

Faculty of Arts and Social Sciences Aspirational Research Benchmarks

Key Areas	Category	University Exemplar Benchmarks	Level E	Level D	Level C	Level B	Level A	Notes
Performance	Research quality and reputation	Recognized as a leading authority within your discipline or interdisciplinary domain, with a significant international reputation, based on the quality and impact of your research outputs; Regular and significant research outputs published in the highest quality journals, publishers and other outlets recognized by your peers as among the very highest quality (e.g. Science, Nature, OUP, CUP etc.); Recognized as a go-to expert for government, media or industry; Prestigious awards from international/national professional bodies; Leadership of national/international professional bodies.	Recognised as a leading authority within your discipline or interdisciplinary domain, known for regular and significant intellectual contribution to the international field.	Recognised as a major authority within discipline or Interdisciplinary domain.	Recognised as an authority within discipline or interdisciplinary domain	Recognised as an emerging authority within discipline or interdisciplinary domain	Recognised as an emerging authority within discipline or inter- disciplinary domain via referee reports, peer reviews, invitations to review the work of others and seeking precocious publication in high-ranking journals relevant to research field.	Research quality in the humanities and social sciences has a very strong peer-review aspect to it, as well as specific disciplinary contexts and inter- disciplinary contexts
			A sustained record of original, innovative and distinguished outputs with high-ranking journals and publishers as indicated by journal rankings or impact factor or status of publisher within specific field of research. Trade publications may also indicate breadth and significance of research dissemination.	A developed record of original and innovative research outputs published in high-ranking journals or with esteemed publishers as appropriate to the field.	A considerable record of original and innovative outputs published in high-ranking journals or with well- regarded publishers as appropriate to the field.	A number of original and innovative outputs published in high-ranking journals or with well-regarded publishers as appropriate to relevant research field.	Nevertheless, moving from Levels A through to E is likely to involve increasing use of evidence (such as citations, invited presentations) as a signal of reputation and quality.	

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	Research income	Substantial and continuing funding from commercial and government bodies; Outstanding track record of consistent and large-scale funding with ARC, NHMRC and other peak granting bodies in Australia, as well as international funding agencies and foundations; Substantial and sustained support from leading industry partners and/or consortia.	Strong track record of internal and particularly external grants. Internal includes Faculty grants such as FRSS and FCRS, as well as whole-of-university such as SREI2020, Sydney Policy Lab, Partnership Collaboration Awards, External includes e.g. ARC. Competitive grants (such as Discovery, Linkage, DECRA, Future Fellowship, LIEF, Laureate, Centre of Excellence) forms of category 2-4 funding such as public sector, donations, bequests, foundations (such as Templeton and Macarthur). Applications in collaboration with junior colleagues are particularly desirable while they are in the process of building a strong track record.	Good record of internal income (Faculty and/or University level) as well as external grant income e.g. ARC competitive grants and category 2-4 funding. Applications in collaboration with junior colleagues are particularly desirable while they are in the process of building a strong track record.	Evidence of a successful internal grant applications (Faculty and/or University level) as well as involvement in a successful external grant application e.g. ARC competitive grants and category 2-4 funding. Applications in collaboration with senior colleagues are particularly desirable while in the process of building a strong track record.	Evidence of successful internal grant applications (Faculty and/or University level) as well as submitting external grant applications e.g. ARC competitive grants and category 2-4 funding. Applications in collaboration with senior colleagues are particularly desirable while in the process of building a strong track record.	Demonstrating strong awareness of possibilities for relevant grant applications.	Generating research income is the norm, although it should be recognised that there are variations in opportunities and need for research funding, dependent on specific field of research expertise and /or methodological approach.
Engagement: External collaboration & partnership	Research collaboration	Recognized leader in collaborations nationally and internationally in your discipline and/or interdisciplinary domain (e.g. Laureate Professor; Centre of Excellence CI or Director); Sustained evidence of research leadership in building successful teams; Sustained collaboration with stakeholders and end-users for the translation of research; Taking on	Leadership of research centre/institute, major collaborative projects, working with colleagues (internal and/or external to the University) tackling significant research issues of mutual interest Supporting early and mid-career researchers through appropriate joint authorship of research publications, and/or involvement in collaborative projects, and/or other means of promoting them within established research networks.	Playing an active significant and innovative role in working with colleagues (internal and/ or external to the University) tackling research issues of mutual interest Supporting early and career researchers through appropriate joint authorship of research publications, and/or involvement in collaborative projects, and/or other means of promoting them within	Working with appropriate colleagues (internal and/or external to the University) tackling research issues of mutual interest. Seeking support from more established researcher and their involvement with collaborative projects, as well as occasionally assisting early career researchers	Normally, working towards appropriate collaboration with colleagues (internal and/or external to the University) Seeking support from more established researchers and their involvement with collaborative projects.	Demonstrating strong awareness of potential future opportunities for appropriate collaboration with colleagues (internal and/or external to the University).	In addition to the high value of collaborative research, there is also high value in single-authored research and publication(s). This aside, in moving from Levels A through to E, there is an expectation that while retaining relevant sole-authored research, the profile of researchers is more collaborative - partly for reasons of facilitating plural thinking, and partly

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		leadership roles in collaborative projects with colleagues (internal and/or external to the University); Supporting young researchers through joint authorship of papers and other research outcomes and/or promoting them to research networks.		established research networks.	working towards similar long-term goals.			on grounds of mentoring and disciplinary collegiality.
	Industry and community engagement and impact	Actively engaged positively with the wider community connected to your research domain (Linkage grants; ITRPs; other forms of sustained industry support for your research); Recognized by national and international professional bodies; Leading collaborations with industry and community and identifying opportunities for funding and partnerships; Founding start-up companies/spin offs as well as mentoring others to do so; Membership of senior advisory groups for industry partners, industry associations, and government; Recognition by	Playing a lead role in initiating and developing external engagement collaboration with a view to societal impact beyond the academic contribution to the discipline. Such engagement and collaboration should be commensurate with the disciplinary/cross-disciplinary domain e.g. international research should produce internationally –oriented engagement and collaboration. Where appropriate, engagement and impact should include membership of relevant advisory groups and boards e.g. public sector, NGO, charities museums, libraries, galleries and private sector.	Playing a role in initiating and developing external engagement collaboration with a view to societal impact beyond the academic contribution to the discipline. Such engagement and collaboration should be commensurate with the disciplinary/cross-disciplinary domain e.g. international research should produce internationally – oriented engagement and collaboration. Where appropriate, , engagement and impact should include membership of relevant advisory groups and boards e.g. public sector, NGO, charities museums, libraries, galleries and private sector.	Playing a role in the development of external engagement collaboration with a view to societal impact beyond the academic contribution to the discipline. Where appropriate, engagement and impact should include membership of relevant advisory groups and boards e.g. public sector, NGO, charities museums, libraries, galleries.	Exploring opportunities for the development of external engagement collaboration with a view to societal impact beyond the academic contribution to the discipline.	Demonstrating awareness of opportunities for the development of external engagement collaboration with a view to societal impact beyond the academic contribution to the discipline.	Industry and community engagement and impact is the norm, although it is recognized that there are variations in opportunities and need for such engagement, dependent on specific field of research expertise and /or methodological approach.

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		national or international professional bodies; Significant and long-standing relationships with partners leading to effective and impactful translation of research and potentially for significant funds for research (or revenues from IP) flowing back to the University and/or to individual inventors.						
People & Culture	Leadership	In addition to forms of leadership already described; Leading in mentoring and supporting the development of colleagues in your School, Faculty, Centre and across the University; Playing a major role in research development that enhances the reputation of the School, Faculty or University; Mentoring junior staff to leadership positions; Leading developments that enhance the reputation of the University and improve its culture; Personal and sustained commitment to the University's ambitions with regard to gender	<p>Playing a leading role mentoring and supporting the development of colleagues in your Department School, Faculty, Centre and/or across the University e.g. via AP&D, Faculty Research Advisor, Director of Research Development, playing leading role in development workshops, reading groups, and informal support of colleagues via advice and reading of grant applications.</p> <p>Playing a major leadership role in research development that enhances the reputation of the School, Faculty, or University e.g. Chair of Department, Head of Centre, School-based research leadership role (e.g. as representative on</p>	<p>Playing a strong role mentoring and supporting the development of colleagues in your Department School, Faculty, Centre and/or across the University e.g. via AP&D, Faculty Research Advisor, Director of Research Development, playing leading role in development workshops, reading groups, and informal support of colleagues via advice and reading of grant applications</p> <p>Playing a strong role in research development that enhances the reputation of the School Faculty, or University e.g. Chair of Department, School-based research</p>	<p>Playing a limited but important role in mentoring and supporting the development of junior colleagues in your Department or discipline.</p> <p>Playing a limited but important role in research development in your Department or discipline e.g., involvement in organising departmental research seminars. A blog/social media presence also constitutes evidence of emerging leadership</p> <p>Helping enhance the reputation and</p>	<p>Actively seeking mentoring opportunities from more senior colleagues in your Department or discipline.</p> <p>Attendance at departmental research seminars, including a preparedness to present research ideas/findings. Also, you should begin to establish a social media presence</p> <p>Helping enhance the reputation and culture of the University by attending appropriate workshops,</p>	<p>Awareness of mentoring opportunities from more senior colleagues in your Department or discipline, and following through where appropriate.</p> <p>Attendance at departmental research seminars. Awareness of possibilities for developing a social media presence</p> <p>Helping enhance the reputation and culture of the University by attending appropriate workshops, seminars and forums with regard to gender equity, diversity, inclusion and</p>	<p>Moving from Levels A to E involves increase expectations for leadership in this area, regardless of discipline or area of research interest.</p>

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		equity, diversity, inclusion and engagement; Advocating publicly on behalf of the discipline, university or higher education sector as a whole; Being a role model for research integrity and ethical research practice; Adhering to the highest standards in data management; Adhering to the highest standards of conflict of interest management.	<p>relevant School/Faculty/University committees); Faculty-based leadership (e.g. Associate Dean Research, Associate Dean Postgraduate Research, SSSHARC Director, FASS Research Advisor, FASS Director of Research Development), membership ARC College of Experts. A significant blog/social media presence is also evidence of leadership.</p> <p>Leading developments that enhance the reputation of the University and improve its culture e.g. via formal leadership roles in this area or through ad hoc leadership of appropriate forums.</p> <p>Demonstrating personal and sustained commitment to the University's ambitions with regard to gender equity, diversity, inclusion and engagement e.g. championing particular initiatives, leadership of relative committees/forums.</p> <p>Advocating publicly on behalf of the discipline, university or higher education sector as a whole e.g. via formal leadership roles in this area or through ad hoc leadership of</p>	<p>leadership role (e.g. as representative on relevant School/Faculty/University committees); Faculty-based leadership (e.g. FASS Research Advisor, FASS Director of Research Development). A significant blog/social media presence is also evidence of leadership.</p> <p>Helping enhance the reputation of the University and improve its culture e.g. via formal leadership roles in this area or through ad hoc involvement in appropriate forums.</p> <p>Demonstrating personal commitment to the University's ambitions with regard to gender equity, diversity, inclusion and engagement e.g. championing particular initiatives, involvement in relative committees/forums.</p> <p>Advocating publicly on behalf of the discipline, university or higher education sector as a whole e.g. via formal leadership roles in this area or through ad hoc involvement in</p>	<p>culture of the University by attending appropriate workshops, seminars and forums with regard to gender equity, diversity, inclusion and engagement</p> <p>Awareness of opportunities to advocate publicly on behalf of the discipline, university or higher education sector as a whole e.g. via formal leadership roles in this area or through ad hoc involvement in appropriate forms.</p> <p>Conforming with research integrity and ethical research practices. On occasion, this may mean membership of relevant integrity/ethics committee.</p> <p>Adhering to University standards in data management.</p> <p>Adhering to University standards of conflict of interest</p>	<p>seminars and forums with regard to gender equity, diversity, inclusion and engagement.</p> <p>Awareness of opportunities to advocate publicly on behalf of the discipline, or university.</p> <p>Conforming with research integrity and ethical research practices.</p> <p>Adhering to University standards in data management.</p> <p>Adhering to University standards of conflict of interest management.</p>	<p>engagement.</p> <p>Recognising existence of opportunities to advocate publicly on behalf of the discipline.</p> <p>Conforming with research integrity and ethical research practices.</p> <p>Adhering to University standards in data management.</p> <p>Adhering to University standards of conflict of interest management.</p>	

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			<p>appropriate forms.</p> <p>Being a role model for research integrity and ethical research practice e.g. by way of reputation, or as advisor, or by formal involvement in School/Faculty/University processes and committees around ethics and integrity.</p> <p>Adhering to the highest standards in data management.</p> <p>Adhering to the highest standards of conflict of interest management.</p>	<p>appropriate forms.</p> <p>Acting as a role model for research integrity and ethical research practice e.g. by way of reputation, or as advisor, or by formal involvement in School/Faculty/University processes and committees around ethics and integrity.</p> <p>Adhering to the highest standards in data management.</p> <p>Adhering to the highest standards of conflict of interest management.</p>	management.			
	Training	<p>Significant involvement in HDR student supervision; Impact on student learning in and attitude towards the discipline over a sustained period; Demonstrable impact on success of PhD graduates over a sustained period; Recognition through awards and prizes for HDR supervision; Sustained contribution to development of innovative strategies that have enhanced research training at the School, Faculty and University level.</p>	<p>Significant involvement in HDR student supervision; Impact on student learning in and attitude towards the discipline over a sustained period; Demonstrable impact on success of PhD graduates over a sustained period; Recognition through awards and prizes for HDR supervision; Sustained contribution to development of innovative strategies that have enhanced research training at the Department, School, Faculty and/or University level.</p>	<p>Strong involvement in HDR student supervision; Impact on student learning in and attitude towards the discipline over a sustained period; Demonstrable impact on success of PhD graduates. Contribution to development of innovative strategies that have enhanced research training at the Department, School, Faculty and/or University level.</p>	<p>Involvement in HDR student supervision as Primary or Associate Supervisor.</p>	<p>Supervision training should be completed. Involvement in HDR training as Associate Supervisor and, once central supervision training has been completed, Primary Supervisor.</p>	<p>Awareness of future opportunities for HDR supervision, and of relevant supervision training opportunities. Where the staff member has a PhD, central supervision training can be undertaken.</p>	None