## TEACHING DOMAIN

### ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL

<table>
<thead>
<tr>
<th>Level E Professor</th>
<th>Level D Associate Professor</th>
<th>Level C Senior Lecturer</th>
<th>Level B Lecturer</th>
<th>Level A Associate Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience</td>
<td><strong>a)</strong> Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience</td>
<td><strong>a)</strong> Teaching profile: demonstrates an established record of effective contribution to a range of teaching responsibilities</td>
<td><strong>a)</strong> Teaching profile: demonstrates a growing profile and contribution towards a range of teaching responsibilities</td>
<td><strong>a)</strong> Teaching profile: demonstrates an emerging profile and contribution to formal and informal teaching activities</td>
</tr>
<tr>
<td><strong>b)</strong> Curriculum and assessment design: leads and enables exemplary design of curricular and assessment practices that transforms student learning outcomes</td>
<td><strong>b)</strong> Curriculum and assessment design: exhibits exemplary design in curricular and assessment practices that contributes to enhanced student learning outcomes</td>
<td><strong>b)</strong> Curriculum and assessment design: demonstrates continuous improvement in curricular design and assessment practices</td>
<td><strong>b)</strong> Curriculum and assessment design: designs effective learning materials and assessment tasks</td>
<td><strong>b)</strong> Curriculum and assessment design: assists with curriculum planning and assessment practices</td>
</tr>
<tr>
<td><strong>c)</strong> Pedagogies: adapts, enables and/or creates evidence-based teaching and learning approaches and technologies to promote outstanding student learning outcomes</td>
<td><strong>c)</strong> Pedagogies: adapts and introduces novel teaching and learning approaches and technologies to inspire students’ participation and achieve enhanced learning outcomes</td>
<td><strong>c)</strong> Pedagogies: modifies teaching and learning approaches and technologies to motivate students’ participation and achieve enhanced learning outcomes</td>
<td><strong>c)</strong> Pedagogies: selects and uses teaching and learning approaches and technologies that generate student engagement</td>
<td><strong>c)</strong> Pedagogies: implements pedagogies appropriate to the student cohorts</td>
</tr>
<tr>
<td><strong>d)</strong> Engagement: builds, maintains, and expands significant national and/or international collaborations and inspires others through advocacy, mentorship and/or scholarly inquiry</td>
<td><strong>d)</strong> Engagement: builds and maintains internal and external education collaborations and leads or enables professional learning through advocacy, mentorship and/or scholarly inquiry</td>
<td><strong>d)</strong> Engagement: builds and maintains internal and external education collaborations and undertakes/initiates professional learning in teaching</td>
<td><strong>d)</strong> Engagement: participates in education collaborations within teaching teams and/or across the unit and undertakes professional learning in teaching</td>
<td><strong>d)</strong> Engagement: builds internal collaborations to strengthen the student experience and undertakes professional learning in teaching</td>
</tr>
<tr>
<td><strong>e)</strong> Leadership: successfully initiates and leads substantial educational programs, policies, strategies, innovations, and reform with national and/or international influence</td>
<td><strong>e)</strong> Leadership: successfully initiates and leads educational programs, innovation and reform</td>
<td><strong>e)</strong> Leadership: coordinates courses and participates in a range of student experiences</td>
<td><strong>e)</strong> Leadership: leads programs, disciplines, plans, courses, and/or student cohorts</td>
<td><strong>e)</strong> Leadership: teaches and/or assists in course coordination and participates in a range of student experiences</td>
</tr>
</tbody>
</table>

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*A* Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.

### GUIDELINES FOR TEACHING DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA

1. **Exceeds expectations:** Typically, must demonstrate all criteria
2. **Performing well:** Typically, must demonstrate a, b) and c) and one of d) or e)
3. **Some gaps:** Typically, must demonstrate two of a), b) or c) and one of d) or e)
4. **Unsatisfactory:** Typically, does not demonstrate two of a), b) or c)
# RESEARCH DOMAIN

## ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL

<table>
<thead>
<tr>
<th>Level</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Senior Lecturer</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Quality research outputs:</td>
<td>leads research outputs consistent with discipline norms, consolidating a prominent international profile</td>
<td>produces research outputs consistent with discipline norms, often as lead contributor, resulting in international recognition</td>
<td>produces research outputs consistent with discipline norms, often as lead contributor, resulting in national recognition, and a developing international profile</td>
<td>produces research outputs consistent with discipline norms, with a lead role in some outputs, resulting in a developing national profile</td>
</tr>
<tr>
<td>b) Funding and other external support:</td>
<td>leads successful applications for significant external research funds, often from diverse sources, or other external mechanisms of research support, including being an integral contributor to major cross-disciplinary initiatives, consistent with discipline norms</td>
<td>leads successful applications for significant external research funds often from diverse sources, or other significant external mechanisms of research support, consistent with discipline norms</td>
<td>contributes to, and often leads, successful applications for significant external research funds, or other external mechanisms of research support, consistent with discipline norms</td>
<td>contributes to, and sometimes leads funding applications or other external mechanisms of research support, consistent with discipline norms</td>
</tr>
<tr>
<td>c) Translation and impact:</td>
<td>Leads and achieves transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</td>
<td>leads the progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</td>
<td>contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</td>
<td>contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</td>
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<td>d) Engagement:</td>
<td>leads the development and delivery of partnerships with research end users, or external collaborations resulting in quality outputs</td>
<td>leads the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</td>
<td>contributes to the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</td>
<td>contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs</td>
</tr>
<tr>
<td>e) Leadership:</td>
<td>successfully builds teams, holds leadership roles in discipline service, including service on prestigious editorial boards, or other discipline leadership positions, or national and international committees</td>
<td>successfully builds teams, and participates in discipline service, including service on leading editorial boards, or other discipline leadership positions</td>
<td>successfully builds teams and participates in discipline service, including service on editorial boards</td>
<td>participates in team building and/or discipline service</td>
</tr>
</tbody>
</table>

**Note:** Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.

## GUIDELINES FOR RESEARCH DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA

1. **Exceeds expectations:** Typically, must demonstrate both a) and b) and two of c), d) or e)
2. **Performing well:** Typically, must demonstrate both a) and b) and one of c), d) or e)
3. **Some gaps:** Typically, must demonstrate one of a) or b) and one of c), d) or e)
4. **Unsatisfactory:** Typically, does not demonstrate either a) or b)
### Supervision and Researcher Development Domain Performance Criteria*

<table>
<thead>
<tr>
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<td>Associate Lecturer</td>
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</tbody>
</table>

**Supervision Outcomes:**
- a) Supervision outcomes: has an outstanding track record of achievement in supervision outcomes
- b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research
- c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills
- d) Engagement: shows leadership in facilitating engagement opportunities for supervisees
- e) Leadership: shows a high level of leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities

**Supervision Outcomes (Level D):**
- a) Supervision outcomes: has a sustained track record of achievement in supervision outcomes
- b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research
- c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills
- d) Engagement: shows leadership in facilitating engagement opportunities for supervisees
- e) Leadership: shows leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities

**Supervision Outcomes (Level C):**
- a) Supervision outcomes: has an established track record of achievement in supervision outcomes
- b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research
- c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills
- d) Engagement: shows leadership in facilitating engagement opportunities for supervisees
- e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities

**Supervision Outcomes (Level B):**
- a) Supervision outcomes: has a developing track record of achievement in supervision outcomes
- b) Responsible conduct of research: demonstrates active engagement in the responsible conduct of research
- c) Capability and skill development: facilitates the development of supervisee capabilities and skills
- d) Engagement: facilitates engagement opportunities for supervisees
- e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development

**Supervision Outcomes (Level A):**
- a) Supervision outcomes: has a developing track record of achievement in supervision outcomes
- b) Responsible conduct of research: demonstrates active engagement in the responsible conduct of research
- c) Capability and skill development: contributes to the development of supervisee capabilities and skills
- d) Engagement: contributes to engagement opportunities for supervisees
- e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development

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*Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.

### Guidelines for Supervision and Researcher Development Performance Ratings Against Criteria

1. **Exceeds expectations:** Typically, must demonstrate both a) and b) and two of c), d) or e)
2. **Performing well:** Typically, must demonstrate both a) and b) and one of c), d) or e)
3. **Some gaps:** Typically, must demonstrate a) and one of b), c), d) or e)
4. **Unsatisfactory:** Typically, does not demonstrate a)
## CITIZENSHIP AND SERVICE DOMAIN

### ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL

<table>
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<tr>
<th>Level E Professor</th>
<th>Level D Associate Professor</th>
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<th>Level A Associate Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> <strong>Citizenship:</strong> demonstrates leadership of self and senior leadership of others in relation to UQ values</td>
<td><strong>a)</strong> <strong>Citizenship:</strong> demonstrates leadership of self and leads others in relation to UQ values</td>
<td><strong>a)</strong> <strong>Citizenship:</strong> demonstrates UQ values consistently</td>
<td><strong>a)</strong> <strong>Citizenship:</strong> demonstrates UQ values</td>
<td><strong>a)</strong> <strong>Citizenship:</strong> demonstrates UQ values</td>
</tr>
<tr>
<td><strong>b)</strong> <strong>Internal service:</strong> demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit</td>
<td><strong>b)</strong> <strong>Internal service:</strong> sustains a track record of impact, achievement and initiative in internal service role/s</td>
<td><strong>b)</strong> <strong>Internal service:</strong> has an established record of achievement and initiative in internal service role/s</td>
<td><strong>b)</strong> <strong>Internal service:</strong> undertakes internal service role/s effectively</td>
<td><strong>b)</strong> <strong>Internal service:</strong> undertakes internal service role/s effectively</td>
</tr>
<tr>
<td><strong>c)</strong> <strong>External service:</strong> demonstrates senior leadership in relation to external service</td>
<td><strong>c)</strong> <strong>External service:</strong> shows leadership in relation to external service</td>
<td><strong>c)</strong> <strong>External service:</strong> shows evidence of an established record in relation to external service</td>
<td><strong>c)</strong> <strong>External service:</strong> actively pursues agreed goals in external service</td>
<td><strong>c)</strong> <strong>External service:</strong> collaborates in external service activities</td>
</tr>
<tr>
<td><strong>d)</strong> <strong>Engagement:</strong> leads self and others in advancing partnerships, and in relation to UQ and public engagement activities</td>
<td><strong>d)</strong> <strong>Engagement:</strong> leads self and others in advancing partnerships, and in relation to UQ and public engagement activities</td>
<td><strong>d)</strong> <strong>Engagement:</strong> pursues successful engagement activities and media opportunities</td>
<td><strong>d)</strong> <strong>Engagement:</strong> actively pursues agreed goals in engagement activities and partnerships</td>
<td><strong>d)</strong> <strong>Engagement:</strong> collaborates in engagement activities and partnerships</td>
</tr>
<tr>
<td><strong>e)</strong> <strong>Leadership:</strong> 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</td>
<td><strong>e)</strong> <strong>Leadership:</strong> shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution</td>
<td><strong>e)</strong> <strong>Leadership:</strong> shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing</td>
<td><strong>e)</strong> <strong>Leadership:</strong> shows leadership of self and others through mentoring and collaboration</td>
<td><strong>e)</strong> <strong>Leadership:</strong> shows leadership of self through collaboration and active participation in priority activities for the unit</td>
</tr>
</tbody>
</table>

*Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.*

## GUIDELINES FOR CITIZENSHIP AND SERVICE DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA

1. **Exceeds expectations:** Typically, must demonstrate both a) and b) and two of c), d) or e)
2. **Performing well:** Typically, must demonstrate both a) and b) and one of c), d) or e)
3. **Some gaps:** Typically, must demonstrate a) and one of b), c), d) or e)
4. **Unsatisfactory:** Typically, does not demonstrate a)