circumstances, where these are disclosed by the academic, on the quantity, range, rate or consistency of academic achievements over time. This is the basis for assessing the relative contributions, achievements and outputs across relevant domains of academic work. The approach assumes that an adequate threshold volume of achievements has been assembled on which to make an assessment of the overall quality, impact and standing of an individual's academic work.

4. Examples

- 4.1 A staff member has returned from parental leave to work part-time. Since returning to work, the staff member has made significant contributions to their faculty and is an active and effective committee member. On being considered for promotion, the Appointments and Promotions Committee notes that, while the staff member has not been able to take up as many service opportunities as colleagues, there has been demonstration of an appropriately high level of performance and achievement in the contributions made.
- 4.2 A staff member is a carer for a person with a disability. As a result, the staff member cannot present at conferences outside Melbourne, nor attend evening networking events. The staff member is a prolific writer well on the way to developing a significant academic reputation and has been published in prestigious journals. The Appointments and Promotions Committee determines that the staff member has achievements of appropriate quality and impact, despite the limited range of academic activities compared with colleagues.
- 4.3 A staff member has been suffering a serious illness. Initially, the staff member took time off work to attend medical appointments; and later took a block of leave to help recovery. Since then, the staff member has progressively returned to full-time work, albeit more slowly than initially expected. The reduced volume of output as a result of illness is taken into account when assessing overall productivity and the quantum of academic achievements. As a consequence, the staff member's reduced output volume does not negatively affect judgements about overall performance.
- 4.4 A staff member was granted an extended leave of absence in order to undertake an industry secondment. As a consequence, the quantity and quality of academic achievements in the engagement domain have been greatly enhanced. These enhanced achievements are taken into account when assessing performance. In addition, the more limited range and quantity of academic achievements in other domains over the past year are considered relative to the reduced opportunity to build accomplishments.

Assessing Academic Performance Relative to Opportunity: Guidelines



- 4.5 A staff member's research program was particularly adversely affected by the COVID-19 pandemic. Their lab-based research program was disrupted due to limited access to research facilities, reducing the flow of publications and potentially affecting future research grant opportunities. The effects as a result of the COVID-19 pandemic are taken into account when assessing overall productivity and the quantum of academic achievements. The Appointments and Promotions Committee notes the sufficient number and range of publications on which to make a judgement of academic quality. The somewhat reduced volume of output does not negatively affect judgements about overall performance.
- 4.6 A staff member's leadership of a program of curriculum innovation was particularly disrupted by the COVID-19 pandemic limiting the amount of on-campus teaching that could be undertaken. The staff member was a recipient of a learning and teaching initiative grant focused on a significant curriculum renewal project that required on-campus teaching, so this program of work could not be carried out or completed. The Appointments and Promotions Committee takes into account the disruption to the innovative work and career development of the staff member when assessing the quality and impact of the staff member's overall academic achievements and contributions.
- 4.7 A staff member's work was affected during the Covid-19 pandemic by the interruptions to domestic arrangements caused by the pandemic, in relation to home schooling and childcare. As a result, the staff member was not able to maintain previous levels of output and often found it difficult to make a full contribution throughout the day. The Appointments and Promotions Committee takes into account the disruption to the everyday work opportunities and career development of the staff member when assessing the quality and impact of the staff member's overall academic achievements and contributions.

Appendix B

Academic Career Benchmarks & Indicators

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

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

Benchmarks	Teaching and learning	Research	Leadership and service
	Insightful teaching and major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.	Original, path-setting research of international and national significance and wide-ranging contributions to the advancement of fields of study that are informed and enhanced by engagement practices and partnerships.	Leadership and citizenship for sustained change and improved capability within departments, faculties and the university overall; leadership of community, industry and policy engagement of significant public value.
Activity Indicators of the range and volume of academic activities, inputs and outputs.	<ul style="list-style-type: none"> Subject coordination and delivery Curriculum design and innovation, including cross-disciplinary approaches Development of technology-based teaching, learning and assessment programs and resources Design and delivery of overseas subjects and other student mobility programs Teaching and learning innovation grants (with emphasis on national competitive and peer-reviewed) External educational development income, including for internationalisation of teaching initiatives Publication of educational texts and resources Scholarly publications on teaching, learning, curriculum and assessment (with emphasis on refereed, international and solo or lead author) 	<ul style="list-style-type: none"> Publications <ul style="list-style-type: none"> Conference papers Journal articles Book chapters Books Creative outputs Commissioned reports and other publications Research grants & external research income (emphasis on competitive, international and peer-reviewed) R&D supervision Editorships and curatorships Patent disclosures submitted, patent filings 	<ul style="list-style-type: none"> Active engagement with leadership and coordination roles within faculties and departments Membership of committees (department, school, faculty, University) Expert panel and committee recommendations, reports and submissions Compliance with University policy and procedural requirements Continuing professional development activities (internally, externally) Leadership in development of national and international institutional partnerships and networks Formal senior leadership roles (for example, Head of Department, Associate Dean)
Engagement Indicators of the nature and role of engagement with communities, industry and government embedded within teaching, research, leadership and service.	<ul style="list-style-type: none"> Alumni and external partner involvement in student mentoring programs Curricular and extra-curricular opportunities designed to foster student entrepreneurship Initiatives advancing equity and supporting student diversity (for example, Indigenous, low SES, rural students) Engagement with government, business, professions and communities informing curriculum design and delivery (for example, through professional advisory boards) Engagement grants and other engagement income (internal, external) Object-based and work-integrated learning design (including internships, graduate placements, volunteering and international experience programs) External teaching, learning and curriculum consultancies (international and national) Expert educational advice to government and peak bodies (federal, state, national, international) Student evaluation of teaching (sustained over time) Peer review of teaching and curriculum effectiveness Curriculum relevance (for example, professional clinical, teaching research needs and practice, employability and work skills, graduate attributes) Originality and sustainability of curriculum redesign Educational outcomes (including evidence of graduate achievements and accomplishments) Adoption by other universities of published educational texts and resources (with emphasis on publisher standing) Invited keynotes on teaching, learning, curriculum and assessment (international, national) Awards and prizes for teaching and learning (international, national, internal) Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teachers Graduate employment placements 	<ul style="list-style-type: none"> Engagement with disciplinary communities and government, business, professional and community organisations (for example, influential roles within scholarly societies or professional organisations) Public engagement efforts embedded in research proposals Engagement grants and other engagement income (internal, external) Significant media contributions (for example, invited opinion pieces) Publications for government, professional and community bodies Collaborative development of cross-disciplinary research programs with national and international partnerships beyond the academy External research-based consultancies (international, national) Start-up companies, including student start-ups, and evidence of uptake/adoption Licenses executed, license income received Publication standing (peer-reviewed, national, international, solo/lead author) Reviews (as appropriate to discipline) R&D supervision (completion rates, candidate publications, graduate outcomes and achievements) Invitations to review Invited keynotes (international, national) Patents issued Awards and prizes for research and/or technology transfer (international, national) Translation and adoption of research Development of valued-added practices and approaches in communities, industries and government through engaged research projects Influential leadership of major cross-disciplinary research projects with external partners, leadership of research teams, mentoring of less experienced researchers 	<ul style="list-style-type: none"> Membership of committees of enquiry and expert panels Leadership in development and maintenance of community, industry and cultural partnerships Leadership in external professional and disciplinary communities (nationally and internationally, including policy development) Leadership and engagement with advancement programs and projects that develop alumni relations and fundraising Leadership of major engagement projects and leadership of engagement teams (internal and external stakeholders) Major submissions to government enquiries Membership of company boards or equivalent
Quality and impact Indicators of academic excellence, originality and recognition.			
Indicators of demonstrable impact and influence, within and beyond the academy, of teaching, research and leadership.			

Level Expectations	A Acquiring academic skills and building academic achievements (oriented towards the benchmarks)	B Well established academic skills and strong academic performance (approaching or progressing towards the benchmarks)	C Mastery of academic skills and excellent performance (meeting or approaching the benchmarks)	Professiate	E Outstanding performance and pre-eminence as a scholar of international standing (meeting or surpassing the benchmarks)
Appointment titles	<ul style="list-style-type: none"> Tutor Research Fellow 1 Research Assistant Grade 2 <p>Honorary:</p> <ul style="list-style-type: none"> Clinical Tutor 	<ul style="list-style-type: none"> Lecturer Research Fellow 2 <p>Honorary:</p> <ul style="list-style-type: none"> Fellow Clinical Lecturer 	<ul style="list-style-type: none"> Senior Lecturer Senior Research Fellow Melbourne Enterprise Fellow <p>Honorary:</p> <ul style="list-style-type: none"> Senior Fellow Clinical Senior Lecturer Honorary Melbourne Enterprise Fellow 	<p>Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally (meeting the benchmarks)</p> <ul style="list-style-type: none"> Associate Professor Principal Research Fellow Melbourne Enterprise Fellow <p>Honorary:</p> <ul style="list-style-type: none"> Principal Fellow Honorary Melbourne Enterprise Fellow 	<ul style="list-style-type: none"> Professor Professional Fellow Melbourne Enterprise Professor Redmond Barry Distinguished Professor Melbourne Laureate Professor <p>Honorary:</p> <ul style="list-style-type: none"> Professorial Fellow Professor Emeritus Honorary Melbourne Enterprise Professor Melbourne Laureate & Redmond Barry Prof. Emeritus