

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><b>a) Teaching profile:</b> demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience</p> <p><b>b) Curriculum and assessment design:</b> leads and enables exemplary design of curricular and assessment practices that transforms student learning outcomes</p> <p><b>c) Pedagogies:</b> adapts, enables and/or creates evidence-based teaching and learning approaches and technologies to promote outstanding student learning outcomes</p> <p><b>d) Engagement:</b> builds, maintains, and expands significant national and/or international collaborations and inspires others through advocacy, mentorship and/or scholarly inquiry</p> <p><b>e) Leadership:</b> successfully initiates and leads substantial educational programs, policies, strategies, innovations, and reform with national and/or international influence</p>	<p><b>a) Teaching profile:</b> demonstrates a sustained, skilled, and collegial contribution to teaching and the student experience</p> <p><b>b) Curriculum and assessment design:</b> exhibits exemplary design in curricular and assessment practices that contributes to enhanced student learning outcomes</p> <p><b>c) Pedagogies:</b> adapts and introduces novel teaching and learning approaches and technologies to inspire students' participation and achieve enhanced learning outcomes</p> <p><b>d) Engagement:</b> builds and maintains internal and external education collaborations and leads or enables professional learning through advocacy, mentorship and/or scholarly inquiry</p> <p><b>e) Leadership:</b> successfully initiates and leads educational programs, innovation and reform</p>	<p><b>a) Teaching profile:</b> demonstrates an established record of effective contribution to a range of teaching responsibilities</p> <p><b>b) Curriculum and assessment design:</b> demonstrates continuous improvement in curricular design and assessment practices</p> <p><b>c) Pedagogies:</b> modifies teaching and learning approaches and technologies to motivate students' participation and achieve enhanced learning outcomes</p> <p><b>d) Engagement:</b> builds and maintains internal and external education collaborations and undertakes/initiates professional learning in teaching</p> <p><b>e) Leadership:</b> leads programs, disciplines, plans, courses, and/or student cohorts</p>	<p><b>a) Teaching profile:</b> demonstrates a growing profile and contribution towards a range of teaching responsibilities</p> <p><b>b) Curriculum and assessment design:</b> designs effective learning materials and assessment tasks</p> <p><b>c) Pedagogies:</b> selects and uses teaching and learning approaches and technologies that generate student engagement</p> <p><b>d) Engagement:</b> participates in education collaborations within teaching teams and/or across the unit and undertakes professional learning in teaching</p> <p><b>e) Leadership:</b> coordinates courses and participates in a range of student experiences</p>	<p><b>a) Teaching profile:</b> demonstrates an emerging profile and contribution to formal and informal teaching activities</p> <p><b>b) Curriculum and assessment design:</b> assists with curriculum planning and assessment practices</p> <p><b>c) Pedagogies:</b> implements pedagogies appropriate to the student cohorts</p> <p><b>d) Engagement:</b> builds internal collaborations to strengthen the student experience and undertakes professional learning in teaching</p> <p><b>e) Leadership:</b> teaches and/or assists in course coordination and participates in a range of student experiences</p>
*Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.				
GUIDELINES FOR TEACHING DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA				
<b>4. Exceeds expectations:</b> Typically, must demonstrate all criteria				
<b>3. Performing well:</b> Typically, must demonstrate a), b) and c) and one of d) or e)				
<b>2. Some gaps:</b> Typically, must demonstrate two of a), b) or c) and one of d) or e)				
<b>1. Unsatisfactory:</b> Typically, does not demonstrate two of a), b) or c)				

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) <b>Quality research outputs:</b> leads research outputs consistent with discipline norms, consolidating a prominent international profile</p> <p>b) <b>Funding and other external support:</b> 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) <b>Translation and impact:</b> Leads and achieves transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) <b>Engagement:</b> leads the development and delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) <b>Leadership:</b> 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) <b>Quality research outputs:</b> produces research outputs consistent with discipline norms, often as lead contributor, resulting in international recognition</p> <p>b) <b>Funding and other external support:</b> 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) <b>Translation and impact:</b> leads the progression towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) <b>Engagement:</b> leads the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) <b>Leadership:</b> successfully builds teams, and participates in discipline service, including service on leading editorial boards, or other discipline leadership positions</p>	<p>a) <b>Quality research outputs:</b> produces research outputs consistent with discipline norms, often as lead contributor, resulting in national recognition, and a developing international profile</p> <p>b) <b>Funding and other external support:</b> 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) <b>Translation and impact:</b> contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) <b>Engagement:</b> contributes to the development of, or the delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) <b>Leadership:</b> successfully builds teams and participates in discipline service, including service on editorial boards</p>	<p>a) <b>Quality research outputs:</b> produces research outputs consistent with discipline norms, with a lead role in some outputs, resulting in a developing national profile</p> <p>b) <b>Funding and other external support:</b> contributes to, and sometimes leads funding applications or other external mechanisms of research support, consistent with discipline norms</p> <p>c) <b>Translation and impact:</b> contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) <b>Engagement:</b> contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) <b>Leadership:</b> participates in team building and/or discipline service</p>	<p>a) <b>Quality research outputs:</b> produces research outputs consistent with discipline norms</p> <p>b) <b>Funding and other external support:</b> participates in funding applications or developing other external mechanisms of research support, consistent with discipline norms</p> <p>c) <b>Translation and impact:</b> contributes to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ IP</p> <p>d) <b>Engagement:</b> contributes to the development of, or delivery of partnerships with research end users, or external collaborations resulting in quality outputs</p> <p>e) <b>Leadership:</b> participates in discipline service</p>
*Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.				
GUIDELINES FOR RESEARCH DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA				
4. <b>Exceeds expectations:</b> Typically, must demonstrate both a) and b) and two of c), d) or e)				
3. <b>Performing well:</b> Typically, must demonstrate both a) and b) and one of c), d) or e)				
2. <b>Some gaps:</b> Typically, must demonstrate one of a) or b) and one of c), d) or e)				
1. <b>Unsatisfactory:</b> Typically, does not demonstrate either a) or b)				

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*				
<b>a) Supervision outcomes:</b> has an outstanding track record of achievement in supervision outcomes <b>b) Responsible conduct of research:</b> demonstrates and leads others in the responsible conduct of research <b>c) Capability and skill development:</b> demonstrates effective development of supervisee capabilities and skills <b>d) Engagement:</b> shows leadership in facilitating engagement opportunities for supervisees <b>e) Leadership:</b> shows a high level of leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities	<b>a) Supervision outcomes:</b> has a sustained track record of achievement in supervision outcomes <b>b) Responsible conduct of research:</b> demonstrates and leads others in the responsible conduct of research <b>c) Capability and skill development:</b> demonstrates effective development of supervisee capabilities and skills <b>d) Engagement:</b> shows leadership in facilitating engagement opportunities for supervisees <b>e) Leadership:</b> shows leadership through personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities	<b>a) Supervision outcomes:</b> has an established track record of achievement in supervision outcomes <b>b) Responsible conduct of research:</b> demonstrates and leads others in the responsible conduct of research <b>c) Capability and skill development:</b> demonstrates effective development of supervisee capabilities and skills <b>d) Engagement:</b> shows leadership in facilitating engagement opportunities for supervisees <b>e) Leadership:</b> demonstrates personal effectiveness in supervision and the management of researcher development, and development of supervision capabilities	<b>a) Supervision outcomes:</b> has a developing track record of achievement in supervision outcomes <b>b) Responsible conduct of research:</b> demonstrates active engagement in the responsible conduct of research <b>c) Capability and skill development:</b> facilitates the development of supervisee capabilities and skills <b>d) Engagement:</b> facilitates engagement opportunities for supervisees <b>e) Leadership:</b> demonstrates personal effectiveness in supervision and the management of researcher development	<b>a) Supervision outcomes:</b> has a developing track record of achievement in supervision outcomes <b>b) Responsible conduct of research:</b> demonstrates active engagement in the responsible conduct of research <b>c) Capability and skill development:</b> contributes to the development of supervisee capabilities and skills <b>d) Engagement:</b> contributes to engagement opportunities for supervisees <b>e) Leadership:</b> demonstrates personal effectiveness in supervision and the management of researcher development
*Appraisers will be directed to specific Examples of Domain activity relating to criteria above. It is expected that appraisers will exercise appropriate judgement in the application of the rating guidelines.				
GUIDELINES FOR SUPERVISION AND RESEARCHER DEVELOPMENT PERFORMANCE RATINGS AGAINST CRITERIA				
4. <b>Exceeds expectations:</b> Typically, must demonstrate both a) and b) and two of c), d) or e)				
3. <b>Performing well:</b> Typically, must demonstrate both a) and b) and one of c), d) or e)				
2. <b>Some gaps:</b> Typically, must demonstrate a) and one of b), c), d) or e)				
1. <b>Unsatisfactory:</b> Typically, does not 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*				
<p>a) <b>Citizenship:</b> demonstrates leadership of self and senior leadership of others in relation to UQ values</p> <p>b) <b>Internal service:</b> demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit</p> <p>c) <b>External service:</b> demonstrates senior leadership in relation to external service</p> <p>d) <b>Engagement:</b> leads self and others in advancing partnerships, and in relation to UQ and public engagement activities</p> <p>e) <b>Leadership:</b> 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) <b>Citizenship:</b> demonstrates and leads others in relation to UQ values</p> <p>b) <b>Internal service:</b> sustains a track record of impact, achievement and initiative in internal service role/s</p> <p>c) <b>External service:</b> shows leadership in relation to external service</p> <p>d) <b>Engagement:</b> leads self and others in advancing partnerships, and in relation to UQ and public engagement activities</p> <p>e) <b>Leadership:</b> shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution</p>	<p>a) <b>Citizenship:</b> demonstrates UQ values consistently</p> <p>b) <b>Internal service:</b> has an established record of achievement and initiative in internal service role/s</p> <p>c) <b>External service:</b> shows evidence of an established record in relation to external service</p> <p>d) <b>Engagement:</b> pursues successful engagement activities and media opportunities</p> <p>e) <b>Leadership:</b> shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing</p>	<p>a) <b>Citizenship:</b> demonstrates UQ values</p> <p>b) <b>Internal service:</b> undertakes internal service role/s effectively</p> <p>c) <b>External service:</b> actively pursues agreed goals in external service</p> <p>d) <b>Engagement:</b> actively pursues agreed goals in engagement activities and partnerships</p> <p>e) <b>Leadership:</b> shows leadership of self and others through mentoring and collaboration</p>	<p>a) <b>Citizenship:</b> demonstrates UQ values</p> <p>b) <b>Internal service:</b> undertakes internal service role/s</p> <p>c) <b>External service:</b> collaborates in external service activities</p> <p>d) <b>Engagement:</b> collaborates in engagement activities and partnerships</p> <p>e) <b>Leadership:</b> shows leadership of self through collaboration and active participation in priority activities for the unit</p>
*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				
4. <b>Exceeds expectations:</b> Typically, must demonstrate both a) and b) and two of c), d) or e)				
3. <b>Performing well:</b> Typically, must demonstrate both a) and b) and one of c), d) or e)				
2. <b>Some gaps:</b> Typically, must demonstrate a) and one of b), c), d) or e)				
1. <b>Unsatisfactory:</b> Typically, does not demonstrate a)				

# 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.