



Goal Library Academic Staff

Annual Performance and Development Toolkit

Release 3
November 2024

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Goals in Context



Goal setting in the performance cycle

Goals are set at the beginning of the performance cycle, and are discussed and agreed during the Annual Performance and Development conversation. Goals can be reviewed, updated and added to throughout the performance cycle as required.

During the performance cycle, continue to engage with your supervisor regarding your goals and progress against them, including aligning them to your career development aspirations.



Goal setting for Academics

Academic Staff will set goals against four goal categories:

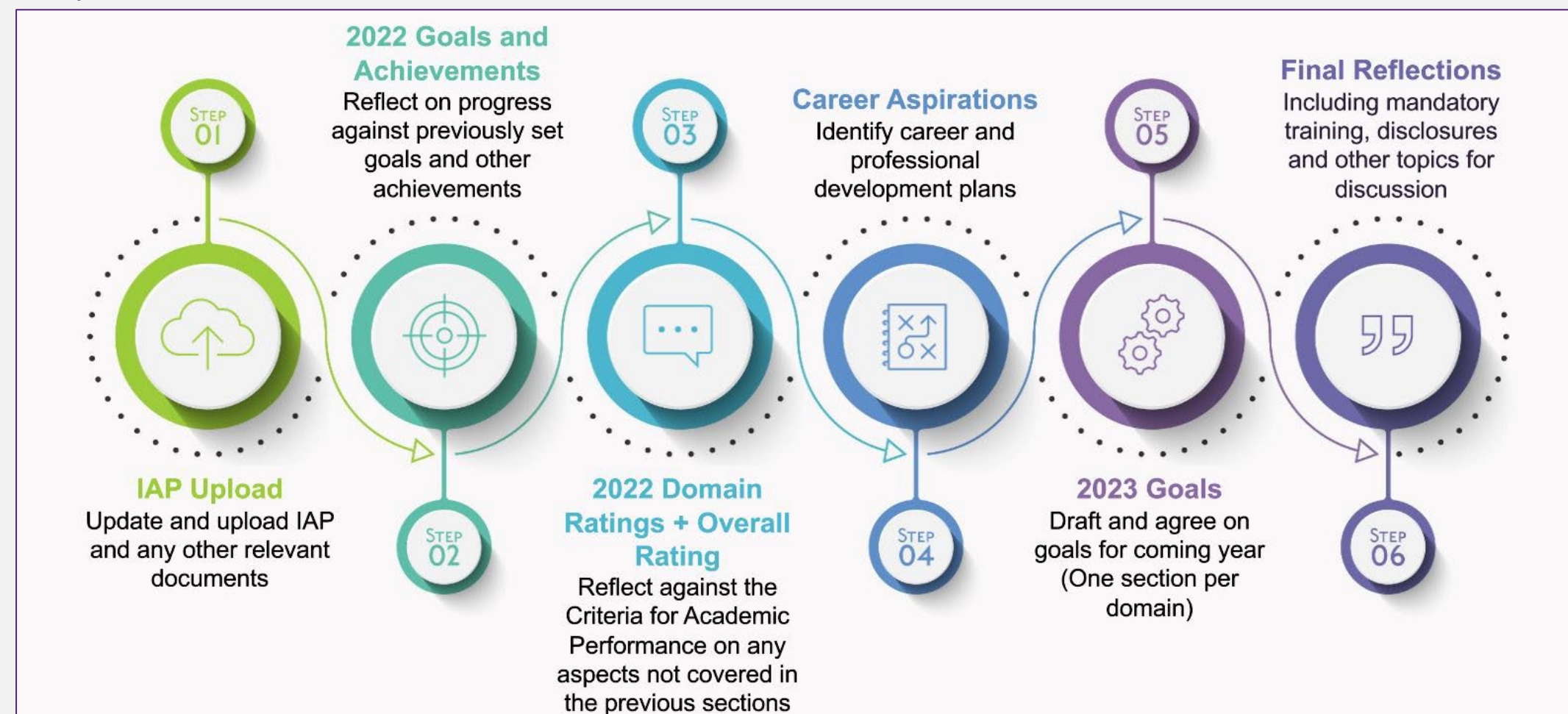
- Teaching
- Supervision and Researcher Development
- Research
- Citizenship and Service

These goal categories are derived from the Academic domains within the [Criteria for Academic Performance](#).

The [Guidelines for Evidencing Academic Achievement](#) can provide further information on relevant activities under each of these Academic Domains.



The APD process for Academics (YEAR onwards)



Where to find additional information

Toolkit and staff portal resources

- [Preparing for the APD Conversation](#)
- [Goal planning module](#)
- [Goal alignment module](#)
- [Frequently Asked Questions](#)
- [Individual Activity Profile](#)

Workday resources

- [Annual Performance and Development \(APD\) Process: Academic](#)
- [Record Progress of Goals](#)
- [Update Goals Ad Hoc](#)

Goal Setting Tips

While navigating this goal library and navigating the APD process, you are encouraged to proactively set good quality goals.

Key recommendations are below:

- Set goals that focus on the most important actions/activities/ priorities the staff member is going to focus on over the next 12 months. Setting generic goals covering all aspects of a specific activity (e.g., publish 5 papers, or teach course ABCD1234) aren't useful or recommended.
- Set goals that slightly challenge or 'stretch' you or your staff beyond what would be usually expected to achieve.
- Goals should have a component that can be achieved in next 12 months, meaning longer-term goals may need to be broken down into steps.
- Goals might address requirements for promotion, specific performance concerns or build on existing good performance.
- Goals should be **Specific, Measurable, Achievable, Relevant & Timebound.**

Quality is more important than quantity.




**Target 5 – 7 goals
per year, with at
least 1 covering
each relevant
academic domain**

Operationalising Goals

Ensuring alignment of goals and expectations at Organisational Unit level


Executive meet to consider school-wide strategic goals. HoS/Centre Directors may wish to discuss this with the Executive Dean/Institute Director prior.



Ensure all Appraisers (including Supervisors and Performance Development Managers) are familiar with the School's/Institute's strategic priorities e.g., prepare for a School review; embed Work Integrated Learning (WIL) across the curriculum.



Ideally goals are agreed in conversation between the staff member and their Appraiser (including Supervisors and Performance Development Managers).
Ensure Appraisers (Performance Development Managers) and staff set goals aligned with the new Criteria for Academic Performance to align with the YEAR Workday APD process.



Heads of School/Institute Director review and approve staff goals after they have been finalised with the Appraiser (Performance Development Manager).

Reflecting on Goals and Deliverables

Self-reflection is an important aspect of the APD process, and provides you with the time to reflect not only on whether you have achieved the goals you set out to, but how you overcame challenges, and what other notable achievements you should include in your APD conversation.

When reflecting on your goals:

- **Address each of your goals, outlining the progress made**
 - If possible, use data to show results and impact
 - Include contributions to team or organisational outcomes if relevant
 - If you encountered challenges, explain how you either overcame or learnt from them
- **Update the status of each goal (e.g. in progress, partially completed, completed, no longer required)**
- **Include reflection on additional achievements or challenges beyond previously set goals**
 - Keep track of your achievements throughout the year and/or update your goals
- **Be concise, noting you will have the opportunity to discuss further in the APD conversation**



Goal Categories and Workday Templates

Goals can address multiple criteria areas within a single domain

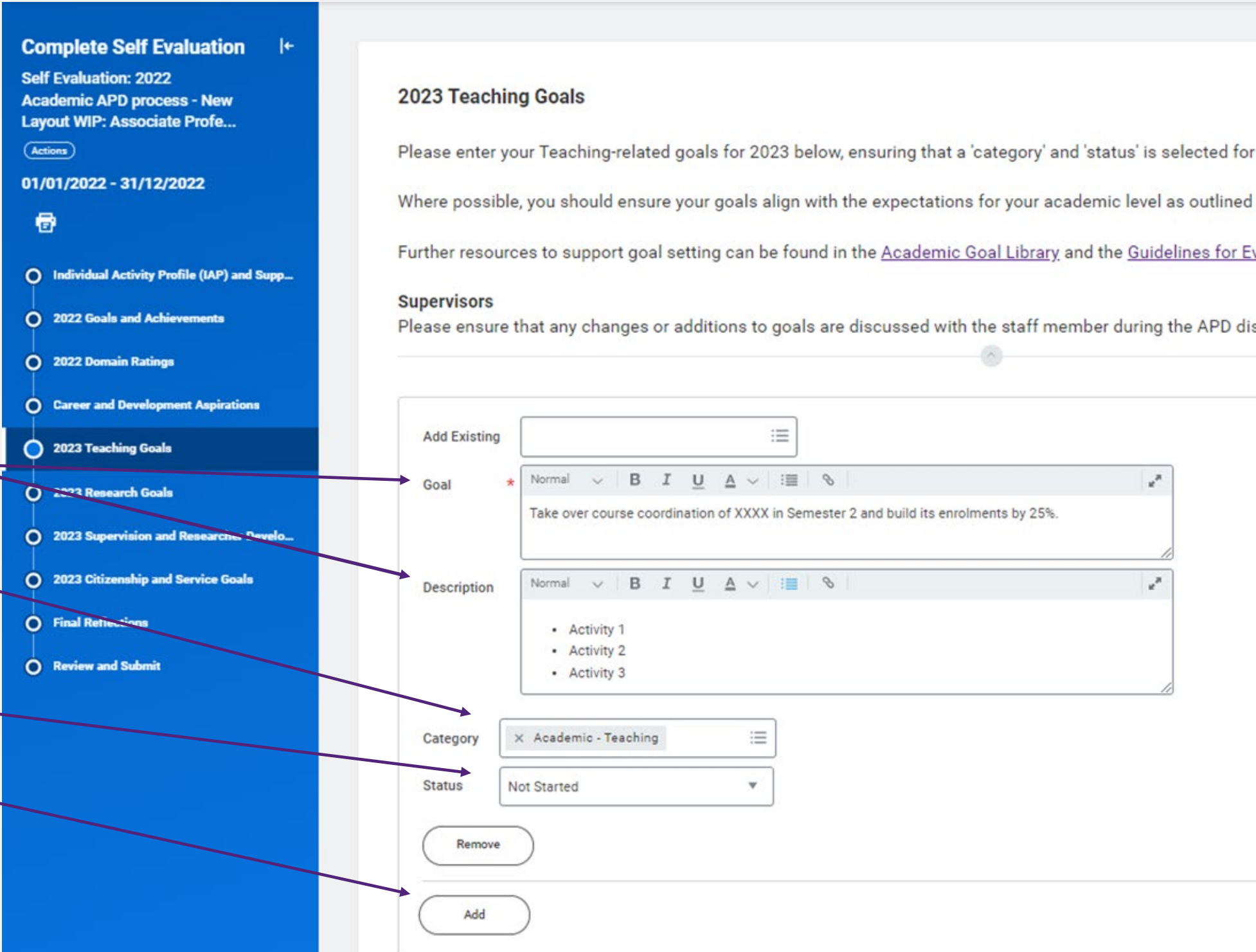
The following goal examples provide an indication of activities which can sit under each criteria. In practice, it is likely that one goal will often cover multiple criteria within a domain.

For example the Research domain goal, “Secure a research contract for approx. \$5M within the next 12 months with industry partner X”, addresses the Research domain criteria areas:

- Funding and other external support
- Engagement, and
- Leadership

How to set a domain goal in Workday

1. For each Academic domain you will enter a goal and description of how you will achieve the goal.
2. Then you will need to select the category of the goal, this should match the domain area (i.e. YEAR Teaching Goals are assigned to the Academic – Teaching category).
3. Select the status of the goal from the drop down options.
4. If you have more than one goal for a single Academic domain, add an additional goal by selecting ‘Add’.
5. Select ‘Next’ and repeat this goal setting process for all Academic domains where applicable.
6. Review the ‘Summary’ of the goals you have set. You can make final amendment for any section by selecting the ‘Pencil’ icon at the top, right-hand corner of the section.
7. Once you have reviewed and are happy to progress select ‘Submit’. This will send your YEAR goals to your Supervisor for review.



Complete Self Evaluation |←
Self Evaluation: 2022
Academic APD process - New
Layout WIP: Associate Profe...
Actions
01/01/2022 - 31/12/2022

- Individual Activity Profile (IAP) and Supp...
- 2022 Goals and Achievements
- 2022 Domain Ratings
- Career and Development Aspirations
- 2023 Teaching Goals**
- 2023 Research Goals
- 2023 Supervision and Research Develo...
- 2023 Citizenship and Service Goals
- Final Reflections
- Review and Submit

2023 Teaching Goals
Please enter your Teaching-related goals for 2023 below, ensuring that a 'category' and 'status' is selected for
Where possible, you should ensure your goals align with the expectations for your academic level as outlined i
Further resources to support goal setting can be found in the [Academic Goal Library](#) and the [Guidelines for Ev](#)

Supervisors
Please ensure that any changes or additions to goals are discussed with the staff member during the APD dis

Add Existing

Goal

Description

Category

Status

Remove

Add

Criteria for Academic Performance: Teaching

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

Example Goals: Teaching

Please note, the following goal examples provide an indication of activities which can sit under each criteria.
In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Teaching profile	Curriculum and assessment design	Pedagogies	Engagement	Leadership
Take over course coordination of XXXX in Semester 2 and build its enrolments by 15%.	✓				
Shadow the program coordinator for YYYY program in YEAR in preparation for taking on the coordinator role in YEAR-6.	✓				✓
Develop a work integrated learning co-curricular experience as an option for [Program] students by Semester 2, YEAR.	✓	✓			
Oversee and contribute to the production of a suite of shorter-form credentials in the field of XXXX for YEAR enrolments.	✓	✓			✓
Redesign XXXX course to include [course-specific methods and techniques] that are used in professional practice by Semester 2, YEAR.		✓			
By Semester 2, YEAR, improve the authenticity of the assessment tasks by redesigning the assessment profile of XXXX using Inspira.		✓			
Cultivate a sense of belonging amongst the student cohort for XXXX course through the incorporation of peer assisted learning activities and optional conversation groups, and evaluate the initiatives.		✓	✓		
By Semester 2, YEAR, design game-based simulations and assessment tasks in XXXX course to increase student engagement and workplace skills.		✓	✓		
Become a member of the [discipline-relevant] Community of Practice to learn how to integrate [discipline-relevant] mindset into XXXX course by Semester 2, YEAR.		✓		✓	
Introduce collaborative online tools into XXXX course and monitor their effectiveness in promoting student engagement through Course Insights.			✓		
Create a strategic partnership with [Industry body] to source student work placement opportunities and industry speakers for the XXXX program.				✓	

Example Goals: Teaching (continued)

Please note, the following goal examples provide an indication of activities which can sit under each criteria.
In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Teaching profile	Curriculum and assessment design	Pedagogies	Engagement	Leadership
Apply for and be awarded a Teaching and Learning Innovation Grant to support the development of new digital tools and content for students in XXXX course in YEAR.		✓			✓
Apply for a UQ Teaching Excellence citation for the improvement and assessment innovation I lead in XXXX.				✓	✓
Build links during YEAR with [industry] companies whose staff are willing to contribute to our first year mentoring program.				✓	
Build and train a team to supervise clinical trainees in our new XXXX clinical placement setting.				✓	
Successfully complete an HEA Senior Fellow submission by mid-YEAR.				✓	
Lead a team to establish a partnership with Y university to co-develop an online masters program for YEAR enrolments.				✓	✓
Lead improvement of the student experience in XXXX course through the introduction of mentoring and peer observation for the teaching team in Semester 2, YEAR.				✓	✓
Lead the Academic Program Review for XXXX that will ensure program quality and improve the student experience in the YEAR cycle.					✓
Contribute to the preparation of documentation for the XXXX program's professional accreditation in YEAR.					✓

Criteria for Academic Performance: Research

RESEARCH DOMAIN				
ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL				
Level E Professor	Level D Associate Professor	Level C Senior Lecturer	Level B Lecturer	Level A Associate Lecturer
RESEARCH DOMAIN PERFORMANCE CRITERIA				
<p>a) Quality research outputs: leads research outputs consistent with discipline norms, consolidating a prominent international profile</p> <p>b) Funding and other external support: 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</p> <p>c) Translation and impact: Leads and achieves transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) Engagement: leads the development and delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) Leadership: 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</p>	<p>a) Quality research outputs: produces research outputs consistent with discipline norms, often as lead contributor, resulting in international recognition</p> <p>b) Funding and other external support: leads successful applications for significant external research funds often from diverse sources, or other significant external mechanisms of research support, consistent with discipline norms</p> <p>c) Translation and impact: leads the progression commercialization towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) Engagement: leads the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) Leadership: successfully builds teams, and participates in discipline service, including service on leading editorial boards, or other discipline leadership positions</p>	<p>a) Quality research outputs: produces research outputs consistent with discipline norms, often as lead contributor, resulting in national recognition, and a developing international profile</p> <p>b) Funding and other external support: contributes to, and often leads, successful applications for significant external research funds, or other external mechanisms of research support, consistent with discipline norms</p> <p>c) Translation and impact: contributes to progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) Engagement: contributes to the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) Leadership: successfully builds teams and participates in discipline service, including service on editorial boards</p>	<p>a) Quality research outputs: produces research outputs consistent with discipline norms, with a lead role in some outputs, resulting in a developing national profile</p> <p>b) Funding and other external support: contributes to, and sometimes leads funding applications or other external mechanisms of research support, consistent with discipline norms</p> <p>c) Translation and impact: contributes to progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) Engagement: contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) Leadership: participates in team building and/or discipline service</p>	<p>a) Quality research outputs: produces research outputs consistent with discipline norms</p> <p>b) Funding and other external support: participates in funding applications or developing other external mechanisms of research support, consistent with discipline norms</p> <p>c) Translation and impact: contributes to progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) Engagement: contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) Leadership: participates in discipline service</p>

Example Goals: Research

Please note, the following goal examples provide an indication of activities which can sit under each criteria. In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Quality research outputs	Funding and other external support	Translation and impact	Engagement	Leadership
Progress my draft monograph by completing a further 3 chapters by June YEAR.	✓				✓
Finalise the negotiations with my publisher for my next edited book by 30 March YEAR.	✓				✓
Complete a revision of my textbook by August YEAR.	✓				
Present a major exhibition of my work at X conference/venue.	✓				
Publish three papers as lead author, with target journals X, Y and Z.	✓				
Write a major review of the X discipline area, and publish it in the journal of Y.	✓				✓
Apply for and be awarded a Discovery grant as lead CI, with two co-CIs from University of X in the next round.		✓			✓
Secure a research contract for approx. \$Xmillion within the next 12 months with industry partner Y.		✓		✓	✓
Build a strategic partnership with industry partner X in order to apply for a Linkage grant within 2 years.		✓		✓	
Lead the application for a Centre of Excellence by YEAR in collaboration with key colleagues at UQ and other institutions.				✓	✓
Plan and apply for notification of new IP from my work on X.			✓		✓
Attract venture capital to support a new start-up based around the IP I have generated on Y in collaboration with UniQuest.			✓	✓	✓
Conduct further experiments based on my notified IP from last year, to progress my work on X towards being patentable, with the aim of licencing to a major corporation.			✓	✓	✓

Example Goals: Research (continued)

Please note, the following goal examples provide an indication of activities which can sit under each criteria.
In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Quality research outputs	Funding and other external support	Translation and impact	Engagement	Leadership
Register a clinical trial for XXX with the Therapeutic Goods Administration.			✓	✓	✓
Develop X clinical case studies as part of Y research project by end of YEAR.	✓		✓		
Continue my consultancy with Industry partner X, targeting the generation of sufficient income to support a personal payment of \$Y, for which I am seeking approval.				✓	
Attract a competitive external applicant for a DECRA application in my lab.				✓	
Submit a ITRP Research Hub in YEAR in collaborations with Industry partners X, Y and Z.				✓	
Become appointed and serve as editor on XXX journal.					✓
Become a member of the Facility Research committee in YEAR.					✓

Criteria for Academic Performance: Supervision and Researcher Development

SUPERVISION AND RESEARCHER DEVELOPMENT DOMAIN

ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL

Level E Professor

Level D Associate Professor

Level C Senior Lecturer

Level B Lecturer

Level A Associate Lecturer

SUPERVISION AND RESEARCHER DEVELOPMENT DOMAIN PERFORMANCE CRITERIA

<p>a) Supervision outcomes: has an outstanding track record of achievement in supervision outcomes</p> <p>b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research</p> <p>c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills</p> <p>d) Engagement: shows leadership in facilitating engagement opportunities for supervisees</p> <p>e) Leadership: shows a high level of leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities</p>	<p>a) Supervision outcomes: has a sustained track record of achievement in supervision outcomes</p> <p>b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research</p> <p>c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills</p> <p>d) Engagement: shows leadership in facilitating engagement opportunities for supervisees</p> <p>e) Leadership: shows leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities</p>	<p>a) Supervision outcomes: has an established track record of achievement in supervision outcomes</p> <p>b) Responsible conduct of research: demonstrates and leads others in the responsible conduct of research</p> <p>c) Capability and skill development: demonstrates effective development of supervisee capabilities and skills</p> <p>d) Engagement: shows leadership in facilitating engagement opportunities for supervisees</p> <p>e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities</p>	<p>a) Supervision outcomes: has a developing track record of achievement in supervision outcomes</p> <p>b) Responsible conduct of research: demonstrates active engagement in the responsible conduct of research</p> <p>c) Capability and skill development: facilitates the development of supervisee capabilities and skills</p> <p>d) Engagement: facilitates engagement opportunities for supervisees</p> <p>e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development</p>	<p>a) Supervision outcomes: has a developing track record of achievement in supervision outcomes</p> <p>b) Responsible conduct of research: demonstrates active engagement in the responsible conduct of research</p> <p>c) Capability and skill development: contributes to the development of supervisee capabilities and skills</p> <p>d) Engagement: contributes to engagement opportunities for supervisees</p> <p>e) Leadership: demonstrates personal effectiveness in supervision and the management of researcher development</p>
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Example Goals: Supervision and Researcher Development

Please note, the following goal examples provide an indication of activities which can sit under each criteria.
In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Supervision outcomes	Responsible conduct of research	Capability and skill development	Engagement	Leadership
Support two of my PhD students to submit their theses by the end of YEAR.	✓				
Transition my PhD graduate to a position at my industry partner X.	✓			✓	
Provide academic guidance and coaching to PhD student who is falling behind on an upcoming major milestone.	✓				
Coach my Postdoc to develop grant application skills, taking on the lead CI role in a grant application in YEAR.	✓		✓		
Collaborate with my PhD student, progress submission of two thesis chapters as co-authored articles.	✓		✓		
Establish work-integrated learning assignments for 2 PhD students in collaboration with Industry Partners.	✓			✓	
Ensure that my HDR students understand and meet their obligations regarding the responsible conduct of research.		✓			
Define a process through which issues relating to joint publication of work arising from a candidate's thesis are to be handled within my Faculty.		✓			✓
Ensure that my PhD students undertake UQ Research Integrity Module.		✓			
Guide my Postdoc to develop a competitive DECRA application to be hosted at UQ by the YEAR round.			✓		✓
Facilitate the attendance of two of my PhD students, at XXX international conference next year.			✓	✓	
In conjunction with the Graduate School, facilitate an industry placement for 6 students as part of their career development.			✓		✓
Negotiate an Industry Scholarship for an MPhil student.				✓	

Example Goals: Supervision and Research Development (cont)

Please note, the following goal examples provide an indication of activities which can sit under each criteria.
In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals	Domain criteria areas				
	Supervision outcomes	Responsible conduct of research	Capability and skill development	Engagement	Leadership
Improve collaboration and communication within the Lab by initiating monthly lab meetings with my students and postdocs to facilitate greater peer to peer learning.			✓		✓
Supervise trainees in a clinical setting, contributing to their progression toward a specialist qualification, as part of the Clinical Fellowship in [field].	✓		✓		✓
Assist my PhD student to spend 3 months with Industry partner X on a placement.				✓	
Attract one new PhD student as part of a scholarship within my new ARC grant.					✓
Build my expertise as Chair of Examiners by undertaking Chair training by July YEAR.					✓

Criteria for Academic Performance: Citizenship and Service

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

Example Goals: Citizenship and Service

Please note, the following goal examples provide an indication of activities which can sit under each criteria. In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals					
	Citizenship	Internal service	External service	Engagement	Leadership
Represent UQ on the GO8 Committee for XXXX in in June YEAR.	✓			✓	✓
Build a cohesive team within the research group including those team members outside of the home location with a view to improving pulse survey results by 10% by YEAR.	✓				
Complete governance, mandatory training and administrative requirements by June 2, YEAR.	✓	✓			
Fairly resolve a workplace bullying accusation matter by June YEAR.	✓				
Ensure the team is aware of the new UQ values, and in consultations with staff, translate these into behavioural standards that can be used to promote a positive culture and call out behaviours that don't meet the standard by the end of January YEAR.	✓				✓
Understand and exercise the UQ HR and Financial authorisations ethically when tendering for XXXXXX in YEAR.	✓				
Join the UQ Equity and Diversity Committee for the Faculty by July YEAR.	✓				
Become an Ally member and conduct 2 Ally events in the Faculty by the end of YEAR.	✓	✓		✓	
Nominate and be appointed to the school research committee in June YEAR.	✓	✓			✓
Provide advice to the Commonwealth Government as a witness at the Senate enquiry into XXXXXX in YEAR.	✓		✓		✓
Ensure that an exhibition space is created in the school that celebrates the achievements of Aboriginal and Torres Strait Islander peoples, by June YEAR.	✓	✓		✓	✓
Change my leadership style away from directing to coaching, with an aim to achieve better performance and engagement with my team and students.	✓				✓

Example Goals: Citizenship and Service (cont)

Please note, the following goal examples provide an indication of activities which can sit under each criteria. In practice, it is likely that one goal will often cover multiple criteria within a domain.

Goals					
	Citizenship	Internal service	External service	Engagement	Leadership
Gain insights and understanding of my leadership practice, by undertaking executive coaching, peer coaching and reverse mentoring.	✓				✓
Provide X hours of clinical service to patients weekly throughout YEAR.	✓		✓		
Contribute to student enrolments by participating in UQ open day events in Semester 2, YEAR.		✓			
Be elected to and serve as a member of the UQ Academic Board in YEAR.		✓			✓
Develop a Faculty staff engagement strategy by June YEAR, which will inform staff of the new performance and development process and this relationship to University priorities.		✓			✓
Work towards recognition by the XXX for leadership contribution in XXXX in YEAR.			✓		
Accept an invitation to present a key note address on XXXX at the International Conference XXX by end of YEAR.			✓	✓	
Chair the Health Translation Advisory Committee (HTAC) of the NHMRC until YEAR.			✓		✓
Undertake the duties of a External Examiner for XXXX in YEAR.			✓	✓	
Contribute expertise to the international development programs through UQI as Course leader for the International Water Management program in July YEAR.			✓	✓	
Increase accessibility of my team's research by creating and implementing a wholistic media strategy including social media, industry and Government publications by June YEAR.				✓	
Undertake leadership development programs by July YEAR.					✓
Become a UQ Respect Ambassador and join the UQ Respect network for 2025 promoting respectful and inclusive culture in local areas.	✓	✓			✓

Contact



AskHR

ask.hr@enquire.uq.edu.au

For general APD
Questions



HR Client Partnering

central-hr-advisory@uq.edu.au

Local leadership advice, support
and detailed questions regarding
APD



Organisational Culture and Capability

Supporting HRCP and helping
to resolve complex queries and
facilitating the overall APD
process