GUIDELINES ON EVIDENCING ACADEMIC ACHIEVEMENT

The following guidelines provide examples of the kinds of activities that might be used to demonstrate academic achievement for the purposes of the Annual Performance and Development (APD) process, continuing appointment and promotion. They are intended only as a guide and do not include every type of contribution and achievement possible. Staff should build profiles that best highlight their achievements within the context of their disciplines, academic level and academic category. Staff's Individual Activity Profile (IAP) also provide evidence of academic achievement. Further information on the use, interpretation and updating of your IAP can be found on the website.

These guidelines should be read in conjunction with PPL 5.70.17 Criteria for Academic Performance which sets out the Domains and standards against which the performance of academic staff is assessed. The Annual Performance and Development – Procedures provides detail for the determination of Domain and overall ratings.

Teaching	Research	Supervision & Researcher Development	Citizenship & Service
Teaching profile: • Designs, undertakes, co-ordinates, and/or administers teaching activities, as required • Teaches across modes, levels, and sites, including clinical settings, where appropriate • Enhances the student experience through providing informal learning opportunities and support	**Quality research outputs (relative to discipline and academic category norms):** • Research books • Edited books • Book chapters • Journal articles • Conference proceedings • Research-informed clinical and educational case studies, protocols, and guidelines that inform key practices • Non-traditional research outputs (NTROs)	**Supervision outcomes (where supervisees may include students and staff undertaking research)** • Achieves timely progression of HDR students through annual review process/milestones • Achieves timely completion of HDR students with minimal late-stage withdrawal from program • Contributes to the supervision and training of research students and/or advanced clinical trainees in a clinical setting, advancing progress towards a specialist qualification • Contributes to supervisee's achievement through industry engagement, research training, publishing, conference presentations and/or grant success • Facilitates EMCR and HDR student career progression through structured performance and development discussions	**Citizenship:** • Sets, maintains, and role models high standards of behaviour, in accordance with UQ's values • Achieves and inspires others to achieve excellence • Upholds the highest levels of integrity, honesty, and ethical behaviour and decision-making • Maintains accountability • Thinks creatively and delivers 'outside the box' solutions • Actively supports diversity and inclusion objectives

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Teaching	Research	Supervision & Researcher Development	Citizenship & Service
		• Achieves timely completion of research component of degree by coursework students • Contributes to achievement of supervisees through publishing, conference presentations and grant success • Supervises and brings to completion students (other than HDR students) that have a research component to their program of study	

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Curriculum and assessment design:

- Draws on contemporary disciplinary knowledge and practice to inform curriculum planning
- Engages students in curriculum and assessment co-design
- Designs curricula that effectively scaffolds student learning in relation to relevant Program Learning Outcomes
- Embeds Indigenous knowledges in curricula
- Designs effective learning materials and module, course, and program structures
- Integrates aspects of workforce readiness and employability into curricula
- Creates assessment tasks that are rigorous, engaging, and authentic
- Designs assessment tasks that ensure academic integrity
- Embeds work integrated learning in curricula where appropriate

Funding and other external support (relative to the discipline and academic category norms):

- Research grants
- Contract research
- In-kind research support from external organisations, including: access to physical infrastructure, Indigenous-owned resources, land, and knowledges; specialist human/policy resources; and other logistical assistance
- Collaborates externally in disciplines where funding is not required for a successful research program
- Submission of successful applications for teaching grants

Responsible conduct of research:

- Ensures that all supervisees are provided with appropriate training in relation to research integrity and ethics policies
- Guides completion of ethics applications by EMCRs and student supervisees
- Promotes a safe workplace and mandates the completion of UQ HSW training modules, risk assessments, and work off campus plans where appropriate
- Instils an understanding of the responsible conduct of research: the importance of rigour, in the development, collection, and reporting of research data and findings Ensures a fair and transparent approach to authorship
- Promotes cultural awareness and recognition and the intersection of Indigenous knowledges with research

Internal service:

- Chairs or participates in internal committee/board/panel work at the org unit, Faculty, or University level
- Drafts and implements, where relevant, guidelines, procedures, and policies at the org unit, Faculty, or University level
- Participates actively in strategic projects, including those that operate across org units, Faculties, and the wider University
- Undertakes actively and constructively, the allocated service roles within org units, Faculties, and UQ
- Engages with implementation of UQ's RAP

• Supports the development of curricula that are inclusive of Aboriginal and Torres Strait Islander knowledges and perspectives • Engages in reflection informed by empirical evidence of student learning • Reviews course materials using the Digital Teaching Standards • Develops and updates assessment strategies and materials that reflect changes in contemporary clinical/practice and technology advancements (inclusive of AI) • Co-creates a Program Statement reflecting UQ's Graduate Statement • Develops and updates teaching materials that reflect changes in contemporary clinical/practice and technological advancements			
Pedagogies: • Selects pedagogies appropriate for learning context and outcomes • Adapts evidence-based learning modalities and technologies to motivate students' participation • Respects individual learners and diverse learning cohorts • Meets the learning needs of students and makes reasonable adjustments if required • Clearly explains/scaffolds assessment tasks, processes, and expectations • Provides constructive and timely feedback to students	**Translation and impact (relative to the discipline and academic category norms):** • Achieves transfer of knowledge to end- users outside of academia • Achieves impact through policy development and implementation for government, Indigenous, health, or other external organisations • Achieves impact through changes in practice (including clinical practice) in an external organisation with beneficial outcomes • Develops research-informed new and innovative approaches to practice that are adopted by others	**Capability and skill development:** • Supports HDR candidate and EMCR development plans through Career Development Framework and Researcher Development opportunities, respectively • Supports the development of supervisees by building specific research skills, technical capabilities, clinical expertise, manuscript and grant writing capabilities, and mastery of a topic or practice • Supports the development of communication and presentation skills related to public/end-user engagement and research impact • Supports the development of teaching skills and capabilities	**External service:** • Chairs and actively contributes to expertise-related committees or relevant bodies in the profession, industry, and community, such as: judging prizes, industry/professional associations, roundtables, cross-institutional mentoring • Organises conferences/workshops • Acts as an external examiner/assessor/reviewer • Professionally develops industry or academic colleagues beyond the University • Holds membership of external boards (not journals) drawing on UQ expertise

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• Communicates effectively and appropriately with students • Ensures learning contexts comply with the University Code of Conduct and other relevant policies and procedures • Designs, implements and/or evaluates learning spaces that are safe and inclusive • Actively promotes and implements new, novel, or non-traditional teaching practices to cultivate innovative and sustainable curricula	• Achieves impact through commercialisation of UQ Intellectual property • Achieves impact through changes in teaching practice	• Supports the development of supervisory capabilities	• Contributes to external events outside disciplinary/academic expertise • Provision of clinical services to patients as part of a UQ role
Engagement: • Builds and maintains internal collaborations within teaching teams, and across the unit and UQ to promote enhanced student learning outcomes and staff professional learning • Provides co-curricula and informal learning opportunities and advice to student cohorts • Recognises and responds to the relevant professional practice landscapes • Works collaboratively with industry and clinical supervisors • Co-designs and co-creates a case study for dissemination to professional peers • Contributes to UQ's quality assurance processes and, where relevant, maintains standards set by professional bodies • Builds and maintains links with industry partners, employers, Indigenous leaders and community to benefit students	**Engagement (relative to the discipline and academic category norms):** • Achieves research agreements with external organisations • Demonstrates engagement with external organisations to develop research opportunities • Demonstrates engagement with Indigenous communities through appropriate informed consent for research activities that provide a benefit to those communities • Demonstrates engagement with external organisations to investigate changes in policy, practice, or the development of clinical guidelines • Conducts consultancy activities with communities, NGOs, governments and industries • Participates in external academic collaborations resulting in quality research outputs and/or changes in practice	**Engagement:** • Encourages/facilitates supervisee involvement in discipline-based societies and relevant professional associations • Encourages/facilitates supervisee participation in industry mentoring programs • Supports placement/internship opportunities • Enriches the student experience through activities in their Program or Course associated with external engagement • Develops supervisee knowledge exchange capabilities through discussions with external stakeholders • Supports career development opportunities by providing structured advice on strategies for industry (end-user) engagement	**Engagement:** • Teaches or guides research in a staff development program (e.g., teacher CPD) and/or contributes to external development programs (e.g. courses run by UQID) • Expertly drives media/public engagement – blogs, Conversation piece, media, radio, TV, public seminars on current teaching and research initiatives • Serves the goals of the UQ Reconciliation Action Plan; supports positive communication and collaboration with Indigenous communities • Represents UQ at events promoting recruitment and/or initiatives involving partners, including outreach to secondary schools • Engages with community and alumni • Forges new opportunities for collaboration and partnerships • Works with partners to develop initiatives that benefit both UQ and the partner

- Holds external roles with industry, government, disciplinary, or professional bodies - Advises inter/national peak bodies on "best practice higher education teaching principles" for their discipline			- Engages with professional bodies relevant to clinical disciplines
Leadership: - Undertakes professional learning activities that ensure ongoing enhancement - Enhances subject matter knowledge and skills appropriate to the discipline/profession - Publishes text books and guidelines - Models professional practices and disseminates to impact practices of others - Engages in/leads mentoring and peer observation practices - Contributes to tutor training and coordination - Contributes to professional accreditation of programs - Holds roles such as Program Convenor, First Year Coordinator, or Discipline Lead contributing to the management of programs, plans, course teams, and/or student cohorts - Facilitiates Tutors@UQ training in the school/faculty - Engages in educational innovation and reform and disseminates to impact practice and policy - Creates procedures for supporting e.g., cohorts of staff new to teaching, ethical use of AI, mapping Program Learning Outcomes	**Leadership (relative to the discipline and academic category norms):** - Discipline/professional service as reviewer, editorial board member, or editor - Committee membership for external funding agencies or other influential bodies - Large cross-disciplinary bid development - Development of research opportunities for Indigenous-led research - Organises external discipline-based activities - Builds and manages research team - Attracts external fellowship applications to UQ - Clinical Fellowship from professional body associated with specialist registration	**Leadership:** - Undertakes relevant training and development opportunities to enhance personal effectiveness as a supervisor/leader - Develops/implements an initiative to improve the experience of cohorts of supervisees - Contributes to professional development of supervision capabilities within the University and/or clinical settings and across national and international societies, professional associations, and peak bodies	**Leadership:** - Adheres to and promote good Health, Safety and Wellness practices and demonstrates commitment to health, safety and wellness of colleagues, students, and self through actions. - Creates and/or contextualises a shared vision - Sets and achieves high performance standards for self and others (where relevant) - Demonstrates the highest standards of safety - Prioritises and invests time in supervisory/staff development activities - Creates and supports opportunities to further develop self and others, including undertaking further qualifications and other professional recognition - Identifies, recognises, and values exceptional people/teams - Leads with courage and conviction - Seeks feedback and modifies approach to enhance leadership effectiveness - Contributes to an organisational culture that is supportive and safe, and values open and transparent communication

• Participates in and/or contributes to the HEA program and other recognition activities such as teaching awards • Disseminates innovative practice through leadership of workshops and/or symposia • Undertakes/leads quality assurance activities (beyond that which relates to their own teaching) to enhance student engagement across learning materials • Submits/manages school/faculty T&L grants • Submits/manages student-staff partnerships			• Becomes a UQ Ally/Mental Health Champion/UQ First Responder etc • Engaged dissemination of innovative practice through leadership of workshops, symposia, conferences, etc. • Creates/leads/actively participates in relevant Communities of Practice