		TEACHING DOMAIN		
	ACADEMIC	PERFORMANCE: EXPECTATI	ON BY LEVEL	
Level E	Level D	Level C	Level B	Level A
Professor	Associate Professor	Senior Lecturer	Lecturer	Associate Lecturer
	TEACH	IING DOMAIN PERFORMANCE CF	RITERIA*	
 a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience b) Curriculum and assessment design: leads and enables exemplary design of curricular and assessment practices that 	 a) Teaching profile: demonstrates a sustained, skilled, and collegia contribution to teaching and th student experience b) Curriculum and assessment design: exhibits exemplary design in curricular and assessment practices that 	 demonstrates an established record of effective contribution to a range of teaching responsibilities b) Curriculum and assessment design: demonstrates continuous improvement in 	 a) Teaching profile: demonstrates a growing profile and contribution towards a range of teaching responsibilities b) Curriculum and assessment design: designs effective learning materials and assessment tasks 	 a) Teaching profile: demonstrates an emerging profile and contribution to formal and informal teaching activities b) Curriculum and assessment design: assists with curriculum planning and assessment practices
 transforms student learning outcomes Pedagogies: adapts, enables and/or creates evidence-based teaching and learning approaches and technologies to promote outstanding student learning outcomes 	 contributes to enhanced studer learning outcomes c) Pedagogies: adapts and introduces novel teaching and learning approaches and technologies to inspire students participation and achieve enhanced learning outcomes 	assessment practices c) Pedagogies: modifies teaching and learning approaches and technologies to motivate students' participation and achieve enhanced learning outcomes	 c) Pedagogies: selects and uses teaching and learning approaches and technologies that generate student engagement d) Engagement: participates in education collaborations within teaching teams and/or across the unit and undertakes 	 c) Pedagogies: implements pedagogies appropriate to the student cohorts d) Engagement: builds internal collaborations to strengthen the student experience and undertakes professional learning in teaching
 d) Engagement: builds, maintains, and expands significant national and/or international collaborations and inspires others through advocacy, mentorship and/or scholarly inquiry e) Leadership: successfully initiates and leads substantial educational programs, policies, strategies, innovations, and reform with 	 d) Engagement: builds and maintains internal and external education collaborations and leads or enables professional learning through advocacy, mentorship and/or scholarly inquiry e) Leadership: successfully initiation and leads educational program innovation and reform 	external education collaborations and undertakes/initiates professional learning in teaching es e) Leadership: leads programs,	 the unit and undertakes professional learning in teaching e) Leadership: coordinates courses and participates in a range of student experiences 	 e) Leadership: teaches and/or assists in course coordination and participates in a range of student experiences
national and/or international influence				
*Appraisers will be directed to s			aisers will exercise appropriate judgement in	n the application of the rating guidelines.
		ING DOMAIN PERFORMANCE RA	TINGS AGAINST CRITERIA	
4. Exceeds expectations: Typically				
	st demonstrate a), b) and c) and one of			
	nonstrate two of a), b) or c) and one of	d) or e)		
	not demonstrate two of a), b) or c)			
Not applicable: Can only be applied considered, only minor activity under		Domain is Not Applicable' provisions of t	he <u>Academic APD Procedure</u> e.g., no wo	rkload allocated; relative to opportunity

		RESEARCH DOMAIN				
ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL						
evel E	Level D	Level C	Level B	Level A		
Professor	Associate Professor	Senior Lecturer	Lecturer	Associate Lecturer		
	RESEARCH DC	DMAIN PERFORMANCE CRITERIA*				
a) Quality research outputs: leads	a) Quality research outputs: produces	a) Quality research outputs:	a) Quality research outputs:	a) Quality research output		
research outputs consistent with	research outputs consistent with	produces research outputs	produces research outputs	produces research		
discipline norms, consolidating a	discipline norms, often as lead	consistent with discipline norms,	consistent with discipline	outputs consistent with		
prominent international profile	contributor, resulting in	often as lead contributor,	norms, with a lead role in	discipline norms		
b) Funding and other external	international recognition	resulting in national recognition,	some outputs, resulting in a	b) Funding and other		
support: leads successful	b) Funding and other external	and a developing international	developing national profile	external support:		
applications for significant external	support: leads successful	profile	b) Funding and other external	participates in funding		
research funds, often from diverse	applications for significant external	b) Funding and other external	support: contributes to, and	applications or		
sources, or other external	research funds often from diverse	support: contributes to, and often	sometimes leads funding	developing other extern		
mechanisms of research support,	sources, or other significant	leads, successful applications for	applications or other	mechanisms of researc		
including being an integral	external mechanisms of research	significant external research	external mechanisms of	support, consistent wit		
contributor to major cross-	support, consistent with discipline	funds, or other external	research support, consistent	discipline norms		
disciplinary initiatives, consistent	norms	mechanisms of research support,	with discipline norms	c) Translation and impact		
with discipline norms	c) Translation and impact: leads the	consistent with discipline norms	c) Translation and impact:	contributes to		
Translation and impact: Leads and	progression towards transfer of	c) Translation and impact:	contributes to progressing	progressing towards		
achieves transfer of knowledge,	knowledge, technology and	contributes to progressing	towards transfer of	transfer of knowledge,		
technology and practices to research	practices to research end users	towards transfer of knowledge,	knowledge, technology and	technology and		
end users through translation,	through translation, including	technology and practices to	practices to research end	practices to research		
including commercialisation of UQ IP	commercialisation of UQ IP	research end users through	users through translation,	end users through		
Engagement: leads the	d) Engagement: leads the	translation, including	including commercialisation	translation, including		
development and delivery of	development of, or the delivery of	commercialisation of UQ IP	of UQ IP	commercialisation of		
partnerships with research end	partnerships with research end	d) Engagement: contributes to the	d) Engagement: contributes to	UQ IP		
users, or external collaborations	users, or external collaborations	development of, or the delivery of	the development of, or	d) Engagement: contribut		
resulting in quality outputs	resulting in quality outputs	partnerships with research end	delivery of partnerships with	to the development of,		
Leadership: successfully builds	e) Leadership: successfully builds	users, or external collaborations	research end users, or	delivery of partnerships		
teams, holds leadership roles in	teams, and participates in discipline	resulting in quality outputs	external collaborations	with research end user		
discipline service, including serviceon	service, including service on leading	e) Leadership: successfully builds	resulting in quality outputs	or external collaboration		
prestigious editorial boards, or other	editorial boards, or other discipline	teams and participates in	e) Leadership: participates in	resulting in quality		
discipline leadership positions, or	leadership positions	discipline service, including service	team building and/or	outputs		
national and		on editorial boards	discipline service	e) Leadership: participate		
international committees				in discipline service		
*Appraisers will be directed to specific	ic Examples of Domain activity relating to criterio	a above. It is expected that appraisers will exe	rcise appropriate judgement in the appli	cation of the rating guidelines.		

4. Exceeds expectations: Typically, must demonstrate both a) and b) and two of c), d) or e)

3. Performing well: Typically, must demonstrate both a) and b) and one of c), d) or e)

2. Some gaps: Typically, must demonstrate one of a) or b) and one of c), d) or e)

1. Unsatisfactory: Typically, does not demonstrate either a) or b)

Not applicable: Can only be applied consistent with the 'Determining if a Domain is Not Applicable' provisions of the <u>Academic APD Procedure</u> e.g., no workload allocated; relative to opportunity considered, only minor activity undertaken.

		SUPERVISIO	ΝA	ND RESEARCHER DEVELOPME	INT	DOMAIN		
		ACADEMIC	PEF	RFORMANCE: EXPECTATIO	DN I	BY LEVEL		
Level E		evel D		vel C	Lev	vel B		vel A
Professor	A	ssociate Professor		nior Lecturer		turer	Ass	sociate Lecturer
		SUPERVISION AND RESEA	RCF	IER DEVELOPMENT DOMAIN	PER	FORMANCE CRITERIA*		
a) Supervision outcomes:		-	a)	Supervision outcomes: has an	a)	Supervision outcomes: has a	a)	Supervision outcomes: has a
outstanding track recor	rd of	sustained track record of		established track record of		developing track record of		developing track record of
achievement in supervi	ision	achievement in supervision		achievement in supervision		achievement in supervision		achievement in supervision
outcomes		outcomes		outcomes		outcomes		outcomes
 Responsible conduct of 	f b	Responsible conduct of	b)	Responsible conduct of	b)	Responsible conduct of	b)	Responsible conduct of
research: demonstrates	s and	research: demonstrates and		research: demonstrates and		research: demonstrates active		research: demonstrates active
leads others in the resp	onsible	leads others in the responsible		leads others in the responsible		engagement in the responsible		engagement in the responsible
conduct of research		conduct of research		conduct of research		conduct of research		conduct of research
c) Capability and skill	c)	Capability and skill	c)	Capability and skill	c)	Capability and skill	c)	Capability and skill
development: demonst	trates	development: demonstrates		development: demonstrates		development: facilitates the		development: contributes to
effective development	of	effective development of		effective development of		development of supervisee		the development of supervisee
supervisee capabilities	and skills	supervisee capabilities and skills		supervisee capabilities and skills		capabilities and skills		capabilities and skills
d) Engagement: shows lea	adership d	Engagement: shows leadership	d)	Engagement: shows leadership	d)	Engagement: facilitates	d)	Engagement: contributes to
in facilitating engageme	ent	in facilitating engagement		in facilitating engagement		engagement opportunities for		engagement opportunities for
opportunities for super	rvisees	opportunities for supervisees		opportunities for supervisees		supervisees		supervisees
e) Leadership: shows a hip	gh level e	Leadership: shows leadership	e)	Leadership: demonstrates	e)	Leadership: demonstrates	e)	Leadership: demonstrates
of leadership through p	personal	through personal effectiveness		personal effectiveness in		personal effectiveness in		personal effectiveness in
effectiveness in supervi	ision and	in supervision and the		supervision and the		supervision and the		supervision and the
the management of res	searcher	management of researcher		management of researcher		management of researcher		management of researcher
development, and deve	•	development, and development		development, and development		development		development
of supervision capabilit		of supervision capabilities		of supervision capabilities				
*Appraisers will be a		fic Examples of Domain activity relating						
	GUIDELI	NES FOR SUPERVISION AND R	ESE/	ARCHER DEVELOPMENT PERF	ORM	IANCE RATINGS AGAINST CR	ITER	IA
4. Exceeds expectation	ons: Typically,	must demonstrate both a) and b) and	two	of c), d) or e)				
3. Performing well: T	ypically, must	demonstrate both a) and b) and one	of c),	d) or e)				
2. Some gaps: Typica	lly, must demo	nstrate a) and one of b), c), d) or e)						
1. Unsatisfactory: Ty	pically, does n	ot demonstrate a)						
Not applicable: Can on	ly be applied c	onsistent with the 'Determining if a D	oma	in is Not Applicable' provisions of th	ne <u>Ac</u>	ademic APD Procedure e.g., no wor	kload	allocated; relative to opportunit
considered, only minor	activity under	taken.					<u> </u>	

	ACADEMIC	PERFORMANCE: EXPECTATIO	ON BY LEVEL	
evel E	Level D	Level C	Level B	Level A
rofessor	Associate Professor	Senior Lecturer	Lecturer	Associate Lecturer
	CITIZENSHIP AN	ND SERVICE DOMAIN PERFORMA	NCE CRITERIA*	
 Citizenship: demonstrates leadership of self and senior leadership of others in relation to UQ values Internal service: demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit External service: demonstrates senior leadership in relation to external service Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities Leadership: shows high level of leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to and improving the governance of the institution 	 a) Citizenship: demonstrates and leads others in relation to UQ values b) Internal service: sustains a track record of impact, achievement and initiative in internal service role/s c) External service: shows leadership in relation to external service d) Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities e) Leadership: shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution 	 a) Citizenship: demonstrates UQ values consistently b) Internal service: has an established record of achievement and initiative in internal service role/s c) External service: shows evidence of an established record in relation to external service d) Engagement: pursues successful engagement activities and media opportunities e) Leadership:shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing 	 a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s effectively c) External service: actively pursues agreed goals in external service d) Engagement: actively pursues agreed goals in engagement activities and partnerships e) Leadership: shows leadership of self and others through mentoring and collaboration 	 a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s c) External service: collaborates in external service activities d) Engagement: collaborates in engagement activities and partnerships e) Leadership: shows leadership o self through collaboration and active participation in priority activities for the unit
		to criteria above. It is expected that apprais		
	must demonstrate both a) and b) and	ND SERVICE DOMAIN PERFORMA	INCE RATINGS AGAINST CRITER	RIA
	demonstrate both a) and b) and one o			
 Some gaps: Typically, must demo 				
1. Unsatisfactory: Typically, does n	ot demonstrate a)			

This category encompasses aspects of behaviour and collegiality as well as academic service activity. All staff are required to proactively identify and create opportunities within this domain.