Domain activity examples

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, where appropriate • Enhances the student experience through providing informal learning opportunities and support	**Quality research outputs (relative to discipline norms):** • Research books • Edited books • Book chapters • Journal articles • Conference proceedings • Clinical case studies, protocols, and guidelines • Non-traditional research outputs (NTROs) • Scholarship of Teaching and Learning (SOTL) outputs	**Supervision outcomes:** • 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 EMCR and HDR student achievement through publishing and grant success • Facilitates EMCR and HDR student career progression through structured performance and development discussions • Achieves timely completion of research component of degree by coursework student • Facilitates career/academic progression for coursework students through advice and development discussions • Supervises and brings to completion students (other than HDR students) that have a research component to their program of study	**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 • Applies the UQ values when making key decisions • Engages respectfully • Completes governance, mandatory training and administrative requirements in a timely manner • Complies with UQ's Code of Conduct, compulsory training and disclosures, and adheres to Health, Safety and Wellness procedures • Completes all UQ-required training modules, assessments, and disclosure registers in a timely manner
Curriculum and assessment design: • Draws on contemporary disciplinary knowledge and practice to inform curriculum planning	**Funding and other external support (relative to the discipline norms):** • Research grants • Contract research	**Responsible conduct of research:** • Ensures that all supervisees are provided with appropriate training in relation to research integrity and ethics	**Internal service:** • Chairs or participates in internal committee/board/panel work at the org unit, Faculty, or University level

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• Designs effective learning materials and module, course and program structures • Promotes assessment for learning • Creates assessment tasks that are rigorous, engaging, and authentic • Designs assessment tasks that ensure academic integrity • Embeds work integrated learning in curricula where appropriate • Supports the development of curricula that are inclusive of Aboriginal and Torres Strait Islander knowledges and perspectives	• In-kind research support from external organisations, including access to physical infrastructure; Indigenous-owned resources, land and knowledges; specialist human resources; and other logistical assistance • Collaborates externally in disciplines where funding is not required for a successful research program • Submission of applications for competitive funding opportunities	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	• 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
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 • Communicates effectively and	**Translation and impact (relative to the discipline 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 • Achieves impact through commercialisation of UQ Intellectual property	**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 the oral presentation skills of Supports the development of communication and presentation skills related to public/end-user engagement and research impact	**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 • Contributes to external events outside

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appropriately with students • Ensures learning contexts comply with the University Code of Conduct and other relevant policies and procedures		• Supports the development of teaching skills and capabilities • Supports the development of supervisory capabilities	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 • 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 • Contributes to UQ's quality assurance processes and, where relevant, maintains standards set by professional bodies • Builds and maintains links with industry partners, employers, and community to benefit students • Holds external roles with industry, government, disciplinary, or professional bodies	**Engagement (relative to the discipline 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 • Participates in external academic collaborations resulting in quality research outputs	**Engagement:** • Encourages/facilitates supervisee involvement in discipline-based societies/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 • 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 • Engages with professional bodies relevant to clinical disciplines
Leadership: • Undertakes professional learning activities that ensure ongoing enhancement	**Leadership (relative to the discipline norms):** • Discipline service as reviewer, editorial board member, or editor	**Leadership:** • Undertakes relevant training and development opportunities to enhance personal effectiveness as a supervisor	**Leadership of people & self:** • Adheres to and promote good Health, Safety and Wellness practices and demonstrates commitment to health,

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• Enhances subject matter knowledge and skills appropriate to the discipline/profession • Models professional practices • Engages in 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 • Engages in educational innovation and reform • Participates in and/or contributes to the HEA program and other recognition activities such as teaching awards	• 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	• 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	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 • Becomes a UQ Ally