| rofessor Senior Lecturer Lecturer Associate Professor Associate Lecturer Teaching profile: demonstrates sustained, skilled, and collegial contribution to teaching and the situdent experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the situdent experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the situdent experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and tearning sexemplary design of curricular and assessment practices that contributes to enhanced student learning outcomes a) Teaching profile: demonstrates and contribution to a range of teaching responsibilities a) Teaching profile: demonstrates a growing profile and contribution to wards a range of teaching responsibilities a) Teaching profile: demonstrates a growing profile and contribution to wards a range of teaching responsibilities b) Curriculum and assessment design: exhinisties contributos for anal assessment practices that generits builds, maintains, and expands significant national and/or international collaborations and learning approfesional learning through advocav, mentorship and/or scholarly inquiry contribution to arange of teadership: successfully inititates and leads soluctions to strengthen tainains internal and external education collaborations and leads soluctions and leads soluction callearning approfesional learning through advocav, mentorship and/or scholarly inquiry eadership: successfully inititates and leads soluctional and/or international innovation and reform eadership: successfully inititates and leads soluctional and/or student cohorts eadership: successfully inititates | TEACHING DOMAIN | | | | | | | |
|---|---|--|--|--|---|--|--|--|
| Professor Senior Lecturer Lecturer Associate Lecturer Associate Lecturer Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and teaching and teaching and assessment practices that transforms student learning outcomes a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and learning approaches and technologies: and/or creates evidence-based teaching and learning approaches and technologies to promotes and centrational and/or international collaborations and inspires others innovations, and regrams innovations, and regrams innovations, and regrams innovations, and regrams innovation and and/or international profarms, policies, strategia, innovations, and reform with national and/or international profarms, policies, strategia, innovations, and reform with national and/or international programs, policies, strategia, innovations, and reform with national and/or international programs, policies, strategia, innovations, and reform with national and/or international programs, policies, strategies, innovations, and reform with national and/or international programs, policies, strategies, innovations and reform with national and/or interenational influence A teaching profile: | ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL | | | | | | | |
| Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience b) Curriculum and assessment design: curricular and assessment design: curricular and assessment practices that transforms student learning approaches and teaching approaches and technologies to promote outstanding student learning approaches and technologies to promote through advocacy, mentorship and/or scholarly inquiry c) Pedagogies: adapts, anales in curriculars and achieve enhanced learning outcomes c) Pedagogies: adapts, anales incourses and technologies to promote through advocacy, mentorship and/or scholarly inquiry c) Pedagogies: adapts and learning and/or activity relating and offer the scholar growthates students' participates in a range of through advocacy, mentorship and/or scholarly inquiry c) Pedagogies: adapts and learning tradices sprofessional learning in teaching and learning in teaching and/or arross and leads education collaborations and leads education and perform innovations, and reform with antonal and/or intermational influence c) Pedagogies: tapprofile: demonstrates and ease sement design: curricular and assessment design: curricular and assessment practices that contribution to teaching and learning approaches and technologies to promote through advocacy, mentorship and/or scholarly inquiry c) Pedagogies: adapts and learning trades professional learning in teaching cordinates coures and leads education and perform c) Pedagogies: adapts and advocacy, mentorship and/or scholarly inquiry c) Pedagogies: adapts and teaching cordinates coures and partic | Level E | Level D L | Level C | Level B | Level A | | | |
| 1 Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile: demonstrates a growing profile: demonstrates a growing profile and contribution to teaching and the student experience a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile and contribution to teaching and the student experience a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile and contribution to teaching and teaching responsibilities a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile: demonstrates a growing profile and contribution to formal and informal teaching and teaching responsibilities a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile and contribution to formal and informal teaching and teaching responsibilities a) Teaching profile: demonstrates a growing profile: demonstrates a growing profile and contribution to formal and informal teaching and teaching responsibilities b) Curriculum and assessment design: | Professor | Associate Professor S | Senior Lecturer | Lecturer | Associate Lecturer | | | |
| sustained, skilled, and collegial contribution to teaching and the student experience b) Curriculum and assessment design: leads and enables exemplary design of curricular and assessment practices that contribution to arange of transforms student experience b) Curriculum and assessment design: curricular and assessment practices that contribution to arange of teaching responsibilities b) Curriculum and assessment design: demonstrates continuous improvement in curricular and assessment practices that contribution to arange of teaching responsibilities b) Curriculum and assessment design: demonstrates continuous improvement in curricular and assessment practices that contribution to arange of teaching responsibilities b) Curriculum and assessment design: demonstrates continuous improvement in curricular and assessment practices and technologies tudent fearning outcomes b) Engagement: builds, maintains, and expands significant national and/or international collaborations and ingrires others through advocacy, mentorship and/or schalarly iniquity Leadership: successfully initiates and leads substantial education professional learning through advocacy, mentorship and/or schalarly iniquity e) Leadership: successfully initiates and leads substantial education professional learning in teaching and/or schalarly iniquity e) Leadership: successfully initiates and leads substantial educational programs, policies, strategies, innovations and reform with national and/or international programs, policies, strategies, innovations and reform with national and/or international programs, policies, strategies, innovations and reform with national and/or international influence *Approlacers will be directed to specific Examples of Domain activity relating to cortes above. It is expected that apprasens will exercise appropriate in the application of the rating guidenties trates professional learning in teaching student experiences and provide advocacy. mentorship and/or schalarly inquiry e) Leadership: successfully initiates innovatio | | TEACHIN | NG DOMAIN PERFORMANCE CRI | ITERIA* | | | | |
| Image ment: builds, maintains, and expands significant national and/or international collaborations and inspires others through advocacy, mentorship and/or scholarly inquiry d) Engagement: builds and maintains internal and external education collaborations and leads or enables professional learning through advocacy, mentorship and/or scholarly inquiry d) Engagement: builds and maintains internal and external education collaborations and leads substantial educational programs, policies, strategies, innovations, and reform with national and/or international influence d) Engagement: builds and maintains internal and external education collaborations and leads educational programs, policies, strategies, innovation and reform d) Engagement: builds and maintains internal and external education collaborations and leads educational programs, innovation and reform d) Engagement: builds and maintains internal and external education collaborations and leads education and reform e) Leadership: coordinates courses, and leads educational programs, innovation and reform e) Leadership: leads programs, and/or student cohorts e) Leadership: leads or sportate judgement in the application of the rating guideline | sustained, skilled, and collegial contribution to teaching and the student experience Curriculum and assessment design: leads and enables exemplary design of curricular and assessment practices that transforms student learning outcomes Pedagogies: adapts, enables and/or creates evidence-based teaching and learning approaches and technologies to promote outstanding student learning | a) Teaching profile: demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience b) Curriculum and assessment design: exhibits exemplary design in curricular and assessment practices that contributes to enhanced student learning outcomes c) Pedagogies: adapts and introduces novel teaching and learning approaches and technologies to inspire students' participation and achieve | a) Teaching profile: demonstrates an established record of effective contribution to a range of teaching responsibilities b) Curriculum and assessment design: demonstrates continuous improvement in curricular design and assessment practices c) Pedagogies: modifies teaching and learning approaches and technologies to motivate students' participation and achieve | a) Teaching profile: demonstrates a growing profile and contribution towards a range of teaching responsibilities b) Curriculum and assessment design: designs effective learning materials and assessment tasks c) Pedagogies: selects and uses teaching and learning approaches and technologies that generate student engagement d) Engagement: participates in education collaborations within | an emerging profile and contribution to formal and informal teaching activities b) Curriculum and assessment design: assists with curriculum planning and assessment practices c) Pedagogies: implements pedagogies appropriate to the student cohorts d) Engagement: builds internal collaborations to strengthen the student experience and undertakes professional learning | | | |
| | d) Engagement: builds, maintains, and expands significant national and/or international collaborations and inspires others through advocacy, mentorship and/or scholarly inquiry e) Leadership: successfully initiates and leads substantial educational programs, policies, strategies, innovations, and reform with national and/or international influence | d) Engagement: builds and maintains internal and external education collaborations and leads or enables professional learning through advocacy, mentorship and/or scholarly inquiry e) Leadership: successfully initiates and leads educational programs, innovation and reform | d) Engagement: builds and maintains internal and external education collaborations and undertakes/initiates professional learning in teaching e) Leadership: leads programs, disciplines, plans, courses, and/or student cohorts | the unit and undertakes professional learning in teaching e) Leadership: coordinates courses and participates in a range of student experiences | e) Leadership: teaches and/or assists in course coordination and participates in a range of student experiences | | | |
| GUIDELINES FOR TEACHING DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA | *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 TEACHIN | NG DOMAIN PERFORMA <u>NCE RAT</u> | TINGS AGAINST CRITERIA | | | | |

4. Exceeds expectations: Typically, must demonstrate all criteria

3. Performing well: Typically, must demonstrate a), b) and c) and one of d) or e)

2. Some gaps: Typically, must demonstrate two of a), b) or c) and one of d) or e)

1. Unsatisfactory: Typically, does not demonstrate two of a), b) or c)

| | ACADEMIC PERFO | ORMANCE: EXPECTATION BY L | EVEL | |
|--|---|--|---|---|
| Level E Professor | Level D Associate Professor | Level C Senior Lecturer | Level B Lecturer | Level A Associate Lecturer |
| | RESEARCH DC | OMAIN PERFORMANCE CRITERIA* | | |
| Quality research outputs: leads research outputs consistent with discipline norms, consolidating a prominent international profile Funding and other external | a) Quality research outputs: produces research outputs consistent with discipline norms, often as lead contributor, resulting in international recognition | a) Quality research outputs: produces research outputs consistent with discipline norms,often as lead contributor, resulting in | a) Quality research outputs: produces research outputs consistent with discipline norms, with a lead role in some outputs, resulting in a | a) Quality research outputs produces research outputs consistent with discipline norms b) Funding and other |
| support: leads successful applications for significant external research funds, often from diverse sources, or other external mechanisms of researchsupport, including being an integral contributor to major cross- disciplinary initiatives, consistent | 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 | national recognition, and a developing international profile b) Funding and other external support: contributes to, and oftenleads, successful applications for significant external research funds, or other external mechanisms of research | 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 | external support: participates in funding applications or developing other externa mechanisms of research support, consistent with discipline norms c) Translation and impact: |
| with discipline norms c) Translation and impact: Leads and achieves transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP | c) Translation and impact: leads the progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP | support, consistent with discipline norms c) Translation and impact: contributes to progressing towards transfer of knowledge, technology and practices to | c) Translation and impact: contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, | contributes to progressing towards transfer of knowledge, technology and practices to research end users through |
| d) Engagement: leads the development and delivery of partnerships with research end users, or external collaborations resulting in quality outputs | d) Engagement: leads the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs | research end users through translation, including commercialisation of UQ IP Engagement: contributes to the development of, or the delivery | including commercialisation of UQ IP d) Engagement: contributes to the development of, or delivery of partnerships with | translation, including commercialisation of UQ IP 6 Engagement: contributes to the development of, contributes |
| Leadership: successfully builds teams, holds leadership roles in discipline service, including service on prestigious editorial boards, or other discipline leadership positions, | e) Leadership: successfully builds teams, and participates in discipline service, including service on leading editorial boards, or other discipline leadership positions | ofpartnerships with research end users, or external collaborations resulting in quality outputs e) Leadership: successfully builds teams and participates in | research end users, or external collaborations resulting in quality outputs e) Leadership: participates in team building and/or | delivery of partnerships with research end users, or external collaboration resulting in quality |
| or national and international committees | | discipline service, including serviceon editorial boards | discipline service | e) Leadership: participates in discipline service |
| *Appraisers will be directed to specific | c Examples of Domain activity relating to criteri | ria above. It is expected that appraisers will exe OMAIN PERFORMANCE RATINGS A | | lication of the rating guidelines. |

Performing well: Typically, must demonstrate both a) and b) and two of c), a)

2. Some gaps: Typically, must demonstrate one of a) or b) and one of c), d) or e)

1. Unsatisfactory: Typically, does not demonstrate either a) or b)

| | | | SUPERVISIO | ΝΑΙ | ND RESEARCHER DEVELOPMI | ENT | DOMAIN | | |
|----|---|-------|---|------|---|-----|--|-----|---|
| | | | ACADEMIC | PER | FORMANCE: EXPECTATI | ON | BY LEVEL | | |
| | el E fessor | | vel D sociate Professor | | vel C nior Lecturer | | vel B turer | | vel A sociate Lecturer |
| | | | SUPERVISION AND RESEA | RCH | ER DEVELOPMENT DOMAIN | PER | FORMANCE CRITERIA* | | |
| a) | Supervision outcomes: has an outstanding track record of achievement in supervision outcomes | a) | Supervision outcomes: has a sustained track record of achievement in supervision outcomes | | Supervision outcomes: has an established track record of achievement in supervision outcomes | a) | Supervision outcomes: has a developing track record of achievement in supervision outcomes | a) | developing track record of achievement in supervision outcomes |
| b) | Responsible conduct of research: demonstrates and leads others in the responsible conduct of research | b) | Responsible conduct of research: demonstrates and leads others in the responsible conduct of research | b) | Responsible conduct of research: demonstrates and leads others in the responsible conduct of research | b) | Responsible conduct of research: demonstrates active engagement in the responsible conduct of research | b) | Responsible conduct of research: demonstrates active engagement in the responsible conduct of research |
| c) | Capability and skill development: demonstrates effective development of supervisee capabilities and skills | c) | Capability and skill development: demonstrates effective development of supervisee capabilities and skills | c) | Capability and skill development: demonstrates effective development of supervisee capabilities and skills | c) | Capability and skill development: facilitates the development of supervisee capabilities and skills | c) | Capability and skill development: contributes to the development of supervisee capabilities and skills |
| d) | Engagement: shows leadership in facilitating engagement opportunities for supervisees | d) | Engagement: shows leadership in facilitating engagement opportunities for supervisees | d) | | d) | Engagement: facilitates engagement opportunities for supervisees | d) | • |
| e) | Leadership: shows a high level of leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities | e) | Leadership: shows leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities | e) | Leadership: demonstrates personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities | e) | Leadership: demonstrates personal effectiveness in supervision and the management of researcher development | e) | Leadership: demonstrates personal effectiveness in supervision and the management of researcher development |
| | *Appraisers will be directed to s | | ic Examples of Domain activity relating | | riteria above. It is expected that appro | | | | |
| | | | ES FOR SUPERVISION AND RE | | | ORN | MANCE RATINGS AGAINST CF | ITE | RIA |
| | • • • • | • • | nust demonstrate both a) and b) and lemonstrate both a) and b) and one | | | | | | |
| | 2. Some gaps: Typically, must de | emor | nstrate a) and one of b), c), d) or e) | 010) | | | | | |
| | 1. Unsatisfactory: Typically, doe | es no | ot demonstrate a) | | | | | | |

| 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* | | | | | | | |
| a) Citizenship: demonstrates leadership of self and senior leadership of others in relation to UQ values b) Internal service: demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit c) External service: demonstrates senior leadership in relation to external service d) Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities 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 | a) Citizenship: demonstrates and leads others in relation to UQ values b) Internal service: sustains a track record of impact, achievement and initiative in internal service role/s c) External service: shows leadership in relation to external service d) Engagement: leads self and others in advancing partnerships, and in relation to UQ and public engagement activities e) Leadership: shows leadership of selfand others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution | a) Citizenship: demonstrates UQ values consistently b) Internal service: has an established record of achievement and initiative in internal service role/s c) External service: shows evidence of an established record in relation to external service d) Engagement: pursues successful engagement activities and media opportunities e) Leadership:shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing | a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s effectively c) External service: actively pursues agreed goals in external service d) Engagement: actively pursues agreed goals in engagement activities and partnerships e) Leadership: shows leadership of selfand others through mentoring and collaboration | a) Citizenship: demonstrates UQ values b) Internal service: undertakes internal service role/s c) External service: collaborates in external service activities d) Engagement: collaborates in engagement activities and partnerships e) Leadership: shows leadership of self throughcollaboration and active participation in priority activitiesfor 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. | | | | | | | |
| 4. Exceeds expectations: Typically, m | nust demonstrate both a) and b) and lemonstrate both a) and b) and one c nstrate a) and one of b), c), d) or e) | | NCE RATINGS AGAINST CRITE | RIA | | | |

Determining an Overall Performance Rating

Guidance for combining Domain performance ratings into an overall rating is provided in the following table:

| 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 for the Overall rating provided in the table is warranted, the justification should be provided in the relevant Overall rating section of the APD documentation.

Noting that the "Not Applicable" domain rating cannot be applied to the Citizenship and Service domain, where a staff member has been given performance ratings on less than 4 domains as a consequence of the use of "Not Applicable" for a domain(s), the overall rating of "Exceeds Expectations" is met with one fewer (or two fewer if only 2 domains were rated) "Exceeds Expectations" domain rating.