



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Academic APD process

An Introduction for Academic Staff

Topics covered in this slide deck

- The new APD framework:
 - Four Domains of academic activity
 - New APD process; from setting goals to having my appraisal
 - New criteria for academic performance in each Domain, and having performance ratings allocated to each Domain
 - Receiving an overall performance rating
- Goal setting and getting ready for the APD process in 2022
- What does the APD process look like in HCMS?
- Further work in progress

Tailoring the new APD process for all academic categories

- **Single framework** for all academic categories (T&R, TF, RF, Clinical)
- A general expectation that staff with Teaching focussed or Research focussed appointments will have the opportunity to contribute meaningfully to Research and Teaching Domains, respectively.
- Where justified, **the use of “Not Applicable”** for a Domain allows a supervisor to align the individual’s role with the APD process.
- Goal-setting is prospective and leads to an emphasis on expectations for future performance/
- **Citizenship and Service is always applicable** and must be rated.
- The APD must be integrated to the data sets in the IAP as well as the expectations of performance in the new Criteria for Academic Performance

Four Domains: Greater visibility of a variety of academic activity

Teaching Domain

- Distinguishes between teaching profile and other important contributions
- Highlights evidence-based practices in curriculum, pedagogy and assessment

Research Domain

- Values translation and impact
- Engagement teased out from service as distinct and standalone

Supervision and Researcher Development Domain

- New emphasis on mentoring of ECRs
- Greater diversity of supervisory activities

Citizenship and Service Domain

- Clear focus on internal service, distinct from Discipline/Professional service
- Citizenship highlighted as an expected attribute

Steps in the new APD process for 2022

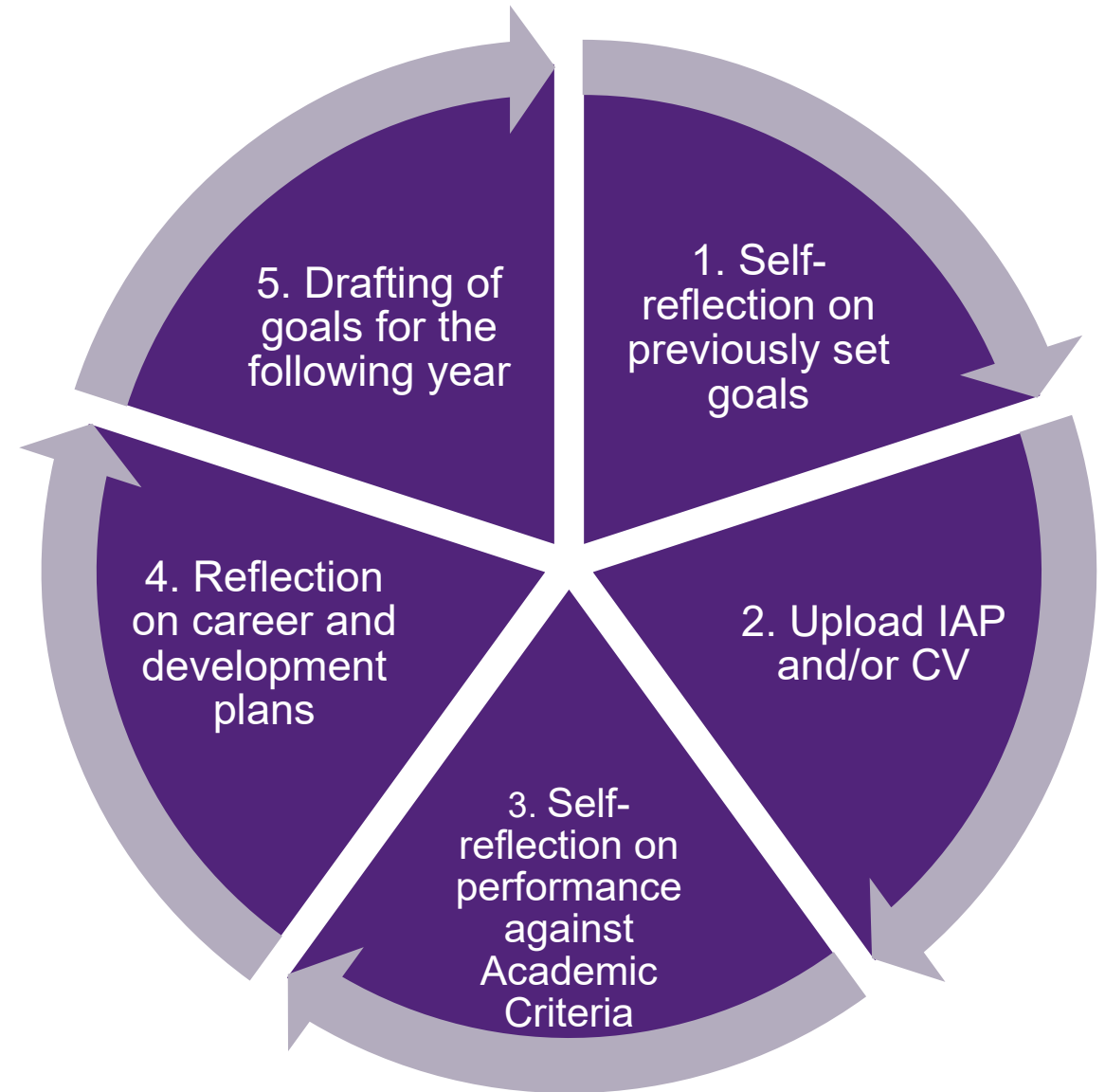
- **Step 1:** Goals will be set in October 2021 to be reviewed in the APD process in October 2022
- **Step 2:** At a date yet to be determined, academic staff will be asked to complete their submission of material in preparation for their appraisal with their supervisor
 - FORM A: will be replaced by the web-based interface with the Individual Activity Profile (IAP)
 - Where data can be supplied from University sources (e-space for publications, NTROs etc), it will be. This should result in a significant saving in time.
 - Where no data source exists, staff will enter data through interactive tables within the IAP (in a similar fashion to that of FORM A in the Academic Portal). Where staff have used FORM A in Academic Portal, automated migration of data into the IAP is planned.
 - FORMS B, C and D: will be replaced by field-based entry into HCMS, including goal setting, and reflection ns on achievements in each domain
- **Step 3:** Appraisal meetings from October to December 2022

2022 - Academic APD template

The APD template is designed to provide staff with the scope to reflect on the key aspects of their performance, career aspirations, development objectives and goals for the year to come.

The layout of these sections provides a logical framework to support a developmentally-orientated performance conversation, covering both past performance with a focus on the future.

The starting point for the 2022 cycle is STEP 5 which is goal-setting (from Oct 2021); when the actual appraisal occurs in Q4 of 2022 the starting point will be STEP 1 or self-reflection on previously set goals



2022 - Academic APD process workflow



1. The staff member completes the self-assessment template in Workday



2. The Supervisor reviews the self-assessment template and the performance conversation occurs with the staff member



3. Following the conversation, the Supervisor enters their comments and ratings in Workday and submits to Head of School (if the Supervisor isn't the HoS)



4. The Head of School reviews and approves the submission in Workday. Following the HoS approval, the finalised documentation is sent back to staff member for formal acknowledgement and comment

2022 - New Criteria for Academic Performance in each Domain

TEACHING DOMAIN						
RESEARCH DOMAIN						
SUPERVISION AND RESEARCHER DEVELOPMENT DOMAIN						
CITIZENSHIP AND SERVICE DOMAIN						
ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL						
Level E Professor	Level E Professor	Level E Professor	Level D Associate Professor	Level C Senior Lecturer	Level B Lecturer	Level A Associate Lecturer
CITIZENSHIP AND SERVICE DOMAIN PERFORMANCE CRITERIA*						
a) Teaching : sustain and contribute to the discipline	a) Quality research : research discipline prominent	a) Super : outstanding achievement	a) Citizenship : demonstrates leadership of self and senior leadership of others in relation to UQ values	a) Citizenship : demonstrates and leads others in relation to UQ values	a) Citizenship : demonstrates UQ values consistently	a) Citizenship : demonstrates UQ values
b) Curriculum design : exemplify assessment transformation outcomes	b) Funding : research source: mechanical contribution	b) Respo : research source: mechanical contribution	b) Internal service : demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area	b) Internal service : sustains a track record of impact, achievement and initiative in internal service role/s	b) Internal service : has an established record of achievement and initiative in internal service role/s	b) Internal service : undertakes internal service role/s
c) Pedagogy : and/or teaching and technical outcomes	c) Translating : achieve technical outcomes	c) Capabilities : effective supervision	c) External service : demonstrates senior leadership in relation to external service	c) External service : shows leadership in relation to external service	c) External service : shows evidence of an established record in relation to external service	c) External service : collaborates in external service activities
d) Engagement : and external collaboration through and/or leadership: and leadership program innovation influence	d) Engagement : develop partnership users, contribute to results	d) Engagement : effective supervision	d) Engagement : leads self and others in advancing partnerships, and in relation to UQ and public engagement activities	d) Engagement : leads self and others in advancing partnerships, and in relation to UQ and public engagement activities	d) Engagement : pursues successful engagement activities and media opportunities	d) Engagement : actively pursues agreed goals in engagement activities and partnerships
	e) Leadership : develop partnership users, contribute to results	e) Leadership : effective supervision	e) 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	e) Leadership : shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution	e) Leadership : shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing	e) Leadership : shows leadership of self through collaboration and active participation in priority activities for the unit
*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)					

For more information on the new criteria for Academic performance please view the [Academic Staff - Annual Performance and Development \(ADP\) Process website](#).

2022 – A rating will be given for each Domain

Rating	Domain			
	Teaching	Research	Supervision and Researcher Development	Citizenship and Service
Exceeds Expectations				
Performing Well				
Some Gaps				
Unsatisfactory				
Not Applicable				

Example – Level B Criteria for the Research Domain

Level B Lecturer

- a) **Quality research outputs:** produces research outputs consistent with discipline norms, with a lead role in some outputs, resulting in a developing national profile
- b) **Funding and other external support:** contributes to, and sometimes leads funding applications or other external mechanisms of research support, consistent with discipline norms
- c) **Translation and impact:** contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP
- d) **Engagement:** contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs
- e) **Leadership:** participates in team building and/or discipline service

In **determining a rating for each Domain**, a supervisor is required to consider:

- the goals set for the period under review and the reflections of the staff member on the progress achieved on the goals, and more generally across the activity captured by the Domain.
- the Criteria for Academic Performance for that Domain, the academic level and academic category, and the guidance provided for giving a rating.
- the supervisor may override the guidance and give a different rating should they consider relative to opportunity or other considerations warrant it (a written justification is required).

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). |

Determining an Overall Performance Rating

Domain Ratings	Overall Rating
4 Exceeds Expectations	Exceeds Expectations
3 Exceeds Expectations, and 1 Performing Well	Exceeds Expectations
2 or less Exceeds Expectations, and 2 or more Performing Well	Performing Well
1 Some Gaps, and any combination of higher ratings	Performing Well
2 or more Some Gaps, and any combination of higher ratings	Some Gaps
1 Unsatisfactory, and no Some Gaps	Some Gaps
2 or more Unsatisfactory, or 1 Unsatisfactory and 1 Some Gaps	Unsatisfactory

In determining the appropriate Overall Rating, consideration should also be given to **relative to opportunity factors** and consideration of other relevant circumstances. Should the supervisor determine that overriding the guidance above is warranted, **the justification should be provided in the relevant Overall Rating section of the APD process.**



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Setting Goals

What are the purpose and nature of goals?

- Goal setting is not meant to be a comprehensive list of all activities that may be conducted in the next 12 months
- Goals highlight the pursuit of key outcomes that have been agreed by the staff member and supervisor
 - Some goals may highlight career development opportunities for the staff member to strive for
 - Some goals may represent important and/or substantial tasks for the staff member to participate in
 - Some goals will be aligned to School/Institute priorities (e.g. a School Review)
- Goals do not represent the only activities to be reflected upon in the appraisal
 - Some important outcomes may have been achieved without being highlighted in a goal
- An outcome that may represent a goal for one staff member, may not make a suitable goal for another staff member at a different academic level, or in a different discipline
- Examples of goals will be supplied to assist staff and supervisors when constructing goals, but these should not be considered as definitive or exhaustive; context is critical in setting goals

Setting of Goals

- A goal must be set if the supervisor has an expectation that a proportion of a staff member's time is to be spent on activities in that Domain at the time of the appraisal
- The nature of the goal(s) set in a Domain should reflect the importance of the Domain to the overall expectations and workload of the staff member
- Goals should be specific, achievable, may require multiple years to complete, and could be informed by activities found in the Guidelines on Evidencing Academic Achievement
- A Goal Library will be supplied to assist in setting goals.

Note: The current EA has a principled based approach to workloads (transparency, fairness, consultation, equitable opportunities). However, there is also a stipulation (A58.3c, p.54) that the Head or Director will “Ensure that each School’s workload allocation model includes a typical workload range (minimum and maximum thresholds) for teaching and teaching-related duties as appropriate for each type of Academic Category” (categories then named).

Examples of a set of goals for two Academic Staff

T & R, Level C, STEMM

Teaching

- Redesign the assessment profile of XXXX2000 using Inspira to improve the authenticity of the assessment tasks
- Build links during 2022 with engineering companies whose staff are willing to contribute to our first-year mentoring program

Research

- Develop the relationship with industry partner X, with the target of developing a Linkage grant application within 2 years
- Write a major review of the X discipline area, with a target journal of Y
- Work towards gaining a position on the Editorial Board of a leading journal in my discipline.

Supervision and Researcher Development

- Assist my Postdoc with a competitive DECRA application to be hosted at UQ
- In collaboration with my PhD student, progress submission of two thesis chapters as co-authored articles
- Assist my honours student to spend 3 months with Industry partner X on a placement.

Citizenship and Service

- Take over as Chair of the School's Equity and Diversity Committee for a three year term
- Mentor the new Level B T & R staff in the School

T & R, Level E, Non-STEMM

Teaching

- Oversee and contribute to the production of a suite of shorter-form credentials in the field of X for 2023 enrolments
- Lead a team to establish a partnership with Y University to co-develop an online masters program for 2024 enrolments

Research

- Progress my draft monograph by completing a further 3 chapters
- Continue my consultancy with Industry partner X, with the target of generating sufficient income to support a personal payment of \$Y, for which I am seeking approval.
- Begin discussions with key colleagues at UQ and other institutions to plan for a Centre of Excellence application within the next 3 years

Supervision and Researcher Development

- Assist two of my PhD students to attend an international conference over the next 12 months

Citizenship and Service

- Begin service on the LNR Human ethics committee for the Faculty
- Join the working party that will be leading the preparation for the upcoming School review

Academic Goal Library

The Academic Goal Library will include a bank of example goals across each of the Academic domains.

The Academic Goal Library can be accessed via the [Academic Staff- Annual Performance and Development \(ADP\) Process website](#).



Example Goals: Citizenship and Service

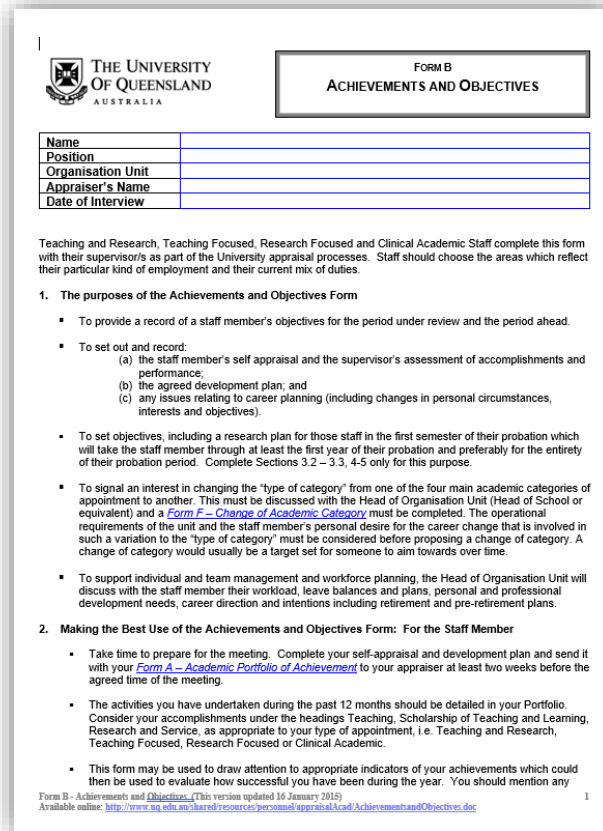
Example Goals: Supervision and Research Development

Example Goals: Research

Example Goals: Teaching

Transferring goals from Form B to Workday

If goals have been set for the coming year using Form B these will need to be migrated from Form B into Workday from October 2021.



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FORM B
ACHIEVEMENTS AND OBJECTIVES

Name	
Position	
Organisation Unit	
Appraiser's Name	
Date of Interview	

Teaching and Research, Teaching Focused, Research Focused and Clinical Academic Staff complete this form with their supervisor/s as part of the University appraisal processes. Staff should choose the areas which reflect their particular kind of employment and their current mix of duties.

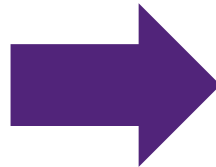
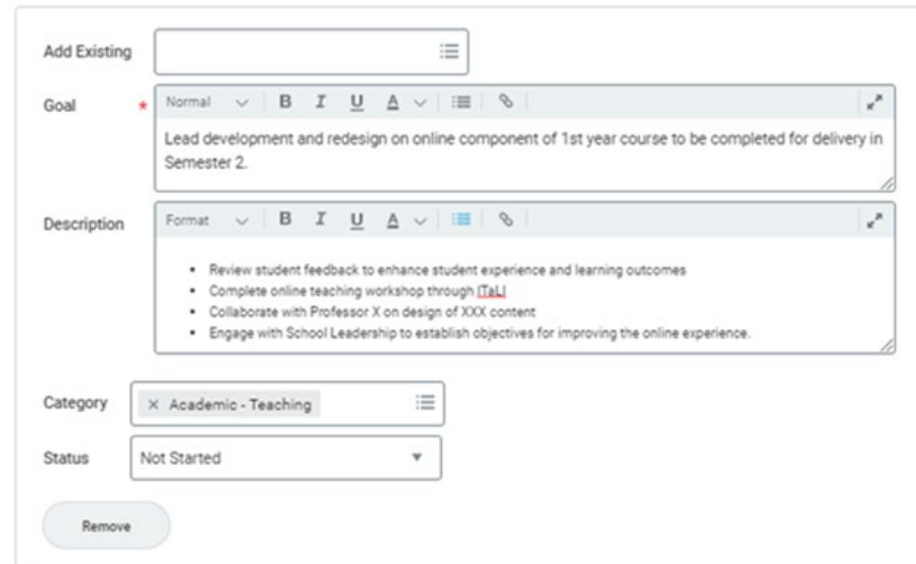
1. The purposes of the Achievements and Objectives Form

- To provide a record of a staff member's objectives for the period under review and the period ahead.
- To set out and record:
 - (a) the staff member's self appraisal and the supervisor's assessment of accomplishments and performance;
 - (b) the agreed development plan; and
 - (c) any issues relating to career planning (including changes in personal circumstances, interests and objectives).
- To set objectives, including a research plan for those staff in the first semester of their probation which will take the staff member through at least the first year of their probation and preferably for the entirety of their probation period. Complete Sections 3.2 – 3.3, 4-5 only for this purpose.
- To signal an interest in changing the "type of category" from one of the four main academic categories of appointment to another. This must be discussed with the Head of Organisation Unit (Head of School or equivalent) and a *Form F – Change of Academic Category* must be completed. The operational requirements of the unit and the staff member's personal desire for the career change that is involved in such a variation to the "type of category" must be considered before proposing a change of category. A change of category would usually be a target set for someone to aim towards over time.
- To support individual and team management and workforce planning, the Head of Organisation Unit will discuss with the staff member their workload, leave balances and plans, personal and professional development needs, career direction and intentions including retirement and pre-retirement plans.

2. Making the Best Use of the Achievements and Objectives Form: For the Staff Member

- Take time to prepare for the meeting. Complete your self-appraisal and development plan and send it with your *Form A – Academic Portfolio of Achievement* to your appraiser at least two weeks before the agreed time of the meeting.
- The activities you have undertaken during the past 12 months should be detailed in your Portfolio. Consider your accomplishments under the headings Teaching, Scholarship of Teaching and Learning, Research and Service, as appropriate to your type of appointment, i.e. Teaching and Research, Teaching Focused, Research Focused or Clinical Academic.
- This form may be used to draw attention to appropriate indicators of your achievements which could then be used to evaluate how successful you have been during the year. You should mention any

Form B – Achievements and Objectives (This version updated 16 January 2015)
Available online: <http://www.uq.edu.au/shared/resources/personnel/appraisal/ Acad/AchievementsandObjectives.doc>

Add Existing

Goal

Normal B I U A

Lead development and redesign on online component of 1st year course to be completed for delivery in Semester 2.

Description

Format B I U A

- Review student feedback to enhance student experience and learning outcomes
- Complete online teaching workshop through ITaL
- Collaborate with Professor X on design of XXX content
- Engage with School Leadership to establish objectives for improving the online experience.

Category

X Academic - Teaching

Status

Not Started

Remove



2021 Academic Goal Setting and Approval (6:09)

[UQ Academic Supervisors & Staff - Goal setting for 2022 including supervisor review steps - YouTube](#)



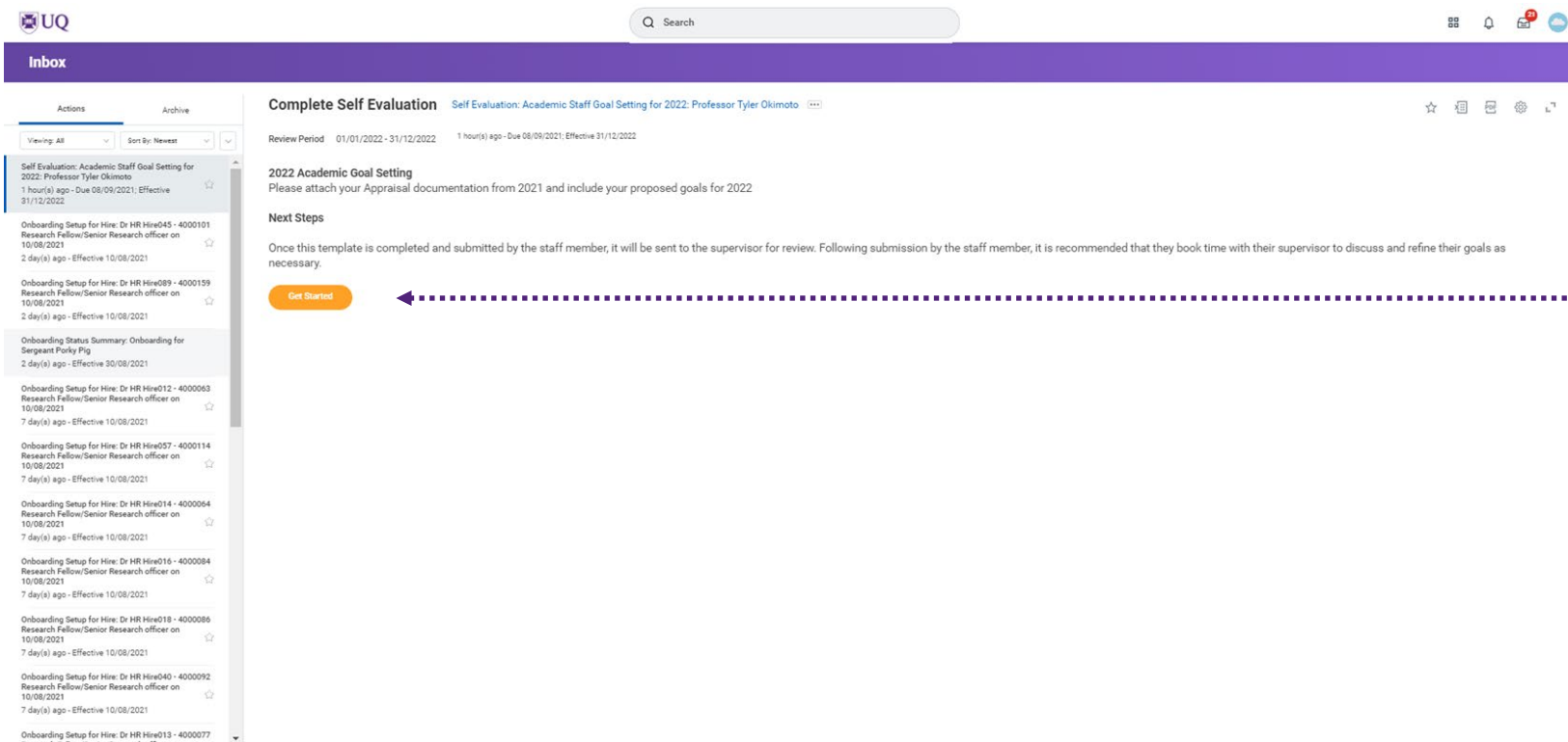
Academic Staff APD Workday Process

The following slides provide additional detail on the Annual Performance and Development process for Academic staff in Workday.

APD 2021: Commence the process in Workday



You will receive a goal setting notification to undertake the process.



UQ

Search

Inbox

Actions Archive

Viewing: All Sort By: Newest

Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto
1 hour(s) ago - Due 08/09/2021; Effective 31/12/2022

Onboarding Setup for Hire: Dr HR Hire045 - 4000101
Research Fellow/Senior Research officer on 10/08/2021
2 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire089 - 4000159
Research Fellow/Senior Research officer on 10/08/2021
2 day(s) ago - Effective 10/08/2021

Onboarding Status Summary: Onboarding for Sergeant Pukly Pig
2 day(s) ago - Effective 30/08/2021

Onboarding Setup for Hire: Dr HR Hire012 - 4000063
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire057 - 4000114
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire014 - 4000064
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire016 - 4000084
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire018 - 4000086
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire040 - 4000092
Research Fellow/Senior Research officer on 10/08/2021
7 day(s) ago - Effective 10/08/2021

Onboarding Setup for Hire: Dr HR Hire013 - 4000077
Research Fellow/Senior Research officer on 10/08/2021

Complete Self Evaluation Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto

Review Period 01/01/2022 - 31/12/2022 1 hour(s) ago - Due 08/09/2021; Effective 31/12/2022

2022 Academic Goal Setting

Please attach your Appraisal documentation from 2021 and include your proposed goals for 2022.

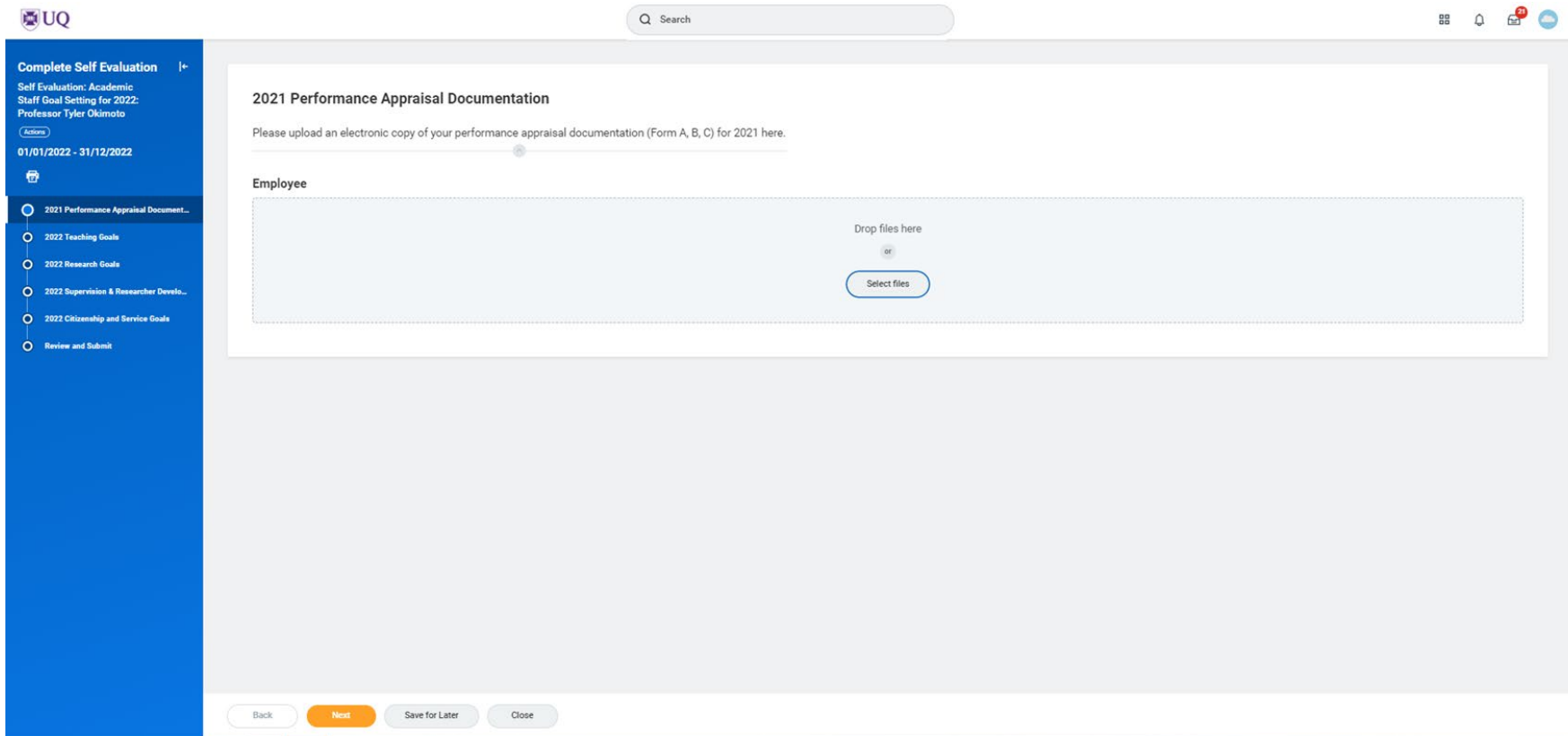
Next Steps

Once this template is completed and submitted by the staff member, it will be sent to the supervisor for review. Following submission by the staff member, it is recommended that they book time with their supervisor to discuss and refine their goals as necessary.

Get Started

Commence the Workday goal setting process by selecting 'Get Started'.

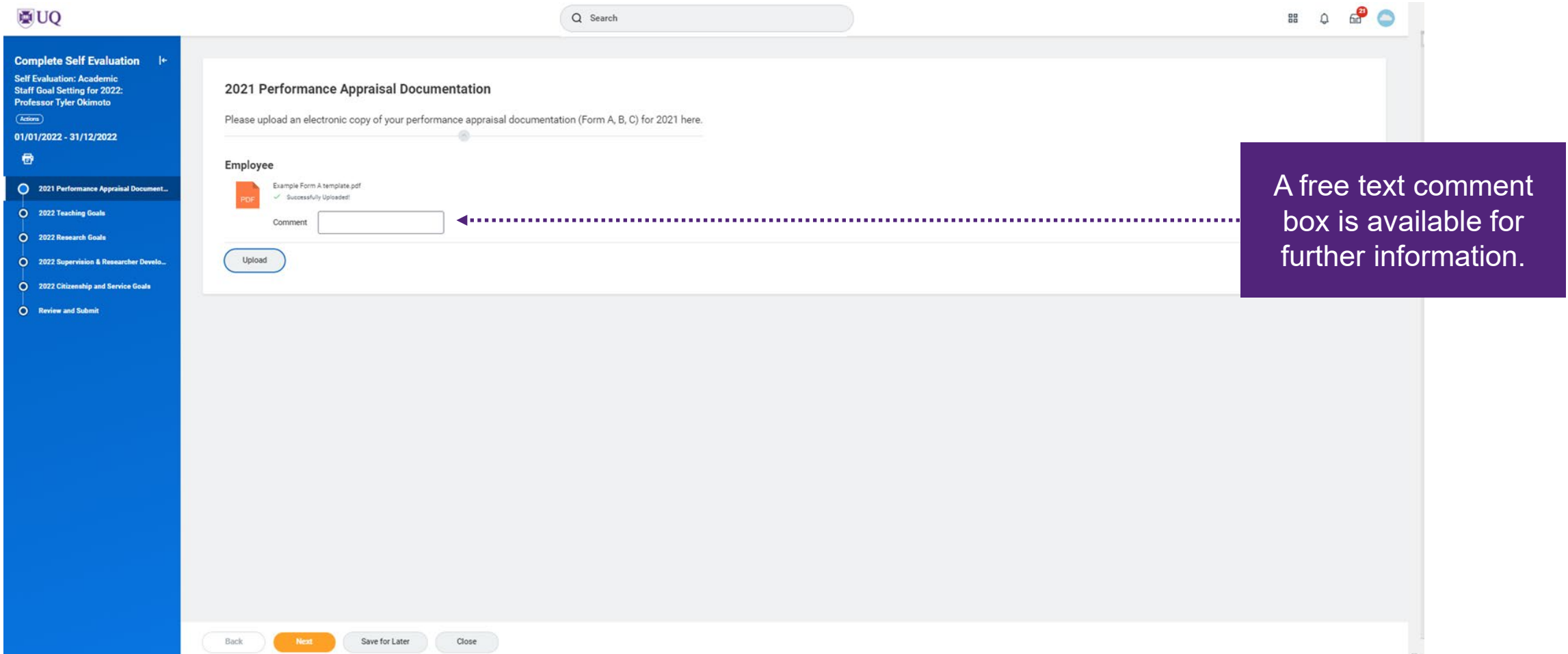
APD 2021: Upload Forms A, B & C



The screenshot shows the UQ APD 2021 upload interface. On the left is a blue sidebar with the UQ logo and navigation links: "Complete Self Evaluation", "Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto", "01/01/2022 - 31/12/2022", and a list of goals including "2021 Performance Appraisal Document...", "2022 Teaching Goals", "2022 Research Goals", "2022 Supervision & Researcher Develop...", "2022 Citizenship and Service Goals", and "Review and Submit". The main content area is titled "2021 Performance Appraisal Documentation" and contains the instruction: "Please upload an electronic copy of your performance appraisal documentation (Form A, B, C) for 2021 here." Below this is a section labeled "Employee" with a large dashed box for file upload. Inside the box, it says "Drop files here" and "or" above a "Select files" button. At the bottom of the main area are four buttons: "Back", "Next" (highlighted in orange), "Save for Later", and "Close".

Upload a copy of
your completed
Forms A, B & C.

APD 2021: Add additional commentary



UQ

Search

Complete Self Evaluation |<

Self Evaluation: Academic
Staff Goal Setting for 2022:
Professor Tyler Okimoto

Actions

01/01/2022 - 31/12/2022

2021 Performance Appraisal Document...

2022 Teaching Goals

2022 Research Goals

2022 Supervision & Researcher Develo...

2022 Citizenship and Service Goals

Review and Submit

2021 Performance Appraisal Documentation

Please upload an electronic copy of your performance appraisal documentation (Form A, B, C) for 2021 here.

Employee

Example Form A template.pdf
✓ Successfully Uploaded!

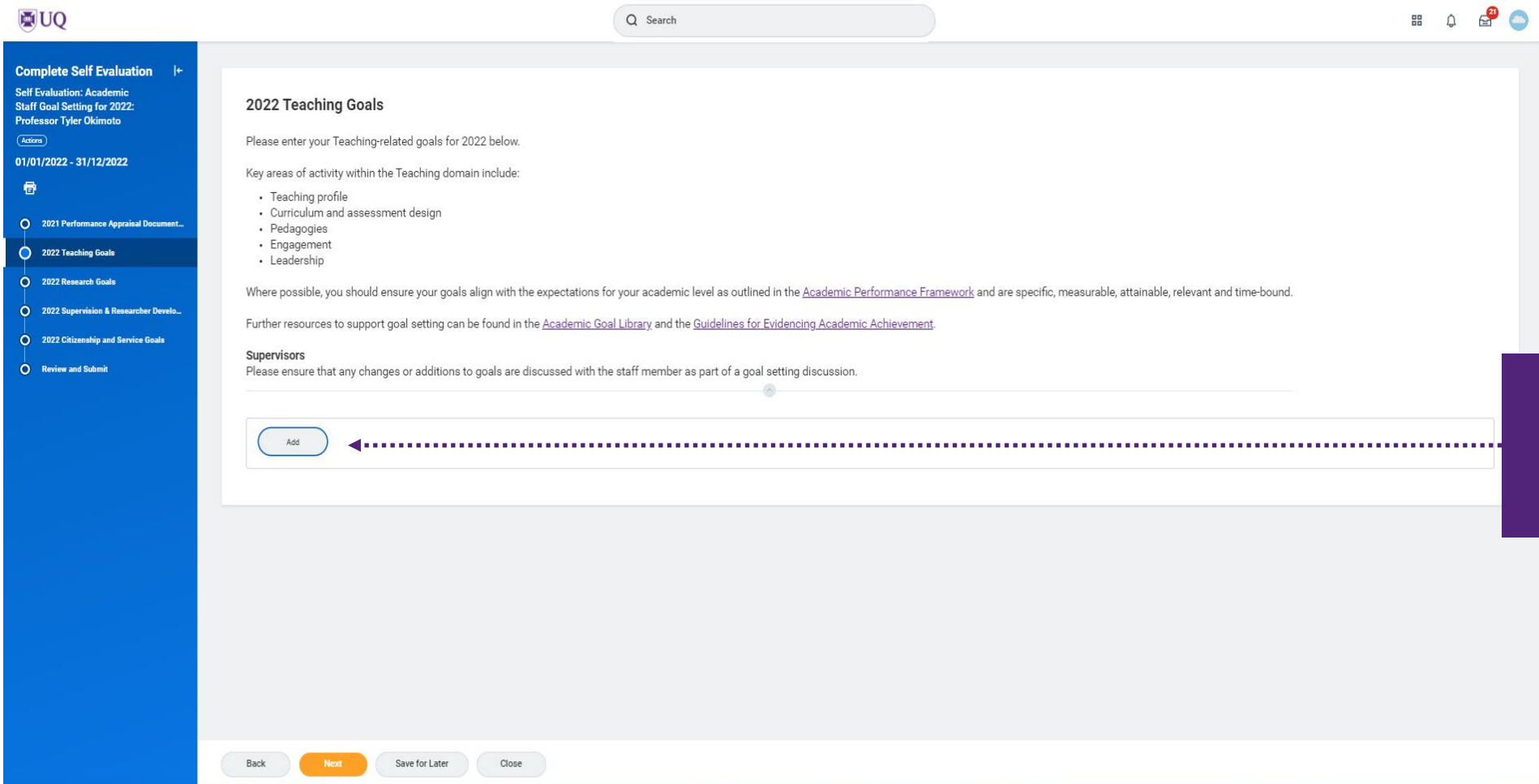
Comment

Upload

Back Next Save for Later Close

A free text comment box is available for further information.

APD 2021: Set goals to each domain



The screenshot shows a web application for setting goals. On the left is a blue sidebar with the UQ logo and navigation links: 'Complete Self Evaluation', 'Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto', '01/01/2022 - 31/12/2022', and a list of goal domains. The '2022 Teaching Goals' domain is selected. The main content area is titled '2022 Teaching Goals' and contains instructions to enter teaching-related goals. It lists key areas of activity: Teaching profile, Curriculum and assessment design, Pedagogies, Engagement, and Leadership. It also provides links to the Academic Performance Framework, Academic Goal Library, and Guidelines for Evidencing Academic Achievement. A section for Supervisors is also present. At the bottom, there are buttons for 'Back', 'Next', 'Save for Later', and 'Close'. A dotted line with an arrow points from a text box on the right to the 'Add' button.

UQ

Search

Complete Self Evaluation

Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto

01/01/2022 - 31/12/2022

- 2021 Performance Appraisal Document...
- 2022 Teaching Goals**
- 2022 Research Goals
- 2022 Supervision & Researcher Devel...
- 2022 Citizenship and Service Goals
- Review and Submit

2022 Teaching Goals

Please enter your Teaching-related goals for 2022 below.

Key areas of activity within the Teaching domain include:

- Teaching profile
- Curriculum and assessment design
- Pedagogies
- Engagement
- Leadership

Where possible, you should ensure your goals align with the expectations for your academic level as outlined in the [Academic Performance Framework](#) and are specific, measurable, attainable, relevant and time-bound.

Further resources to support goal setting can be found in the [Academic Goal Library](#) and the [Guidelines for Evidencing Academic Achievement](#).

Supervisors


Please ensure that any changes or additions to goals are discussed with the staff member as part of a goal setting discussion.

Add

Back Next Save for Later Close

A goal can be added for each Academic domain.

APD 2021: Add goal details



Complete Self Evaluation

Self Evaluation: Academic
Staff Goal Setting for 2022:
Professor Tyler Okimoto

Actions

01/01/2022 - 31/12/2022

2021 Performance Appraisal Document...

2022 Teaching Goals

2022 Research Goals

2022 Supervision & Research Develo...

2022 Citizenship and Service Goals

Review and Submit

Search

2022 Teaching Goals

Please enter your Teaching-related goals for 2022 below.

Key areas of activity within the Teaching domain include:

- Teaching profile
- Curriculum and assessment design
- Pedagogies
- Engagement
- Leadership

Where possible, you should ensure your goals align with the expectations for your academic level as outlined in the [Academic Performance Framework](#) and are specific, measurable, attainable, relevant and time-bound.

Further resources to support goal setting can be found in the [Academic Goal Library](#) and the [Guidelines for Evidencing Academic Achievement](#).

Supervisors
Please ensure that any changes or additions to goals are discussed with the staff member as part of a goal setting discussion.

Add Existing

Goal

Normal

B I U A

Lead development and redesign on online component of 1st year course to be completed for delivery in Semester 2.

Description

Format

B I U A

- Review student feedback to enhance student experience and learning outcomes
- Complete online teaching workshop through ITaU
- Collaborate with Professor X on design of XXX content
- Engage with School Leadership to establish objectives for improving the online experience.

Category

Academic - Teaching

Status

Not Started

Remove

Back


Next

Save for Later

Close

Add the goal, description (optional), category and status (progress) of the goal.

APD 2021: Finalise detail



Complete Self Evaluation

Self Evaluation: Academic Staff Goal Setting for 2022: Professor Tyler Okimoto

Actions

01/01/2022 - 31/12/2022

2021 Performance Appraisal Document...

2022 Teaching Goals

2022 Research Goals

2022 Supervision & Researcher Develo...

2022 Citizenship and Service Goals

Review and Submit

2021 Performance Appraisal Documentation

Employee

Example Form A template.pdf

Uploaded by Professor Tyler Okimoto

4 minutes ago

Upload Date

01/09/2021 11:15 PM

Comment

(empty)

2022 Teaching Goals

Goal

Lead development and redesign on online component of 1st year course to be completed for delivery in Semester 2.

Description

- Review student feedback to enhance student experience and learning outcomes
- Complete online teaching workshop through ITaLI
- Collaborate with Professor X on design of XXX content
- Engage with School Leadership to establish objectives for improving the online experience.

Category

Academic - Teaching

Status

Not Started

2022 Research Goals

Goal

Submit application for ARC Linkage grant in 2023

Description

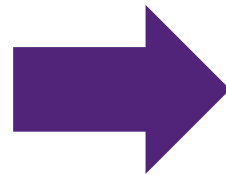
- Collaboration with Professor X
- Reach out for advice from Research Management Partner
- Seek feedback on application from mentor and grant review panel

Submit

Save for Later

Review all documents and goals before submitting.

APD 2021: Notification to supervisor goals have been submitted



Supervisor will receive a notification in Outlook outlining goals have been submitted.



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Further developments

FORM A replacement and the IAP

- Further work now needs to be done on developing the web-based interface for staff to upload information through the IAP. By the end of the first quarter in 2022, it is anticipated a number of developments will be close to completion:
 - Ensuring all staff have checked the University-supplied data in the IAP (e.g. course coordination, publications, HDR students) for correctness/completeness
 - Consultation and development of the tabular data fields available in the IAP following similar templates in the current academic portal version of FORM A
 - Consultation and development of the auto-generated output document for the tabular data required for the APD process (noting that textual information for the APD process is entered directly into HCMS)

Modifications to Confirmation and Promotion; and Workload Tool

As noted at Academic Board, the changes to the APD and CfAP are consequential for both Confirmations and Promotions and the Workload allocation tool (not the workload framework itself, which remains as stated in the Enterprise Agreement). The current status of the APD and CfAP policy suite is that they have been endorsed by Academic Board and are due for discussion at the Joint Consultative Committee prior to final approval by USET / Vice-Chancellor ahead of the start of 2022.

- **Workload tool.** Further consultation now needs to occur to align the revised academic Domains and the sample UQ workload tool recognising that:
 - the four Domains (Teaching, Research, Supervision and Researcher Development and Citizenship and Service) differ from the academic activities cluster in the current workload tool
 - consultation is required across UQ to agree on a revised tool that can inform School-based decisions and support the new APD
- **Confirmation and Promotions.** The relevant sub-committee of Academic Board (ACaPAC) is currently considering the impact of the new suite of policies and procedures on Confirmation and Promotion. Uppermost in mind will be ensuring fairness to all prospective candidates as transition plans are articulated.

Resources and support

Performance toolkit



[Training](#)



[Academic, Professional & Executive](#)
Goal libraries



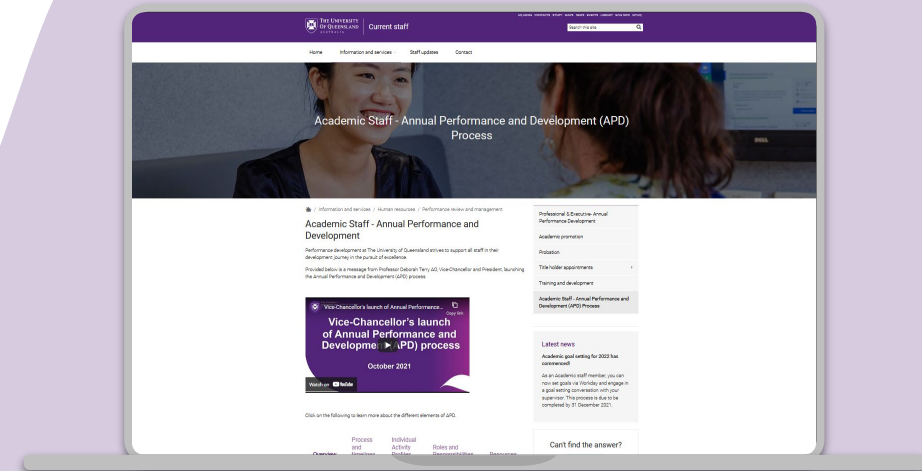
[Frequently Asked Questions](#)



[Supporting guides and videos](#)



[Roadshow materials](#)



[Academic Staff APD Website](#)



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Thank you

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If you have any questions about the APD process please:

- **Contact your local HR Client Partner, or**
- **The Talent Development team – Declan Hughes, Sarah Hannah or Rebecka Vargas.**