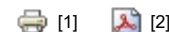


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# Criteria for Academic Performance - Policy

**Document Number:**

5.70.17a

**Topic:**

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**Approval Authority:**

Vice-Chancellor

**Last Approval Date:**

Monday, August 26, 2019

**Review date:**

Monday, December 8, 2014

**Evaluation Timeframe:**

3 Yearly Review

**Audience:**

Staff - Academic roles

**Document Web Links:**

[PPL 5.70.15 Performance Appraisal for Academic Staff](#) [4]

[PPL 5.80.14 Promotion to Professor](#) [5]

[PPL 5.80.12 Promotion of Academic Staff \(Levels A - D\)](#) [6]

[PPL 5.41.05 Probation and Confirmation of Continuing Appointment \(Academic Staff\)](#) [7]

[PPL 5.41.12 Academic Categories](#) [8]

[Guidelines on Evidencing Academic Achievement](#) [9]

[Application Submission Timetable](#) [10]

[Career progress and appraisal for academic staff - website](#) [11]

**Notes:**

June 2017 - Nomenclature update, March 2018 - addition of Level E (Academic Title Holders Only)

Criterion. June 2018 - URLs updated; August 2019 - removal of broken link.

## 1. Purpose and Objectives

The University of Queensland is committed to recruiting, developing and retaining skilled, experienced and high-performing staff. The policy on [Performance Appraisal for Academic Staff \(PPL 5.70.15\)](#) [12] provides the means for senior academic managers and supervisors to set goals and expectations with academic

staff and to provide assessments of performance.

The purpose of this policy is to set out the criteria to be used by supervisors in the appraisal process, and in considerations for confirmation of appointment and promotion.

## 2. Definitions, Terms, Acronyms

**Academic category** - academic appointment type i.e. Teaching and Research, Teaching Focused, Research Focused or Clinical Academic.

**Academic role** - main academic functions such as teaching, scholarship of teaching and learning, research and creative work, clinical innovation, service and engagement.

**Early Career Academic** – an appointment made in accordance with *The University of Queensland Enterprise Agreement 2014 – 2017*, clause 62 – Early Career Academic Appointments.

## 3. Policy Scope/Coverage

This policy applies to staff at levels A to E, across all of the academic categories - Teaching and Research, Teaching Focused, Research Focused and Clinical Academic.

## 4. Policy Statement

Academic roles are listed under the headings of teaching, scholarship of teaching and learning, research/creative work (subsequently referred to as research), and service and engagement (which are conducted in a clinical context for Clinical Academic staff). However, within these roles there is a wide range of activities which academic staff may be expected to undertake and a wide range of groups with whom staff members may interact with as part of their academic roles. These interactions may be *internal* contributions to the University community or *external* to the profession and wider community, for example industry, governmental and non-governmental organisations, public institutions and other fora that benefit intellectually, socially, economically, environmentally and/or culturally from the staff member's University work.

The patterns of academic activity vary widely across academic categories and disciplines. While there are common elements, the balance between them may be quite different from one discipline to another. Furthermore, the amount of time required for each activity may be dependent on the discipline, and in many disciplines some of these activities could also lead to opportunities for industry linkage, funding, and commercialisation of intellectual property associated with research activities. Depending on the discipline, competitive funding may come into the University from a variety of sources recognised by the Higher Education Research Data Collection (HERDC), for example government, industry, commercialisation of research, and public or philanthropic institutions. The [Guidelines on Evidencing Academic Achievement](#)<sup>[9]</sup> lists a broad (but not exhaustive) range of examples of academic performance indicators and acknowledges the diversity of academic achievement.

The Criteria for Academic Performance policy specifies University expectations for different categories of academic staff and different roles. This will assist individual academic staff in planning for their career development, and will help supervisors to appraise individual staff and encourage performance of the group as a whole.

# 5. Considerations for using the Criteria

## 5.1 Principles for criteria for academic performance

It is important to note that:

5.1.1 Staff must perform their duties in accordance with the ethical principles as set out in the Code of Conduct (PPL 1.50.1).

5.1.2 The criteria are intended to achieve clarity about University expectations of academic staff performance, without inappropriate rigidity.

5.1.3 Flexibility in assessing staff where factors such as discipline constraints or location (Faculty/ Institute/Centre/Campus) impact upon the record should apply. For example, the opportunity to attract Higher Degree by Research students or to attract competitive or industry funding may be affected. In these situations the case may be balanced with the inclusion of other forms of achievement, while maintaining the appropriate standards of quality.

5.1.4 Flexibility in assessing staff also applies across discipline-specific practices relating to dissemination. For example, in design areas exhibitions are an appropriate vehicle; in creative arts performance, original compositions, works of art or design, or creative writing may be appropriate; in applied research, especially involving contracts, opportunities for public dissemination may be limited by confidentiality agreements, in which case other Higher Education Research Data Collection recognised evidence of quality and impact may be appropriate (for further examples refer to the [Guidelines on Evidencing Academic Achievement](#)<sup>[9]</sup>).

5.1.5 In rare cases exemplary leadership in building institutional capacity may be taken into consideration for promotion to Level E. This will provide the Committees with the ability to recognise outstanding contributions to institutional leadership.

5.1.6 Consistent with The University of Queensland Prevention of Discrimination and Harassment policy (PPL 1.70.06a<sup>[13]</sup>), and state and federal Acts, a staff member should not be treated less favourably due to their sex, relationship status, pregnancy, parental status, breastfeeding, age, race, impairment, religious belief or religious activity, political belief or activity, trade union activity, lawful sexual activity, gender identity, sexuality, family responsibilities, or association with, or relation to, a person identified on the basis of any of these attributes. Some of these attributes may impact on a staff member's capacity to work uninterrupted and/ or on a full-time basis.

5.1.7 The University is committed to providing an equal opportunity environment for its staff in its performance appraisal, continuing appointment and promotion process through the principle of performance relative to opportunity. The quality of the staff member's performance will be assessed against the standard for that level. In terms of expectations for activity and output, consideration will be given to the fraction at which they are employed, periods of absence and/ or personal circumstances. Where information about a staff member's personal circumstances is provided, that information will remain confidential to the assessing committees.

5.1.8 In the years preceding an application for continuing appointment or promotion staff should prepare by referring to: the guidelines for those processes; to their own conditions of appointment; to any other advice through the mid-term review and annual appraisals; and to requirements for mandatory staff development

programs. Staff should consult their supervisors about any implications for assigned duties and performance expectations.

5.1.9 The criteria are the formal University expectations and should be used for assessment of teaching (including postgraduate supervision), scholarship of teaching and learning, research and service/engagement. Any expectations of academic performance set at the school or faculty level are subordinate to these criteria and must be consistent with them.

## 5.2 Level of performance in relation to seniority and experience

Senior staff are expected to make a significant contribution to the leadership of the organisational unit and the University. This responsibility for greater leadership applies across teaching, scholarship of teaching and learning (for Teaching Focused staff), research and service and engagement. Individuals often make a particular contribution in an area of strength which may change during a career and in response to needs and opportunities within the institution.

In general, the expected quality of work will increase with experience. The amount of shared output may also increase where larger teams are associated with more senior staff. However, these relationships vary substantially according to individual circumstances and they are not necessarily linear or uniform across all areas of academic activity.

## 5.3 Relationship to confirmation and promotion processes

A staff member on a probationary appointment, therefore, should aim to establish that they can achieve and maintain standards expected for that level as appropriate for the discipline.

For the purposes of a staff member undergoing annual appraisal, mid-term review or confirmation at a particular level of appointment, the criteria applicable to that level will be applied. Confirmation in a continuing appointment is based primarily upon the assessment of the staff member's performance over the relevant probationary period, or the period of appointment in an Early Career Academic role, against the criteria for the level of appointment set out in this policy, and in the light of [PPL 5.41.05 Probation and Confirmation of Continuing Appointment \(Academic Staff\)](#) [7]. For example, a staff member seeking confirmation at Level B will have the Level B criteria applied. Recognition of trajectory, based on available evidence, may be appropriate.

In assessing the performance of staff seeking promotion, the criteria for the level being sought will be applied, in conjunction with the [Promotion of Academic Staff \(Levels A-D\) - Policy](#) [14] (PPL 5.80.12a). For example, a staff member seeking promotion to Level C will have the Level C criteria applied. Recognition of trajectory, based on available evidence, may be appropriate.

# 6. The Criteria

## 6.1 Teaching and Research academic staff

### Roles

The T&R academic will contribute principally to teaching and research. A contribution to the scholarship of teaching and learning is encouraged and contribution to service and engagement is expected.

Refer to sections 4 and 5 above and the Guidelines on Evidencing Academic Achievement for further information about the diversity of academic roles and achievement.

### 6.1.1 Level A

A Level A T&R academic will work with the support and guidance of more senior academic staff and is expected to develop his or her expertise in teaching (including clinical teaching, where appropriate) and research with an increasing degree of autonomy. A Level A academic is expected to have an emerging profile in teaching and in disciplinary research.

In **teaching**, a Level A academic will achieve teaching quality as indicated by approved surveys and outcomes for students and will improve or innovate where appropriate in response to feedback. Some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

In **research**, a Level A academic is expected to develop a coherent research program, to work within a research group (where relevant), participate in applications for competitive research funding support and publish or exhibit in high-quality outlets, often in collaboration with colleagues, in a manner consistent with disciplinary practice.

In **service and engagement**, a Level A academic will demonstrate efficient performance in allocated roles, share in academic service responsibilities, contribute to outcomes of internal committees and begin to develop external contributions.

### 6.1.2 Level B

In addition to the requirements at Level A, a Level B T&R academic will have a growing profile in teaching, research, service and engagement. They may coordinate or lead the activities of other staff.

In **teaching**, a Level B academic will usually contribute at undergraduate, Honours and postgraduate levels, take responsibility for the preparation and delivery of substantial course modules and coordinate one or more courses, including collaboration in curriculum design and delivery where appropriate. This includes clinical teaching, where appropriate. He or she will usually contribute to the effective supervision of Honours and Higher Degree by Research students.

In **research**, a Level B academic will have an established record of publication or exhibition in high-quality outlets. A Level B academic will be expected to achieve national recognition in this area, and take a chief investigator role (often in conjunction with more experienced researchers) in applications for external research funds.

In **service and engagement**, a Level B academic will demonstrate efficient management of allocated internal service roles and will be active in making external contributions.

### 6.1.3 Level C

In addition to the requirements at Level B, a Level C T&R academic will have an established record of achievement in teaching, research, service and engagement.

In **teaching**, a Level C academic will have demonstrated the ability to teach across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to demonstrate successful coordination of a significant aspect of a program (e.g. a major, a

clinical teaching unit or a field of study), or a significant contribution to the development or coordination of teaching in their school or faculty. He or she will be expected to have an active and effective record of principal supervision of Higher Degree by Research students.

In **research**, a Level C academic will demonstrate a capacity for independent research, contribute as a chief investigator including collaborations which yield new insights and opportunities and will be expected to obtain and successfully manage significant external research funds. He or she will have achieved national recognition and have a developing international profile for research in the field through publication or exhibition in high quality outlets and, where relevant, by the impact of their research on policy, practice and/or commercialisation.

In **service and engagement**, he or she will be expected to perform effectively a range of higher-level internal duties and will usually provide a strong contribution to external activities.

#### 6.1.4 Level D

In addition to the requirements at Level C, a Level D T&R academic is expected to undertake leadership roles and demonstrate excellence in teaching, research, service and engagement. Additionally, he/she must be able to demonstrate a sustained record of outstanding impact and achievement that is internationally recognised in either teaching or research.

In **teaching**, a Level D academic will be expected to, at least, demonstrate effective leadership and excellence in a range of settings and roles. This includes clinical teaching, where appropriate. He or she will be expected to have a record of supervising Higher Degree by Research students successfully to completion as principal supervisor.

In **research**, a Level D academic will be expected to demonstrate evidence of quality and impact of their work through publication or exhibition in internationally-recognised outlets, and, where relevant, through its impact on policy, practice and/or commercialisation. Leadership will be evident through a record of successful applications for external research funding in a chief investigator role and mentoring of more junior academics and researchers.

In **service and engagement**, a Level D academic will make a strong contribution to the governance and collegial life of the institution, including successful mentoring of less experienced staff, and will show leadership in external activities.

#### 6.1.5 Level E

In addition to the requirements at Level D, a Level E T&R academic is expected to display a high level of leadership in their teaching, research, service and engagement, and be recognised internationally for their scholarly contribution and, where relevant, for its impact on policy or practice.

In **teaching**, he or she will have a distinguished record of scholarly teaching and leadership across all levels and appropriate contexts (including clinical teaching, where appropriate).

In **research**, he or she will demonstrate outstanding outcomes and leadership. This will include guiding the development of others, particularly more junior researchers, leadership of major funding initiatives, major contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond his or her specific areas of research or creative activity.

In **service and engagement**, a Level E T&R academic will have made outstanding leadership contributions to the governance and collegial life of the institution, and show high level leadership in

external activities at a national and international level.

## 6.2 Teaching Focused academic staff

### Roles

The **TF** <sup>[15]</sup> academic will contribute principally to teaching and to the scholarship of teaching and learning. Maintenance of currency with the discipline or professional practice and a contribution to service and engagement is expected.

Refer to sections 4 and 5 above and the Guidelines on Evidencing Academic Achievement for further information about the diversity of academic roles and achievement.

#### 6.2.1 Level A

A Level A Teaching Focused academic will work with the support and guidance of more senior academic staff to develop his or her expertise in teaching and the scholarship of teaching and learning with an increasing degree of autonomy.

In **teaching**, a Level A academic is expected to know their discipline very well and to be able to use multiple forms of representing that knowledge to different audiences. The Level A academic will develop their teaching through effective collaboration with other staff in course coordination, development of course materials and curriculum. He or she will maintain teaching quality as indicated by approved surveys and outcomes for students, and by responses to feedback to improve or innovate where appropriate. A Level A academic will undertake a range of activities which contribute to maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

In the **scholarship of teaching and learning**, a Level A academic is expected to develop a knowledge of effective discipline-specific pedagogical practices and to collaborate in the development of quality projects which explore, test, practice and communicate improved pedagogies. They may participate in applications for external funding for such projects.

In **service and engagement**, a Level A academic will demonstrate efficient performance in allocated roles, share in academic service responsibilities, contribute to outcomes of internal committees and begin to develop external contributions.

#### 6.2.2 Level B

In addition to the requirements at Level A, a Level B Teaching Focused academic will have a developing record in teaching, the scholarship of teaching and learning and/or professional achievement as appropriate to their disciplinary area. They may coordinate and/or lead the activities of other staff, as appropriate to the discipline. They will show the potential for leadership in teaching and learning.

In **teaching**, a Level B academic will contribute at undergraduate level, take responsibility for the preparation and delivery of substantial course modules and coordinate one or more courses, including collaboration in curriculum design and delivery where appropriate. A Level B academic will undertake a range of activities which contribute to maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

A Level B academic will have a developing profile in the **scholarship of teaching and learning**. Activity in

this area will bring together high levels of discipline-related expertise and pedagogical content knowledge. It will be innovative, able to be replicated and elaborated, documented and subject to peer review. The Level B academic will take an active role in obtaining funding to support such activity in the form of individual or collaborative projects and fellowships.

In **service and engagement**, a Level B academic will demonstrate efficient management of allocated internal service roles and will be active in making contributions, especially in roles related to teaching and learning.

### 6.2.3 Level C

In addition to the requirements at Level B, a Level C Teaching Focused academic will be recognised nationally as making a significant contribution to teaching and the scholarship of teaching and learning in the discipline. He or she will make original contributions, which expand knowledge or practice in the discipline.

In **teaching**, a Level C academic will exhibit strong teaching practice and a scholarly approach to teaching across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to coordinate a major or field of study or award program of the institution and will be involved in major innovations in teaching and learning in the school and/or faculty. He or she will undertake a range of activities which contribute to maintaining currency with the discipline. For example some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

In the **scholarship of teaching and learning**, a Level C academic will have a developing leadership role as it relates to their discipline, with national recognition of their achievements. There will be evidence of intellectual independence, and contributions to collaborations leading to new insights and opportunities. Evidence of the impact of their achievements beyond their own teaching practice will be expected. This will include dissemination of their work on the scholarship of teaching and learning including publication in high quality peer-reviewed outlets and other mechanisms appropriate for the discipline and target audience. Success in attracting funding to undertake projects that enhance and develop teaching in the discipline will usually be expected.

In **service and engagement**, he or she will be expected to perform effectively a range of higher-level internal duties and will usually provide a strong external contribution.

### 6.2.4 Level D

In addition to the requirements at Level C, a Level D Teaching Focused academic will have a sustained record of excellence in teaching and the scholarship of teaching and learning, demonstrated institutional leadership in these areas and impact at national and international levels. In one of the areas of teaching or scholarship of teaching and learning, an outstanding level of performance is expected.

In **teaching**, a Level D academic will demonstrate a record of excellence in teaching quality in a range of settings. Leadership of a large interdisciplinary area, field of study or academic program is expected. He or she will have a well-established record of maintaining currency with the discipline. Some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

In the **scholarship of teaching and learning**, a Level D academic will have a national reputation, will present and collaborate at the international level, and will have instigated and led successful applications for external teaching grants.



In **service and engagement**, a Level D academic will make a strong contribution to the governance and collegial life of the institution, including successful mentoring of less experienced staff, and will show leadership in the external contributions, especially in areas related to teaching and learning.

### 6.2.5 Level E

In addition to the requirements at Level D, a Level E Teaching Focused academic will have an international reputation for outstanding leadership in teaching and in the scholarship of teaching and learning, and will be a recognised authority in the discipline.

He or she will have a distinguished record of scholarly teaching at all levels, and a national and international leadership profile in teaching and learning. He or she will demonstrate a substantial impact on learning in the discipline over a sustained period, effective mentoring of junior staff, recognition as an international authority in the scholarship of teaching and learning, a major impact on educational policy and curriculum, and a significant contribution to international debate and practice in these areas. Involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

He or she will be engaged at the highest level nationally/internationally in debates on teaching and learning and in advisory and professional capacities in the development of policy and practice.

## 6.3 Research Focused academic staff

### Roles

The RF academic will focus effort on research, including supervision of HDR students consistent with the University's rules about supervision. Some participation in undergraduate and postgraduate teaching is encouraged and a contribution to service and engagement is expected.

Refer to sections 4 and 5 above and the Guidelines on Evidencing Academic Achievement for further information about the diversity of academic roles and achievement.

#### 6.3.1 Level A

A Level A RF academic will work with the support and guidance of more senior academic staff. He or she is expected to develop expertise and an emerging profile in research or with an increasing degree of autonomy.

In **research**, a Level A academic is expected to develop a coherent research program, to work within a research group (where relevant), participate in applications for external research funding support and publish or exhibit in high-quality outlets, often in collaboration with colleagues, in a manner consistent with disciplinary practice.

Some involvement in Honours and (where appropriate) Higher Degree by Research supervision would usually be expected.

In **service and engagement**, a Level A academic will demonstrate efficient performance in allocated roles, share in academic service responsibilities, contribute to the outcomes of internal committees and begin to develop external contributions.

#### 6.3.2 Level B

In addition to the requirements at Level A, a Level B RF academic will have a growing profile in research, service and engagement. They may coordinate or lead the activities of other staff.

In **research**, a Level B academic will engage in independent and/or team research and have an established record of publication or exhibition in high-quality outlets. He or she will be expected to achieve national recognition in this area, and take a chief investigator role in applications for external research funds.

He or she will usually contribute to the effective supervision of Honours and Higher Degree by Research students.

Where **teaching** is undertaken, a Level B academic will achieve teaching quality as indicated by approved surveys and outcomes for students and will improve or innovate where appropriate in response to feedback.

In **service and engagement**, a Level B academic will demonstrate efficient management of allocated internal service roles and will be active in making external contributions.

### 6.3.3 Level C

In addition to the requirements at Level B, a Level C RF academic will have an established record of achievement in independent research, service and engagement.

In **research**, a Level C academic will demonstrate intellectual independence, contribute as a chief investigator to collaborations which yield new insights and opportunities, obtain and successfully manage significant external research funds. He or she will have achieved national recognition and have a developing international profile for research in the field through publication or exhibition in high-quality outlets and, where relevant, by the impact of their research on policy, practice and/or commercialisation. A Level C academic will provide leadership in research, including research training and supervision.

He or she will be expected to have an active and effective record of principal supervision of Higher Degree by Research students.

Where **teaching** is undertaken, a Level C academic will achieve teaching quality as indicated by approved surveys and outcomes for students and will improve or innovate where appropriate in response to feedback.

In **service and engagement**, he or she will be expected to perform effectively a range of higher-level internal duties and will usually provide a strong contribution to external activities.

### 6.3.4 Level D

In addition to the requirements at Level C, a Level D RF academic is expected to undertake leadership roles and demonstrate a sustained record of outstanding contributions to his or her field of research including, where relevant, for impact on policy or practice, and will demonstrate excellence in service and engagement.

In **research**, a Level D academic will have an international reputation for quality and impact of work through publication or exhibition in internationally-recognised outlets and, where relevant, through impact on policy, practice and/or commercialisation, and will consistently initiate and lead successful applications for external research funding. A Level D Research Focused academic will usually lead a research team.

A Level D Research Focused academic will accordingly play a leadership role within his or her institution and discipline in fostering the research activities of others. He or she will be expected to have a record of supervising Higher Degree by Research students successfully to completion as principal supervisor.

Where **teaching** is undertaken, a Level D academic will achieve teaching quality as indicated by approved surveys and outcomes for students and will improve or innovate where appropriate in response to feedback.

In **service and engagement**, a Level D academic will make a strong contribution to the governance and collegial life of the institution, including successful mentoring of less experienced staff, and will show leadership in external activities.

### 6.3.5 Level E

In addition to the requirements at Level D, a Level E Research Focused academic will have received international recognition for sustained outstanding research and international leadership in the discipline and, where relevant, for the impact of their research on policy or practice or through the commercialisation of associated intellectual property.

He or she will demonstrate outstanding leadership in guiding the development of others, particularly more junior researchers, in major funding initiatives, contribution to knowledge and the beneficial application of knowledge, research program and team management, and intellectual leadership beyond his or her specific areas of research or creative activity.

A Level E academic will have made outstanding contributions to the governance and collegial life of the institution, and to research training and research policy nationally/internationally, achieving international recognition for leadership in the discipline.

## 6.4 Clinical Academic staff

### Roles

The Clinical Academic will contribute principally to clinical teaching in an undergraduate, postgraduate and/or professional teaching setting and to clinical research. Contributions to engagement with the relevant clinical profession are expected. Where engagement includes clinical innovation, evidence of dissemination and impact of the innovation is expected.

Refer to sections 4 and 5 above and the Guidelines on Evidencing Academic Achievement for further information about the diversity of academic roles and achievement.

#### 6.4.1 Level A

A Level A Clinical Academic will be an effective clinical teacher, particularly at undergraduate or professional entry level, will develop skills in clinical research, manage patient case load and will be involved in activities that foster links with the relevant profession.

In **teaching**, a Level A academic will develop expertise in clinical teaching with the guidance of more senior staff, and with an increasing degree of autonomy. He or she will achieve teaching quality and will improve and innovate where appropriate in response to student and peer feedback.

A Level A academic will be developing clinical expertise, as evidenced by enrolment in and progress

towards an advanced professional qualification or higher degree by research.

In **service and engagement** a Level A Clinical Academic will maintain strong links with the relevant profession and will contribute to service within the school in allocated roles.

### 6.4.2 Level B

In addition to the requirements at Level A, a Level B Clinical Academic will have a growing profile in teaching, research and in engagement with the profession which may include innovation in a clinical context. He or she may coordinate or lead the activities of other staff. An advanced professional qualification or higher degree by research would be expected.

In **teaching**, a Level B academic will usually assume a variety of clinical teaching responsibilities at the undergraduate, postgraduate and/or professional level and take responsibility for the preparation and delivery of course modules and their coordination.

In **research**, a Level B academic will undertake individual and/or collaborative clinical research and publish and present the results of their research.

In **service and engagement**, a Level B academic will assume a significant role in professional activities, usually including accepting referrals for consultations, and will demonstrate efficient management of allocated internal service roles. In clinical innovation he or she may contribute to the implementation of new clinical techniques within the relevant profession and will be able to demonstrate the impact of their innovation on clinical practice.

### 6.4.3 Level C

In addition to the requirements at Level B, a Level C Clinical Academic will have an established record of achievement in clinical teaching and/or research and in engagement with the profession, which may include clinical innovation and its dissemination.

A Level C academic will make a substantial senior contribution to clinical **teaching** such as coordination of a significant aspect of a clinical teaching unit or a specialty/subspecialty program. He or she will contribute to the supervision of students in advanced or specialty training programs. These students may or not be formally enrolled in Higher Degree by Research programs.

In clinical **research** a Level C academic will be expected to publish peer-reviewed clinical research studies and/or state/national guidelines for clinical practice and contribute to successful applications for external research funding. An advanced professional qualification or higher degree by research would be expected. A Clinical Academic's possession of a Fellowship or equivalent in a speciality area may be recognised as an indicator of research and scholarship.

In **service and engagement**, a Level C academic will achieve leadership roles in the profession, including developing consultancies in speciality areas. Engagement in professional associations within their speciality is expected.

### 6.4.4 Level D

In addition to the requirements at Level C, a Level D Clinical Academic is expected to undertake senior leadership roles in clinical teaching and/or, clinical research and scholarship, and in engaging with stakeholders, government regulators such as professional associations/organisations, employer groups,

and/or consumer groups. They will have a sustained record of outstanding impact and national achievement in clinical teaching, and/or clinical research.

In **teaching**, a Level D academic will take a leadership role in clinical program development and have a record of supervising students successfully to completion within advanced or specialty training programs as Principal Supervisor. These students may or may not be formally enrolled in Higher Degree by Research programs.

In clinical **research**, a Level D academic will demonstrate evidence of quality and impact of their work through publications in internationally-recognised outlets. There will be evidence of a leadership role in successful applications to funding sources to support this clinical research.

In **service and engagement**, a Level D academic will make a strong contribution to the governance and collegial life of the institution, including mentoring of less experienced staff, where appropriate. The Level D academic will show strong leadership in the profession and in engagement with external stakeholders and professional bodies. Clinical innovation will be accompanied by evidence of dissemination and adoption. Clinical expertise will be recognised by roles on government, professional or industry advisory committees.

### 6.4.5 Level E

In addition to Level D expectations, Level E Clinical Academics are expected to display a high level of leadership in their teaching, research and innovation in a clinical context and in service/engagement, and be recognised internationally for their scholarly contribution. They will have developed an international reputation for outstanding impact and achievement in the profession, through (i) clinical teaching and/or clinical research and (ii) clinical engagement, which may include clinical innovation.

In **teaching**, they will have a distinguished record of scholarly teaching and leadership across all levels and appropriate contexts.

In **research**, they will demonstrate outstanding outcomes and leadership. This will include guiding the development of others, particularly more junior researchers, leadership of major funding initiatives, major contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond his or her specific areas of research.

In **service and engagement**, a Level E Clinical academic will make a leadership contribution to the governance and collegial life of the institution, to continuing education and professional development, and be recognised for international leadership in the profession. Clinical expertise will be recognised by substantial roles on government, professional or industry advisory committees.

### 6.4.6 Level E (Academic Title Holders only)

Except in exceptional circumstances, the Professor will have a significant reputation for outstanding achievement in their professional area based on innovation in evidence based clinical practice. They make a commensurate contribution to the work and strategic advancement of the University and its students. In addition, they are expected to demonstrate outstanding leadership in fostering or facilitating clinical excellence in teaching and/or research and/or service and engagement.

Where clinical excellence is claimed in Teaching, they will have demonstrated exceptional performance in evidenced based clinical practice and clinical teaching. They will be recognised as outstanding clinicians and clinical teachers. They will have led the advancement and transformation of clinical education in their discipline/institution/relevant Specialist College or the health industry.

Where clinical excellence is claimed in Research, the Professor will demonstrate their impact in/on research through fostering collaborations with local and international partners, and Institutes/Universities to deliver advancements in health. As a recognised leading authority in their profession, they will use their influence to create, enable and support high impact research that produces evidence based change in health outcomes and systems.

Where clinical excellence is claimed in Service and Engagement to their discipline, the University and the community, they will be recognised nationally or internationally. The Professor will be recognised as a thought leader, setting policy or professional practice standards in or beyond their discipline. They will demonstrate their clinical expertise and leadership through their outstanding contribution to high impact influential government, professional or industry advisory committees or the community equivalent.

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### Workflow State:

Approved

### Approval Text:

Approved by PPL Manager on 26 August 2019.

### Editors:

[Ms Vanessa Staunton](#) [16]

[Mrs Cynthia Copley](#) [17]

[Ms Susie Entwistle](#) [18]

### Reviewers:

[Mrs Cynthia Copley](#) [17]

[Ms Vanessa Staunton](#) [16]

### Subscribers

[Dr Margie McEwen](#) [20]

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Chief Human Resources Officer Dr Al Jury

[hrpolicyfeedback@uq.edu.au](mailto:hrpolicyfeedback@uq.edu.au) [24]

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[1] <https://ppl.app.uq.edu.au/print/node/906>

[2] <https://ppl.app.uq.edu.au/printpdf/node/906>

[3] <https://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy>

[4] <https://ppl.app.uq.edu.au/content/5.70.15-performance-appraisal-academic-staff>

[5] <https://ppl.app.uq.edu.au/content/5.80.14-promotion-professor>

[6] <https://ppl.app.uq.edu.au/content/5.80.12-promotion-academic-staff-levels-d>

[7] <http://ppl.app.uq.edu.au/content/5.41.05-probation-and-confirmation-continuing-appointment-academic-staff>

[8] <http://ppl.app.uq.edu.au/content/5.41.12-academic-categories>

[9] <http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/guidelines-evidencing-academic-achievement.pdf>

[10] <https://staff.uq.edu.au/information-and-services/human-resources/performance-review/submission-dates>

[11] <https://staff.uq.edu.au/information-and-services/human-resources/performance-review/academic-staff>

[12] <http://ppl.app.uq.edu.au/content/5.70.15-performance-appraisal-academic-staff#Policy>

[13] <https://ppl.app.uq.edu.au/content/1.70.06-discrimination-and-harassment>

[14] <https://ppl.app.uq.edu.au/content/5.80.12-promotion-academic-staff-levels-d#Policy>

[15] <https://ppl.app.uq.edu.au/glossary/term/21>

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[17] <https://ppl.app.uq.edu.au/users/mrs-cynthia-copley>

[18] <https://ppl.app.uq.edu.au/users/ms-susie-entwistle>

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[20] <https://ppl.app.uq.edu.au/users/dr-margie-mcewen>

[21] <https://ppl.app.uq.edu.au/users/hr-distribution-list>

[22] <https://ppl.app.uq.edu.au/users/hro>

[23] [https://ppl.app.uq.edu.au/admin/build/views/edit/uq\\_role\\_attachment?destination=node%2F906#views-tab-node\\_content\\_1](https://ppl.app.uq.edu.au/admin/build/views/edit/uq_role_attachment?destination=node%2F906#views-tab-node_content_1)

[24] <mailto:'+'hrpolicyfeedback@uq.edu.au'+'>

[25] <https://ppl.app.uq.edu.au/notifications/subscribe/6965/thread/nid/906?destination=node%2F906>

[26] <https://ppl.app.uq.edu.au/node/906/talk#comment-form>

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